

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6901 Panther Path, Prescott Valley, AZ 86314

Humboldt 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Kristen D. Rex
 Schedule : 07:30 AM to 04:30 PM
 Grades : 6-8
 Web Address : www.humboldtunified.com
 Phone Number : (928) 759-4600
 Fax Number : (928) 759-4620
 E-mail : kristen.rex@humboldtunified.com

Mission

GHMS Envisions: Growth, Harmony, Maturity, Self-discipline. GHMS promotes academic growth; fosters respect and acceptance of others; eases the transition from primary to high school; encourages the development of individual responsibility. GHMS has implemented the CHARACTER COUNTS program to help guide staff, students, and parents in positive decision making and goal setting. GHMS is committed to providing the best practices and resources to all students with rigorous and relevant curriculum.

School / Academic Goals

- ü GHMS GOALS: Continue to promote a positive and safe school. Continue to create and implement incentives for academic success and attendance through the Character Counts Program. Providing curriculum on decision making and cultural awareness.
- ü STUDENT'S GOALS TO EXPECT SUCCESS: Everyone has the right to learn! Everyone will respect the property of others and the school district. Everyone will try their best. Everyone will set goals and attempt successes in a chosen endeavor.
- ü Improve student performance on standards in Language Arts using thematic and integrated units of study. Using the Reading Counts program and the 6 Traits of Writing as resources students will develop skills to successfully transition to high school.
- ü Improve student performance on standards in Mathematics using highly qualified staff and integrating mathematics into the other disciplines such as career and technical exploratories.

Enrollment

October 1, 2005 School Year Student Enrollment : 704
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 23

Instructional Programs

- ü Alternative Learning Classroom
- ü Character Counts Education
- ü LRE Law-related Education
- ü Gifted Education
- ü Reading Counts
- ü Career and Technical Exploratories
- ü Educational Talent Search

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

GHMS distributes an agenda containing school information, district policies and procedures. A full week training session is incorporated into our first week of school to help students and staff learning the expectations of Glassford. Panther Bootcamp helps new and transitioning students. Progress reports are given at mid-quarter. Each team sets up prescriptions for success with students in need, as well as parents are contacted and met with based on need of the individual student.

Parents

Parents are asked to be on either the PTSO or SITE Council to help make decisions that concern their child's welfare. Staying informed and involved in your child's life is proven to decrease drug use and increase success at school. The most important step for a parent to ensure the success of their child at Glassford is to make sure they are ready for school, attend regularly, and are not tardy. Missed instruction is a major cause of student retention. Attendance is a priority for success.

Transportation Policy

Students must make arrangements for bus passes in the A.M. in the front office. A shuttle bus is provided for students who are involved in after school athletics, detention and use of the Learning Center. More information on transportation is provided in the student agenda.

School Honors

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

Award/Honor	Year
ü Leta Barnes-AATM Vice President of Yavapai County	2006
ü Steve Vick-Yavapai Rotary Teacher of the Year	2006
ü Kristen Rex-Governor Napolitano P-20 Council	2005

6th 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	231	523	79327	100	100	98	505	510	518	20	20	19	23	22	20	49	46	46	7	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	265	38961	99	100	98	500	511	520	22	18	16	26	23	20	47	49	48	4	10	16
Male	115	258	40295	100	100	97	510	510	516	18	22	21	21	22	19	50	44	44	10	12	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	55	135	32327	100	99	98	483	488	499	38	35	27	25	24	25	36	39	41	NA	2	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	168	371	36373	100	100	98	513	519	538	14	15	10	23	21	14	55	50	52	9	15	25
Students with Disabilities	34	74	9321	100	100	87	458	467	467	56	57	54	21	19	22	21	19	21	3	5	3
Students without Disabilities	197	449	70006	100	100	100	512	517	524	14	14	14	24	23	19	54	51	49	8	12	18
Limited English Proficient Students	15	38	9431	100	100	95	454	450	466	67	76	53	20	16	27	13	8	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	115	280	37097	100	100	97	503	505	498	22	24	27	24	23	25	46	43	41	8	10	7
Non-Economically Disadvantaged	116	243	42230	100	100	99	507	517	535	19	16	11	22	21	15	52	51	50	7	12	24

