



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1425 Patrician Drive, Lake Havasu City, AZ 86404

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Shaun A Goodwin
Schedule : 07:30 AM to 03:30 PM
Grades : K-5
Web Address : www.havasu.k12.az.us/nautilus/index.html
Phone Number : (928) 505-6060
Fax Number : (928) 505-6079
E-mail : sgoodwin@havasu.k12.az.us

Mission

The Nautilus community of staff, students and families team together. We share the responsibility of modeling and teaching essential academics, character traits and life skills so our students can be responsible, contributing members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Emphasize the basic skills, particularly stressing math, reading, and writing. Assure mastery by providing instruction at each student's level through 3 tier reading intervention, flexible grouping and extended learning opportunities.
Through an effective schoolwide problem-solving discipline program that incorporates character education, conflict resolution, peer mediation, anti-bullying while promoting student self-empowerment in a safe and orderly environment.
Provide specific skill-based targeted tutoring during the school day with highly qualified school staff and broad based tutoring and mentoring before and after school programs that are community and school sponsored.

Enrollment

October 1, 2005 School Year Student Enrollment : 428
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 80

Instructional Programs

- ü Accelerated Reader
- ü Full Day Kindergarten
- ü Integrated Curriculum Instruction
- ü ELL/SEI Instruction
- ü On-Site Special Education
- ü Character Ed/Anti- Bullying Education
- ü Tutoring
- ü Music/Art/ Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We maintain a safe, orderly learning environment. We model life-long learning and follow the adopted curriculum aligned with the state standards. We maintain open lines of communication with the district, community, and parents.

Parents

Nautilus expects parents to provide for their children's basic needs--keeping their children clean, rested and well-nourished. We want parents to set high academic and behavioral standards which includes regular attendance, homework support and on time arrival.

