



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

600 West Buffalo St., Holbrook, AZ 86025

Holbrook 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Jim V. Cassidy Mr.
Schedule : 07:30 AM to 04:30 PM
Grades : 3-5
Web Address : holbrook.k12.az.us/
Phone Number : (928) 524-6181
Fax Number : (928) 524-2940
E-mail : cassidy@holbrook.k12.az.us

Mission

Each child has a basic right to receive an education that develops his/her potential and maximizes his/her abilities. We recognize the importance of developing student self-esteem and high expectations.

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

U Increase by 3% the number of students in all grade levels that meet or exceeds the state standards as determined by AIMS reading, writing, and math from the 2004-05 scores.

Enrollment

October 1, 2005 School Year Student Enrollment : 309
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Scholastic 180 Reading Program
- Ü ESL
- Ü Gifted
- Ü On-site Special Education
- Ü After School Tutorial

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school must provide a safe, drug-free, smoke-free environment for students to learn. Enforcement of high academic standards by the school will maximize student potential and develop a sense of dignity and self-worth.

Parents

Parents should provide a safe environment for children to grow and foster an attitude of the importance of education. Parents should ensure adequate sleep, clothing, housing and nourishment for children. Daily attendance should be a parental goal.

Transportation Policy

Bus routes cover approximately 1,875 square miles. The 24 buses that cover this area logged 431,000 miles during the 2004-2005 school year and transported 1118 students. Eleven buses transport students from the Navajo Reservation.

School Honors

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

Award/Honor	Year
Ü Odyssey of the Mind Team Sent to World Competition	2005
Ü Odyssey of the Mind - State Champion	2005
Ü Regional Science Fair Winners	2005