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	228	520	79501	99	100	98	501	498	497	7	9	10	23	23	25	65	64	60	5	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	264	39062	98	100	99	501	502	502	6	8	8	25	22	23	64	66	64	4	4	5
Male	113	256	40368	100	100	98	501	495	491	7	10	13	21	25	27	65	62	57	6	4	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	54	134	32389	98	99	98	476	474	478	15	17	16	41	37	34	44	46	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	166	369	36446	99	100	99	510	508	516	4	6	4	17	18	15	72	71	73	7	5	7
Students with Disabilities	31	71	9411	91	97	88	459	462	453	19	25	36	52	45	36	26	28	26	3	1	1
Students without Disabilities	197	449	70090	100	100	100	507	504	502	5	6	7	19	20	24	71	70	65	6	4	5
Limited English Proficient Students	14	37	9401	100	100	94	441	433	443	29	46	40	43	43	46	29	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	113	278	37183	98	99	97	494	491	479	9	12	16	24	25	34	65	61	49	3	2	1
Non-Economically Disadvantaged	115	242	42318	100	100	99	508	507	513	4	5	5	23	22	17	65	68	70	8	5	7

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	229	518	80000	100	99	99	552	558	564	3	2	3	11	13	11	80	76	75	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	263	39288	98	99	99	563	570	579	2	2	2	7	8	6	85	80	77	6	10	16
Male	114	255	40644	100	99	98	540	545	549	5	3	4	16	18	15	75	72	74	4	6	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	55	133	32672	100	98	99	523	531	548	7	5	4	20	23	14	69	70	76	4	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	167	369	36602	99	100	99	560	566	579	2	2	2	9	10	7	83	78	75	5	10	16
Students with Disabilities	33	73	9919	97	100	93	514	522	505	9	5	9	27	33	35	61	58	54	3	4	2
Students without Disabilities	196	445	70081	100	99	100	557	563	571	3	2	2	9	10	7	83	79	79	6	9	12
Limited English Proficient Students	14	36	9571	100	97	96	497	483	502	7	8	10	36	47	29	57	44	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	114	277	37534	99	99	98	549	551	547	4	2	4	15	16	15	75	76	76	6	5	5
Non-Economically Disadvantaged	115	241	42466	100	100	100	555	566	578	3	2	2	8	10	7	84	76	75	4	11	16

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

7th 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	207	440	78546	92	95	97	546	546	543	9	11	15	18	17	18	61	57	52	12	14	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	198	38645	91	96	98	542	544	545	8	9	13	26	23	18	53	56	54	13	13	15
Male	120	242	39792	93	95	97	548	548	542	10	14	17	12	13	17	67	58	50	12	16	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	52	111	31177	93	96	97	534	535	524	12	18	22	29	20	23	52	50	48	8	12	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	147	310	36450	92	95	97	549	550	563	9	9	7	14	16	12	63	59	57	14	15	23
Students with Disabilities	24	55	8093	57	73	82	521	500	489	17	40	50	8	11	24	58	40	23	17	9	2
Students without Disabilities	183	385	70453	100	100	100	548	552	549	8	7	11	19	18	17	61	59	56	11	15	16
Limited English Proficient Students	NC	16	9323	NC	94	94	NC	496	491	NC	50	47	NC	25	28	NC	25	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	108	207	34694	86	91	96	532	533	524	14	17	23	24	22	23	53	50	48	9	11	7
Non-Economically Disadvantaged	99	233	43852	99	100	99	560	558	559	4	6	10	11	13	13	70	63	56	15	18	22

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	213	446	79045	95	97	98	515	514	512	4	6	10	24	23	25	66	65	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	202	38860	95	98	98	515	519	519	4	4	7	23	22	22	65	66	62	8	8	8
Male	122	244	40075	95	96	97	514	511	505	4	8	12	25	24	28	67	65	54	4	4	6
African American	NC	10	4250	NC	100	98	NC	NA	500	NC	NA	12	NC	NA	31	NC	NA	54	NC	NA	3
Hispanic	53	112	31314	95	97	98	495	496	493	6	10	16	42	33	34	49	55	48	4	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	151	314	36730	94	97	98	521	521	532	4	4	4	18	19	16	72	69	68	6	7	12
Students with Disabilities	30	61	8552	71	81	87	466	468	463	17	28	35	33	33	40	47	38	23	3	2	1
Students without Disabilities	183	385	70493	100	100	100	520	521	517	2	3	7	22	21	24	69	70	62	6	6	8
Limited English Proficient Students	NC	16	9355	NC	94	95	NC	447	456	NC	44	37	NC	56	48	NC	NA	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	113	212	34922	90	93	96	501	502	493	6	8	15	34	31	34	57	57	48	4	4	3
Non-Economically Disadvantaged	100	234	44123	100	100	99	530	526	527	2	4	6	13	16	18	77	73	66	8	7	11