Transportation Policy

Lake Havasu Unified School District provides transportation for our special needs population. In addition, Nautilus Elementary School provides transportation to the Desert Hills and Crystal Beach communities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü School Volunteer Awarded PSOTA Volunteer of the Year	2001
ü Five Star School Reading/Math (MAP)	2000
ü Mohave County Teacher of the Year	1998
ü WalMart Teacher of the Year	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	501	80010	100	100	99	457	455	447	5	6	10	6	15	18	68	59	53	20	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	242	38935	100	100	99	466	456	447	2	5	9	5	13	19	66	62	55	27	20	17
Male	38	259	40974	100	100	98	448	453	448	8	6	11	8	17	18	71	57	52	13	20	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	18	112	34545	100	100	99	436	438	432	17	12	14	6	21	24	72	58	53	6	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	55	372	35142	100	100	99	464	460	465	2	3	5	5	13	11	69	60	56	24	23	28
Students with Disabilities	NC	72	10161	NC	100	93	NC	417	419	NC	24	28	NC	38	28	NC	35	36	NC	4	8
Students without Disabilities	71	429	69849	100	100	100	461	461	451	1	3	7	6	12	17	72	63	56	21	23	19
Limited English Proficient Students	NC	28	14013	NC	100	97	NC	399	413	NC	43	24	NC	32	34	NC	25	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	88	39029	NC	100	98	NC	448	432	NC	5	14	NC	26	25	NC	51	52	NC	18	9
Non-Economically Disadvantaged	71	413	40981	100	100	100	454	456	462	6	6	6	7	13	13	70	61	54	17	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	502	79438	100	100	98	470	463	451	5	5	9	9	18	24	75	64	56	11	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	243	38775	100	100	99	484	474	457	2	3	7	5	13	22	76	66	58	17	19	13
Male	38	259	40560	100	100	97	457	454	446	8	7	12	13	22	25	74	63	54	5	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	18	112	34297	100	100	98	445	444	434	17	13	14	6	20	31	72	63	50	6	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	55	373	34887	100	100	98	478	470	471	2	3	4	11	17	15	73	65	63	15	16	18
Students with Disabilities	NC	72	9588	NC	100	88	NC	410	416	NC	26	30	NC	43	32	NC	26	34	NC	4	5
Students without Disabilities	71	430	69850	100	100	100	476	472	456	1	2	7	7	13	23	80	70	59	11	15	12
Limited English Proficient Students	NC	28	13856	NC	100	96	NC	399	407	NC	43	27	NC	32	43	NC	25	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	88	38685	NC	100	97	NC	453	435	NC	8	14	NC	23	32	NC	61	50	NC	8	5
Non-Economically Disadvantaged	71	414	40753	100	100	99	467	466	467	6	5	5	8	16	16	75	65	62	11	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	501	79971	100	100	99	403	419	423	10	6	8	54	50	41	35	42	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	241	38974	100	99	99	424	434	437	5	4	5	41	41	33	54	50	57	NA	5	4
Male	38	260	40895	100	100	98	380	406	410	16	8	10	68	58	47	16	34	41	NA	0	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	18	113	34481	100	100	99	400	410	410	17	8	10	39	51	46	44	40	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	55	371	35150	100	100	99	407	423	437	5	5	5	60	50	35	35	42	56	NA	3	5
Students with Disabilities	NC	71	10258	NC	99	94	NC	368	377	NC	25	23	NC	66	51	NC	8	25	NC	NA	1
Students without Disabilities	71	430	69713	100	100	100	409	428	429	6	3	5	55	47	39	39	47	52	NA	3	3
Limited English Proficient Students	NC	28	13985	NC	100	97	NC	363	382	NC	25	18	NC	57	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	88	38994	NC	100	98	NC	413	409	NC	7	10	NC	49	47	NC	43	41	NC	1	1
Non-Economically Disadvantaged	71	413	40977	100	100	100	402	421	437	10	6	5	56	50	34	34	41	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	518	80147	97	99	99	498	502	482	3	4	11	9	11	17	58	49	49	30	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	278	39281	98	99	99	504	501	483	2	5	9	2	9	17	63	51	50	32	35	24
Male	35	240	40780	97	100	98	492	502	482	3	3	12	17	14	17	51	47	48	29	37	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	11	116	33494	100	98	99	493	490	466	NA	6	15	NA	16	23	82	52	49	18	26	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	64	390	36122	97	100	99	500	505	501	3	3	5	11	10	10	53	48	50	33	39	35
Students with Disabilities	13	76	10295	93	99	92	468	457	443	15	22	33	15	26	26	54	38	33	15	13	8
Students without Disabilities	63	442	69852	98	100	100	505	508	488	NA	1	7	8	9	16	59	51	51	33	40	26
Limited English Proficient Students	NC	40	12722	NC	100	97	NC	453	441	NC	18	27	NC	33	33	NC	43	37	NC	8	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	78	38371	NC	98	97	NC	489	465	NC	8	15	NC	13	23	NC	54	49	NC	26	13
Non-Economically Disadvantaged	74	440	41776	97	100	100	500	504	498	3	3	6	8	11	11	58	48	49	31	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	518	79686	97	99	98	485	486	470	8	6	11	7	12	24	83	71	57	3	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	278	39163	98	99	99	492	491	475	2	5	9	2	10	22	95	76	60	NA	9	10
Male	35	240	40438	97	100	97	477	480	465	14	8	13	11	15	25	69	66	54	6	11	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	11	116	33299	100	98	98	474	468	452	9	12	17	27	21	32	55	61	47	9	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	64	390	35914	97	100	98	487	491	489	8	5	5	3	10	15	88	74	67	2	12	14
Students with Disabilities	13	76	9808	93	99	87	447	437	432	38	37	35	15	24	32	46	37	30	NA	3	3
Students without Disabilities	63	442	69878	98	100	100	493	493	475	2	1	8	5	10	23	90	77	61	3	11	9
Limited English Proficient Students	NC	40	12594	NC	100	96	NC	425	422	NC	35	34	NC	35	45	NC	30	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	78	38095	NC	98	97	NC	469	452	NC	6	17	NC	23	32	NC	69	48	NC	1	3
Non-Economically Disadvantaged	74	440	41591	97	100	99	486	489	486	8	6	6	5	10	16	84	72	65	3	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	517	80372	97	99	99	471	482	475	4	4	4	29	26	30	67	67	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	276	39452	95	98	99	492	494	488	3	3	3	5	17	22	93	77	72	NA	3	3
Male	36	241	40836	100	100	98	449	468	464	6	5	6	56	36	37	39	56	56	NA	2	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	11	115	33608	100	97	99	474	469	462	NA	5	6	27	30	36	73	64	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	64	390	36213	97	100	99	471	485	489	5	4	2	30	25	22	66	68	72	NA	3	3
Students with Disabilities	14	76	10526	100	99	94	418	437	427	14	12	15	57	55	53	29	33	31	NA	NA	1
Students without Disabilities	62	441	69846	97	99	100	483	489	482	2	3	3	23	21	26	76	73	69	NA	3	2
Limited English Proficient Students	NC	38	12747	NC	95	97	NC	425	432	NC	16	12	NC	47	52	NC	37	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	77	38521	NC	96	98	NC	475	461	NC	5	6	NC	31	38	NC	64	55	NC	NA	1
Non-Economically Disadvantaged	74	440	41851	97	100	100	471	483	489	4	4	3	28	25	22	68	68	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	535	79306	100	99	99	507	511	504	13	7	13	14	16	20	58	58	49	16	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	261	38845	100	99	99	505	510	505	10	7	11	13	15	20	63	60	50	15	18	18
Male	40	274	40383	100	100	98	509	512	504	15	8	14	15	17	19	53	57	47	18	19	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	18	116	32673	100	98	99	487	492	487	28	14	18	11	28	25	56	50	46	6	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	67	403	36234	100	100	99	514	517	523	7	5	6	13	12	13	60	61	52	19	21	28
Students with Disabilities	12	87	10286	100	97	91	475	470	462	25	22	41	33	40	27	42	38	27	NA	NA	5
Students without Disabilities	76	448	69020	100	100	100	512	518	510	11	4	9	11	11	18	61	62	52	18	22	21
Limited English Proficient Students	NC	34	10291	NC	97	96	NC	461	458	NC	29	38	NC	44	34	NC	24	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	72	37437	NC	94	97	NC	489	486	NC	11	19	NC	29	26	NC	54	46	NC	6	9
Non-Economically Disadvantaged	84	463	41869	100	100	100	507	514	521	13	6	7	12	14	14	58	59	51	17	21	27

