

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2750 S Corral St, Humboldt, AZ 86329

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Cole Young
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 302
 Web Address : www.humboldtunified.com/
 Phone Number : (928) 759-4400
 Fax Number : (928) 759-4420
 E-mail : cyoung@humboldt.k12.az.us

Mission

Mission Statement: We are a community dedicated to teaching, nurturing and supporting our students and families in a safe, respectful and responsible environment in order to ensure success in learning and life.

School / Academic Goals

- ü Humboldt Elementary School will use data analysis of AIMS results to create a school-wide action plan to address growth in the areas of reading, writing, and math. This, in turn, will provide focus on student achievement in all academic areas.
- ü Humboldt Elementary School will look at best teaching practices and incorporate acquired knowledge within the classrooms.
- ü The alignment of curriculum to meet Arizona Academic Standards through grade-level teaming, curriculum mapping and cross referencing state standards with daily lessons will provide for a standards- based curriculum for all students.
- ü Provide every student with an educational program that meets his/her needs, building on abilities and strengthening weaknesses.

Enrollment

October 1, 2004 School Year Student Enrollment : 271
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 32

Instructional Programs

- Ü Standards-Based Curriculum/ Instruction
- Ü Full-Day Kindergarten
- Ü English Language Learner Instruction
- Ü Special Education/ Speech
- Ü Bridges
- Ü Gifted Education
- Ü Title One/DIBELS
- Ü Reading Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide handbooks outlining general school expectations for parents/students on day one. We often communicate through newsletters, telephone contacts and general bulletins. We promote goal-setting on a quarterly basis for all students to achieve.

Parents

Our staff believes that parents are key when it comes to the success of their children in school. Therefore, parents must provide for their children's needs by enforcing daily attendance and arriving on time to school. Parents must check daily homework and sign agendas, volunteer at the school, support the school discipline plan, and attend school functions.

Transportation Policy

District transportation is available to most Humboldt Elementary students. Students are expected to demonstrate appropriate behavior at all times. More information regarding student transportation is available by calling 775-4346.

School Honors

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

Award/Honor	Year
Ü Literacy Outreach Grant	2005
Ü Wal*Mart Teacher of the Year	2005
Ü Prescott Valley Rotary Teacher of the Year	2005
Ü Four Yavapai County Teacher of the Year Nominees	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	43	511	79306	100	100	99	433	430	445	11	10	10	38	22	18	43	57	51	8	11	20
All Students (Prior Year)	44	446	75509	100	100	100	520	520	521	15	10	13	28	25	23	23	37	33	35	28	31
Female	23	264	38691	100	99	99	443	433	446	11	10	10	37	24	18	37	55	52	16	11	20
Male	20	246	40583	100	100	99	423	427	445	11	11	11	39	20	18	50	59	50	0	10	21
African American	NC	10	4041	NC	100	99	NC	369	426	NC	14	17	NC	43	23	NC	43	50	NC	0	10
Hispanic	NC	131	32869	NC	96	99	NC	419	429	NC	14	15	NC	27	25	NC	57	51	NC	2	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	38	362	36197	100	100	99	435	435	463	9	9	5	36	20	11	45	57	53	9	14	31
Students with Disabilities	NC	80	10321	NC	100	100	NC	346	389	NC	39	30	NC	30	27	NC	27	34	NC	4	9
Students without Disabilities	39	432	69060	100	98	98	436	446	454	6	5	7	40	21	17	46	63	54	9	12	22
Limited English Proficient Students	NC	76	15509	NC	100	100	NC	359	406	NC	24	20	NC	33	30	NC	42	45	NC	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	24	276	39415	96	94	96	427	433	431	17	12	15	43	26	25	30	56	50	9	6	10
Non-Economically Disadvantaged	19	236	39966	100	100	100	444	426	459	0	8	6	29	17	12	64	58	52	7	17	30