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	214	448	79657	95	97	99	550	550	566	3	4	3	12	11	8	86	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	201	39120	94	97	99	564	568	580	2	3	2	6	5	4	92	92	92	NA	NA	2
Male	124	247	40423	96	97	98	540	535	553	3	6	5	16	16	12	81	79	83	NA	NA	1
African American	NC	10	4290	NC	100	99	NC	NA	560	NC	NA	4	NC	NA	9	NC	NA	86	NC	NA	1
Hispanic	55	115	31642	98	99	99	540	542	552	2	3	5	18	19	11	80	77	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	150	313	36929	94	96	99	553	553	579	3	5	2	10	8	5	87	87	91	NA	NA	2
Students with Disabilities	30	62	9069	71	83	92	495	493	508	10	13	11	23	29	30	67	58	58	NA	NA	1
Students without Disabilities	184	386	70588	100	100	100	556	557	573	2	3	2	10	8	5	89	89	91	NA	NA	1
Limited English Proficient Students	NC	17	9521	NC	100	96	NC	467	507	NC	24	13	NC	41	24	NC	35	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	115	215	35341	92	94	97	543	547	551	3	3	5	14	15	12	83	82	83	NA	NA	0
Non-Economically Disadvantaged	99	233	44316	99	100	100	559	553	578	3	6	2	9	7	5	88	87	90	NA	NA	2

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

8th 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	248	447	78400	100	100	97	562	554	554	18	19	21	16	19	19	52	52	47	14	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	205	38686	100	100	98	565	552	554	20	21	20	11	19	20	55	51	49	14	9	12
Male	129	242	39636	100	100	96	559	555	554	16	17	23	20	20	18	50	52	46	14	10	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	70	117	30732	99	99	97	538	532	534	30	32	31	21	24	24	44	42	40	4	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	163	308	37038	100	100	97	571	561	575	13	15	11	14	18	14	56	56	56	17	11	19
Students with Disabilities	37	54	7840	100	100	81	506	497	498	51	61	60	11	9	18	38	30	20	NA	NA	2
Students without Disabilities	211	393	70560	100	99	99	571	561	560	12	13	17	17	21	19	55	55	50	17	11	14
Limited English Proficient Students	10	21	8956	100	100	95	NA	490	502	NA	67	56	NA	24	25	NA	10	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	118	220	33014	99	99	95	555	546	534	21	23	31	21	24	24	47	46	40	11	7	5
Non-Economically Disadvantaged	130	227	45386	100	100	99	569	561	569	15	15	15	11	15	15	57	58	52	17	12	18

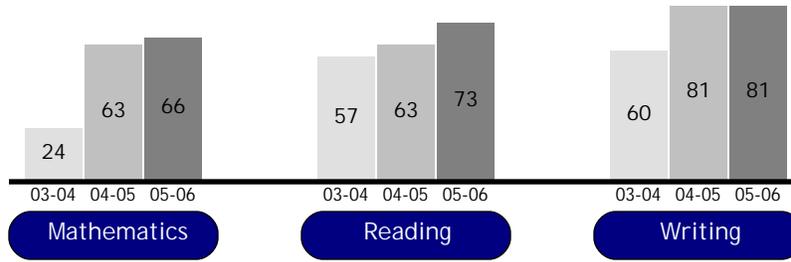
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	244	443	79179	100	99	98	531	525	519	5	7	11	23	25	27	64	63	58	9	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	205	38974	100	100	99	537	527	524	3	7	8	21	23	25	66	63	61	9	6	5
Male	125	238	40124	98	98	97	526	524	513	6	6	13	25	26	28	62	63	54	8	5	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	70	117	30987	99	99	98	502	498	498	10	16	17	39	37	36	49	45	45	3	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	161	306	37467	100	99	98	542	535	539	2	3	5	17	21	17	70	69	70	11	7	8
Students with Disabilities	33	50	8567	97	98	88	488	482	467	18	20	39	36	38	38	45	42	22	NA	NA	1
Students without Disabilities	211	393	70612	100	99	99	538	531	524	2	5	7	21	23	25	67	66	62	10	6	5
Limited English Proficient Students	NC	20	9013	NC	95	95	NC	448	461	NC	60	40	NC	35	48	NC	5	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	115	217	33345	97	97	96	524	516	499	6	9	17	27	29	36	60	58	46	7	4	1
Non-Economically Disadvantaged	129	226	45834	100	100	99	538	534	533	3	4	7	19	20	19	67	69	67	10	7	7