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	99	140	80010	98	97	99	451	442	447	7	10	10	16	21	18	61	56	53	16	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	72	38935	100	99	99	446	445	447	7	6	9	15	18	19	66	65	55	12	11	17
Male	40	68	40974	95	96	98	458	439	448	8	15	11	18	24	18	53	47	52	23	15	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	17	17	34545	100	100	99	448	448	432	NA	NA	14	18	18	24	76	76	53	6	6	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	43	84	3979	96	95	96	436	429	424	7	12	17	23	27	30	63	55	47	7	6	6
White	37	37	35142	100	100	99	466	466	465	11	11	5	8	8	11	54	54	56	27	27	28
Students with Disabilities	NC	15	10161	NC	83	93	NC	405	419	NC	40	28	NC	33	28	NC	27	36	NC	NA	8
Students without Disabilities	90	125	69849	99	99	100	454	446	451	4	6	7	14	19	17	63	60	56	18	14	19
Limited English Proficient Students	NC	16	14013	NC	89	97	NC	407	413	NC	25	24	NC	56	34	NC	13	39	NC	6	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	82	116	39029	99	97	98	445	438	432	9	11	14	17	20	25	62	59	52	12	9	9
Non-Economically Disadvantaged	17	24	40981	94	96	100	477	459	462	NA	4	6	12	25	13	53	42	54	35	29	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	97	138	79438	96	96	98	455	448	451	1	6	9	28	28	24	65	62	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	71	38775	98	97	99	456	456	457	NA	NA	7	22	21	22	72	75	58	5	4	13
Male	39	67	40560	93	94	97	453	439	446	3	12	12	36	34	25	54	49	54	8	4	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	17	17	34297	100	100	98	448	448	434	6	6	14	12	12	31	82	82	50	NA	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	41	82	3940	91	93	95	440	436	429	NA	9	14	39	33	36	61	59	47	NA	NA	3
White	37	37	34887	100	100	98	472	472	471	NA	NA	4	24	24	15	62	62	63	14	14	18
Students with Disabilities	NC	14	9588	NC	78	88	NC	410	416	NC	29	30	NC	36	32	NC	36	34	NC	NA	5
Students without Disabilities	89	124	69850	98	98	100	457	452	456	1	3	7	25	27	23	67	65	59	7	5	12
Limited English Proficient Students	NC	15	13856	NC	83	96	NC	425	407	NC	20	27	NC	40	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	80	114	38685	96	96	97	449	443	435	1	7	14	31	29	32	64	61	50	4	3	5
Non-Economically Disadvantaged	17	24	40753	94	96	99	482	472	467	NA	NA	5	12	21	16	71	67	62	18	13	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	99	140	79971	98	97	99	425	417	423	10	10	8	33	38	41	55	51	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	71	38974	98	97	99	436	435	437	7	6	5	26	28	33	67	66	57	NA	NA	4
Male	41	69	40895	98	97	98	411	398	410	15	14	10	44	48	47	37	35	41	5	3	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	17	17	34481	100	100	99	436	436	410	6	6	10	35	35	46	59	59	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	43	84	3995	96	95	96	420	409	409	12	11	10	35	42	47	53	48	42	NA	NA	1
White	37	37	35150	100	100	99	424	424	437	11	11	5	30	30	35	54	54	56	5	5	5
Students with Disabilities	NC	15	10258	NC	83	94	NC	329	377	NC	40	23	NC	53	51	NC	7	25	NC	NA	1
Students without Disabilities	90	125	69713	99	99	100	433	427	429	7	6	5	32	36	39	59	56	52	2	2	3
Limited English Proficient Students	NC	17	13985	NC	94	97	NC	385	382	NC	18	18	NC	41	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	82	116	38994	99	97	98	418	411	409	12	11	10	38	43	47	49	45	41	1	1	1
Non-Economically Disadvantaged	17	24	40977	94	96	100	462	446	437	NA	4	5	12	13	34	82	79	56	6	4	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	95	125	80147	98	96	99	481	470	482	6	12	11	23	27	17	47	43	49	23	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	62	39281	96	97	99	478	468	483	6	13	9	23	27	17	49	44	50	21	16	24
Male	48	63	40780	100	95	98	484	473	482	6	11	12	23	27	17	46	43	48	25	19	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	24	24	33494	100	100	99	477	477	466	4	4	15	25	25	23	46	46	49	25	25	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	30	60	4117	100	95	96	459	448	456	17	23	19	23	32	27	50	40	46	10	5	8
White	36	36	36122	95	95	99	502	502	501	NA	NA	5	19	19	10	47	47	50	33	33	35
Students with Disabilities	15	21	10295	94	84	92	457	445	443	20	29	33	33	33	26	20	19	33	27	19	8
Students without Disabilities	80	104	69852	99	99	100	486	475	488	4	9	7	21	26	16	53	48	51	23	17	26
Limited English Proficient Students	NC	15	12722	NC	83	97	NC	422	441	NC	47	27	NC	20	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	64	94	38371	97	95	97	468	458	465	9	16	15	23	29	23	48	43	49	19	13	13
Non-Economically Disadvantaged	31	31	41776	100	100	100	508	508	498	NA	NA	6	23	23	11	45	45	49	32	32	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	94	124	79686	97	95	98	471	463	470	4	7	11	32	35	24	55	52	57	9	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	62	39163	96	97	99	471	465	475	9	10	9	28	32	22	53	50	60	11	8	10
Male	47	62	40438	98	94	97	470	462	465	NA	5	13	36	37	25	57	53	54	6	5	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	24	24	33299	100	100	98	469	469	452	8	8	17	29	29	32	54	54	47	8	8	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	29	59	4087	97	94	96	449	444	446	7	12	16	52	47	38	38	39	44	3	2	2
White	36	36	35914	95	95	98	490	490	489	NA	NA	5	19	19	15	67	67	67	14	14	14
Students with Disabilities	14	20	9808	88	80	87	441	430	432	14	25	35	50	50	32	36	25	30	NA	NA	3
Students without Disabilities	80	104	69878	99	99	100	476	470	475	3	4	8	29	32	23	59	57	61	10	8	9
Limited English Proficient Students	NC	14	12594	NC	78	96	NC	416	422	NC	29	34	NC	64	45	NC	7	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	63	93	38095	95	94	97	457	451	452	6	10	17	41	42	32	51	47	48	2	1	3
Non-Economically Disadvantaged	31	31	41591	100	100	99	499	499	486	NA	NA	6	13	13	16	65	65	65	23	23	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	95	125	80372	98	96	99	484	478	475	1	1	4	29	38	30	68	61	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	63	39452	98	98	99	490	485	488	NA	NA	3	25	32	22	75	68	72	NA	NA	3
Male	47	62	40836	98	94	98	479	471	464	2	2	6	34	44	37	62	53	56	2	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	24	24	33608	100	100	99	488	488	462	NA	NA	6	21	21	36	75	75	57	4	4	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	29	59	4128	97	94	97	469	463	464	3	2	4	38	51	39	59	47	56	NA	NA	1
White	37	37	36213	97	97	99	492	492	489	NA	NA	2	30	30	22	70	70	72	NA	NA	3
Students with Disabilities	14	20	10526	88	80	94	459	447	427	7	5	15	43	55	53	50	40	31	NA	NA	1
Students without Disabilities	81	105	69846	100	100	100	488	484	482	NA	NA	3	27	34	26	72	65	69	1	1	2
Limited English Proficient Students	NC	14	12747	NC	78	97	NC	425	432	NC	7	12	NC	86	52	NC	7	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	64	94	38521	97	95	98	477	471	461	2	1	6	34	44	38	63	54	55	2	1	1
Non-Economically Disadvantaged	31	31	41851	100	100	100	500	500	489	NA	NA	3	19	19	22	81	81	72	NA	NA	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	108	145	79306	100	100	99	527	516	504	7	7	13	8	15	20	55	54	49	30	23	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	68	38845	100	100	99	533	522	505	8	6	11	6	15	20	51	51	50	35	28	18
Male	57	77	40383	100	100	98	521	511	504	7	8	14	11	16	19	58	57	47	25	19	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	19	19	32673	100	100	99	518	518	487	16	16	18	NA	NA	25	58	58	46	26	26	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	41	78	4034	100	100	97	506	497	479	5	5	22	12	23	29	73	64	43	10	8	7
White	43	43	36234	100	100	99	555	555	523	2	2	6	7	7	13	40	40	52	51	51	28
Students with Disabilities	NC	12	10286	NC	100	91	NC	478	462	NC	25	41	NC	25	27	NC	42	27	NC	8	5
Students without Disabilities	100	133	69020	100	100	100	530	520	510	6	5	9	8	14	18	55	56	52	31	25	21
Limited English Proficient Students	NC	13	10291	NC	100	96	NC	469	458	NC	15	38	NC	46	34	NC	38	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	70	102	37437	97	98	97	513	503	486	9	8	19	10	19	26	63	60	46	19	14	9
Non-Economically Disadvantaged	38	43	41869	100	100	100	552	547	521	5	5	7	5	7	14	39	42	51	50	47	27