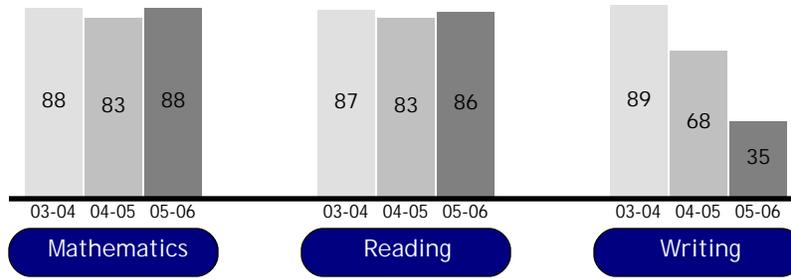
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	536	79000	100	100	98	497	501	489	5	5	10	19	18	24	68	66	58	8	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	262	38774	100	100	99	502	506	494	2	4	7	15	15	22	77	69	61	6	12	10
Male	40	274	40150	100	100	98	492	496	485	8	7	12	25	22	25	58	62	55	10	9	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	18	116	32508	100	98	98	471	478	472	6	14	15	44	29	33	50	52	49	NA	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	67	404	36135	100	100	98	506	508	508	4	3	4	10	15	14	75	71	67	10	12	15
Students with Disabilities	12	87	9991	100	97	88	455	454	449	17	20	33	50	47	36	33	33	29	NA	NA	2
Students without Disabilities	76	449	69009	100	100	100	504	510	495	3	2	6	14	13	22	74	72	62	9	12	10
Limited English Proficient Students	NC	34	10199	NC	97	95	NC	438	439	NC	35	35	NC	47	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	73	37234	NC	95	97	NC	484	472	NC	7	15	NC	32	33	NC	59	50	NC	3	3
Non-Economically Disadvantaged	84	463	41766	100	100	99	498	504	505	5	5	5	19	16	16	68	67	65	8	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	538	79611	100	100	99	482	494	496	8	5	7	44	43	37	48	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	264	39016	100	100	99	494	509	511	4	2	4	43	34	29	53	63	66	NA	1	1
Male	40	274	40519	100	100	98	467	478	482	13	7	10	45	51	44	43	42	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	18	116	32855	100	98	99	443	474	481	22	12	10	44	41	43	33	47	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	68	406	36380	100	100	99	491	500	511	4	2	4	43	43	30	53	54	65	NA	0	1
Students with Disabilities	12	87	10664	100	97	94	424	438	440	25	15	23	58	66	54	17	20	22	NA	NA	1
Students without Disabilities	77	451	68947	100	100	100	491	504	504	5	3	4	42	38	34	53	59	61	NA	0	1
Limited English Proficient Students	NC	34	10362	NC	97	97	NC	435	438	NC	21	22	NC	53	57	NC	26	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	73	37626	NC	95	98	NC	483	479	NC	4	10	NC	51	45	NC	45	45	NC	NA	0
Non-Economically Disadvantaged	85	465	41985	100	100	100	480	495	511	8	5	4	45	42	30	47	53	65	NA	0	1