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	246	442	79734	100	98	99	560	554	554	2	2	3	17	19	19	81	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	205	39243	100	100	99	578	567	568	1	3	2	7	9	12	92	88	85	NA	NA	1
Male	127	237	40413	100	98	98	544	543	541	2	2	4	27	27	26	71	71	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	69	115	31254	97	97	99	546	534	539	3	6	5	22	27	25	75	67	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	162	305	37668	100	99	99	566	561	569	1	1	1	16	16	13	83	83	85	NA	NA	1
Students with Disabilities	36	51	8943	100	100	92	512	498	495	8	10	11	33	43	51	58	47	38	NA	NA	1
Students without Disabilities	210	391	70791	100	98	100	568	561	561	0	2	2	14	15	15	85	83	83	NA	NA	0
Limited English Proficient Students	10	20	9138	100	95	97	NA	455	492	NA	30	13	NA	50	46	NA	20	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	117	215	33718	98	96	97	552	545	538	3	4	5	25	24	26	73	72	69	NA	NA	0
Non-Economically Disadvantaged	129	227	46016	100	100	100	568	563	567	1	1	2	10	13	14	89	85	84	NA	NA	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)

8th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	100	57	NA	56	97	50	52	51	97	58	54	56
	Language	100	47	46	48	97	44	46	47	98	48	46	50
	Mathematics	100	65	65	66	97	50	54	52	98	50	52	58
7	Reading	100	53	NA	54	99	53	52	50	91	59	59	54
	Language	100	52	56	58	99	54	52	52	91	59	59	58
	Mathematics	100	51	58	62	99	56	54	50	88	58	56	54
8	Reading	100	58	NA	55	100	51	50	51	98	61	59	58
	Language	100	51	57	52	100	50	50	50	100	61	59	56
	Mathematics	100	63	63	61	100	53	52	53	100	61	58	58

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."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 6 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	8	0	0	0
7 to 9 years	3	2	0	0
10 or more years	12	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü (2) Computer Labs
- Ü Library
- Ü Auditorium
- Ü FACS station

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü National Junior Honor Society
- Ü Athletics
- Ü Art Club
- Ü Choir
- Ü Band
- Ü Drama

Social Services

- Ü Educational Talent Search
- Ü Health Services
- Ü Counseling Services
- Ü Lunch Program
- Ü School Resource Officer on Campus

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü GHMS promotes a positive, nurturing and safe school environment with the Milestones Program. To assist the school and community in the early detection and assistance of children prone to violent behavior.

- ü Staff trainers for Spalding, IDEA, Conflict Resolution, Six Trait Writing Rubric, and mathematic problem solving.

- ü Development of a three year cycle of Character Counts curriculum to help develop positive panthers at GHMS. All students have the opportunity to develop their character through lessons, discipline matrix, and community service projects.

Student Activity Rates for School Year 2005-06

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

Peer mediation established at GHMS to provide students opportunity to mediate their differences.
 School Resource Officer offers law related lessons to students to help develop positive life skills and helps develop a safe environment for all students to learn.
 Character Counts program with curriculum and community support establishes our development of the six pillars.
 Victory with Honor is our Character Counts component for after school athletics.

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) :

2

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	Kristen Rex	(928) 759-4600
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Pam Vandriel	(928) 759-4545
School Nutrition Programs	Maria Rollins	(928) 759-4600
Parent Organization	Candice Blekely-Stump	(928) 759-4600
Student Health/Nurse	Nancy Vallely	(928) 759-4600

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 737 Copies = \$287.00

** 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.