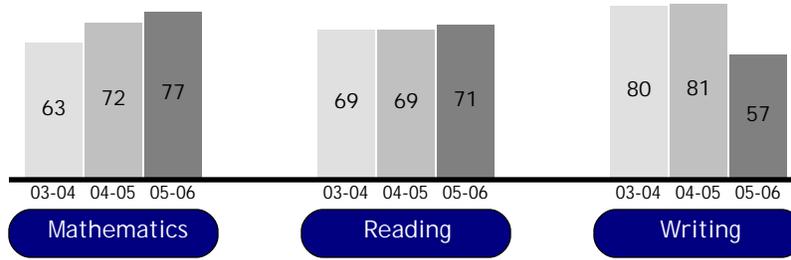
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	145	79000	100	100	98	497	490	489	3	3	10	22	31	24	67	59	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	68	38774	100	100	99	503	498	494	2	1	7	20	24	22	65	63	61	14	12	10
Male	57	77	40150	100	100	98	492	483	485	4	4	12	25	38	25	68	56	55	4	3	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	19	19	32508	100	100	98	498	498	472	5	5	15	16	16	33	79	79	49	NA	NA	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	41	78	4016	100	100	96	478	474	467	2	3	14	39	47	37	56	47	46	2	3	2
White	43	43	36135	100	100	98	519	519	508	NA	NA	4	5	5	14	77	77	67	19	19	15
Students with Disabilities	NC	12	9991	NC	100	88	NC	460	449	NC	8	33	NC	50	36	NC	42	29	NC	NA	2
Students without Disabilities	100	133	69009	100	100	100	499	493	495	2	2	6	22	29	22	67	61	62	9	8	10
Limited English Proficient Students	NC	13	10199	NC	100	95	NC	442	439	NC	15	35	NC	77	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	70	102	37234	97	98	97	490	482	472	3	3	15	29	38	33	63	55	50	6	4	3
Non-Economically Disadvantaged	38	43	41766	100	100	99	511	509	505	3	2	5	11	14	16	74	70	65	13	14	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	108	145	79611	100	100	99	494	500	496	4	4	7	48	41	37	47	54	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	68	39016	100	100	99	514	519	511	2	1	4	27	25	29	69	72	66	2	1	1
Male	57	77	40519	100	100	98	477	482	482	5	6	10	67	55	44	28	39	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	19	19	32855	100	100	99	507	507	481	NA	NA	10	26	26	43	74	74	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	41	78	3992	100	100	96	485	499	478	2	4	10	63	42	46	34	54	44	NA	NA	0
White	43	43	36380	100	100	99	505	505	511	2	2	4	47	47	30	49	49	65	2	2	1
Students with Disabilities	NC	12	10664	NC	100	94	NC	473	440	NC	8	23	NC	50	54	NC	42	22	NC	NA	1
Students without Disabilities	100	133	68947	100	100	100	497	502	504	3	4	4	47	40	34	49	56	61	1	1	1
Limited English Proficient Students	NC	13	10362	NC	100	97	NC	491	438	NC	8	22	NC	38	57	NC	54	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	70	102	37626	97	98	98	485	494	479	4	5	10	54	43	45	41	52	45	NA	NA	0
Non-Economically Disadvantaged	38	43	41985	100	100	100	512	514	511	3	2	4	37	35	30	58	60	65	3	2	1