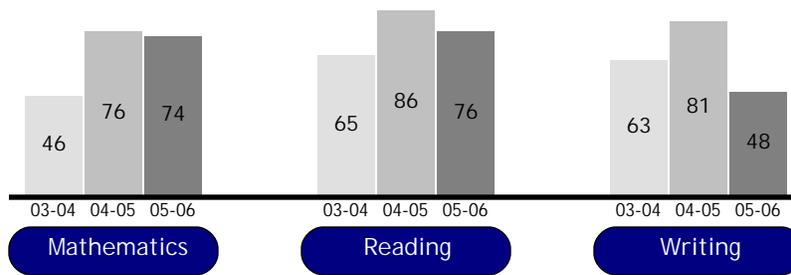
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	65	NA	58	97	58	56	47	100	59	59	46
	Language	100	58	63	50	97	60	58	47	100	65	65	48
	Mathematics	100	71	73	64	96	58	56	50	100	58	61	52
3	Reading	100	66	NA	55	100	52	51	44	100	58	54	46
	Language	100	73	71	61	100	49	52	44	100	56	54	46
	Mathematics	100	76	69	61	100	51	55	51	100	59	58	52
4	Reading	89	60	NA	56	100	57	56	48	99	63	61	52
	Language	100	57	65	52	100	57	59	49	99	65	63	52
	Mathematics	100	63	71	61	100	58	62	53	99	65	70	58
5	Reading	100	67	NA	55	100	59	58	50	100	59	61	56
	Language	100	63	63	49	100	58	59	50	100	61	61	54
	Mathematics	100	73	72	63	100	55	57	49	100	56	58	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Family/School Partnership
- Ü School/Business/Community Relations
- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Heritage grant/wildlife habitat garden

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	4	3	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Multi-purpose room

Extracurricular Activities

- Ü Student Council/Leadership
- Ü Wellness Club
- Ü Mentoring Programs
- Ü Homework Club
- Ü Wildlife Habitat Garden Club
- Ü Reading/Parks and Rec Partnership

Social Services

- Ü Health Services
- Ü Free and Reduced Lunch Program
- Ü Parks and Recreation Afterschool Program
- Ü Tutoring Program (HFY) includes ELL
- Ü Peer to Peer Tutoring
- Ü Arizona Nutrition Network Grant
- Ü Big Brothers Big Sisters

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have instituted a school wide anti-bullying program using SBR materials through physical education that is coordinated with after school detention referrals.
  
- ü We have instituted a school-wide character education program through library. Lessons are delivered on an ongoing basis and supported in the classrooms and throughout the school.
  
- ü We have initiated a three tier intervention program in reading that includes flexible grouping, reteaching and the use of a literacy coach and intervention specialist.
  
- ü We have received a \$9750 Heritage Grant to build a Wildlife Habitat Garden at Nautilus. The Site Council is actively involved in managing this project.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff has been trained in emergency preparedness according to emergency guidelines per our site based plan. Staff roles and responsibilities are defined. We control access to our building, and maintain a closed campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Shaun Goodwin	(928) 505-6060
Transportation Policy	Transportation Department	(928) 855-5169
Community Resources	Dee Bumpas	(928) 505-6060
School Nutrition Programs	Aramark	(928) 854-5043
Parent Organization	Tracey Kennedy	(928) 505-6060
Student Health/Nurse	Carol Bodman	(928) 505-6060

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.