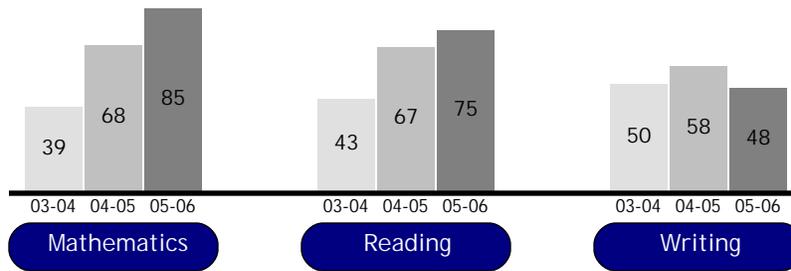
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	Not Evaluated
	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
3	Reading	98	49	NA	55	100	50	42	44	95	48	44	46
	Language	96	59	54	61	100	49	41	44	97	43	39	46
	Mathematics	98	65	59	61	100	51	46	51	97	59	52	52
4	Reading	95	51	NA	56	100	52	46	48	97	52	46	52
	Language	97	47	43	52	100	50	44	49	97	54	48	52
	Mathematics	97	55	53	61	100	53	46	53	98	58	50	58
5	Reading	99	41	NA	55	100	51	46	50	100	65	59	56
	Language	100	40	33	49	100	44	40	50	100	61	56	54
	Mathematics	100	57	51	63	100	48	44	49	100	63	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/

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."

Hulet Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	.40	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	0	0	0
10 or more years	13	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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	0%

Resources Available at School Site

Special Facilities

- Ü Scholastic 180 Reading Lab
- Ü Library
- Ü Computer Lab
- Ü Literature Room

Extracurricular Activities

- Ü Science Fair
- Ü Band
- Ü Spelling Bee
- Ü Choir
- Ü Reading is Fundamental
- Ü Book Fairs

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü After School Tutorial Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our district has been working on the effective school model to improve instruction and achievement.

- ü Grade-level teams are working on programs to improve student achievement.

- ü Quarterly computerized bench mark assessments for all students in reading and mathematics.

Student Activity Rates for School Year 2005-06

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

We have increased our supervision of unstructured activities. Our teachers received in-service training regarding bullying and what signs to look for in students.

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) :

0

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	James Cassidy	(928) 524-6181
Transportation Policy	Carolee DeWitt	(928) 524-6144
Community Resources	James Cassidy	(928) 524-6181
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Franci Tillman	(928) 524-6690
Student Health/Nurse	Lona Hausman	(928) 524-6181

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 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.

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.

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