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	43	512	79395	100	0	99	437	433	446	19	9	9	27	28	25	46	57	55	8	6	11
All Students (Prior Year)	44	446	75492	100	100	100	514	521	519	15	11	12	18	15	16	45	51	47	23	24	24
Female	23	265	38743	100	0	100	447	440	451	16	9	7	21	24	24	47	58	57	16	9	12
Male	20	246	40618	100	0	99	425	426	440	22	10	11	33	31	27	44	56	53	0	3	9
African American	NC	10	4052	NC	0	100	NC	391	434	NC	14	11	NC	14	29	NC	71	54	NC	0	6
Hispanic	NC	132	32915	NC	0	99	NC	421	426	NC	11	15	NC	38	35	NC	52	47	NC	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	38	362	36221	100	0	99	438	438	465	18	9	4	27	24	15	45	59	63	9	8	17
Students with Disabilities	NC	80	10331	NC	0	100	NC	346	388	NC	29	25	NC	41	37	NC	29	34	NC	1	4
Students without Disabilities	39	433	69139	100	0	99	440	450	454	17	6	7	26	25	24	49	62	58	9	7	11
Limited English Proficient Students	NC	77	15545	NC	0	100	NC	359	399	NC	16	21	NC	46	42	NC	38	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	24	277	39484	96	0	96	427	437	429	22	11	14	35	32	35	39	52	47	4	5	4
Non-Economically Disadvantaged	19	236	39986	100	0	100	453	428	461	14	8	4	14	21	16	57	63	63	14	8	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	43	510	78869	100	99	99	424	435	442	8	4	6	41	24	21	43	67	63	8	5	10
All Students (Prior Year)	44	443	75053	100	100	99	603	603	597	5	7	7	10	9	12	80	77	72	5	7	9
Female	23	262	38536	100	98	99	447	450	458	5	3	4	32	16	15	53	74	67	11	7	14
Male	20	247	40302	100	100	99	400	419	428	11	5	8	50	32	26	33	59	60	6	3	7
African American	NC	10	4015	NC	100	99	NC	374	430	NC	14	8	NC	43	24	NC	43	61	NC	0	7
Hispanic	NC	131	32606	NC	96	98	NC	426	426	NC	5	8	NC	25	27	NC	70	60	NC	0	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	38	362	36078	100	100	99	423	439	459	9	4	4	42	23	16	39	66	66	9	7	14
Students with Disabilities	NC	80	10246	NC	100	100	NC	352	367	NC	10	18	NC	43	39	NC	46	40	NC	1	4
Students without Disabilities	39	431	68697	100	98	98	428	450	454	9	3	4	37	20	18	46	71	67	9	6	11
Limited English Proficient Students	NC	76	15339	NC	100	100	NC	369	399	NC	9	11	NC	29	31	NC	63	54	NC	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	278	39106	96	94	95	418	440	427	9	4	8	48	27	28	39	65	59	4	4	5
Non-Economically Disadvantaged	19	233	39837	100	100	100	434	427	457	7	5	4	29	20	14	50	68	67	14	7	15

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	66	526	78906	100	100	99	477	499	498	13	9	13	36	19	19	45	51	48	6	21	20
All Students (Prior Year)	50	453	76019	98	100	100	487	497	499	9	11	14	55	44	39	11	15	14	25	30	33
Female	31	266	38644	100	100	99	477	500	500	16	10	12	32	17	19	48	53	49	4	20	19
Male	35	260	40236	100	100	99	478	498	497	11	8	15	39	20	19	43	49	46	7	23	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	118	31938	NC	99	99	NC	487	481	NC	15	19	NC	26	25	NC	50	46	NC	9	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	59	395	36483	100	100	99	477	502	517	15	7	7	32	17	13	47	51	51	6	24	30
Students with Disabilities	12	86	10664	100	100	100	446	418	430	40	34	42	50	32	27	10	25	26	0	10	5
Students without Disabilities	54	440	68310	98	99	98	485	515	509	7	4	9	33	16	18	53	56	51	7	24	22
Limited English Proficient Students	NC	43	12573	NC	100	100	NC	380	454	NC	36	27	NC	25	30	NC	39	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	43	285	38679	98	96	96	469	499	483	19	12	20	39	22	25	42	50	45	0	15	10
Non-Economically Disadvantaged	23	241	40295	100	100	100	496	500	513	0	5	7	29	14	13	53	52	50	18	30	30

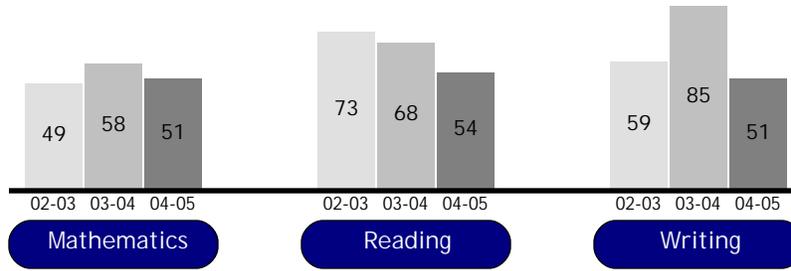
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	524	78908	98	0	99	475	482	484	6	6	10	35	25	23	58	60	58	2	9	9
All Students (Prior Year)	51	455	76020	100	100	100	496	504	503	24	20	25	33	27	23	38	41	40	4	12	12
Female	31	266	38648	100	0	99	476	486	489	8	6	8	24	23	22	68	63	61	0	9	10
Male	34	258	40233	97	0	99	473	477	479	4	7	12	44	27	25	48	56	55	4	9	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	118	31940	NC	0	99	NC	463	465	NC	17	16	NC	31	32	NC	49	49	NC	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	58	393	36502	98	0	99	475	486	502	7	4	4	33	23	14	59	63	67	2	10	15
Students with Disabilities	12	86	10665	100	0	100	449	416	423	10	10	30	60	51	36	30	33	31	0	7	2
Students without Disabilities	53	438	68312	96	0	98	481	495	493	5	6	7	29	20	21	64	65	62	2	9	10
Limited English Proficient Students	NC	43	12556	NC	0	100	NC	364	436	NC	27	24	NC	36	40	NC	36	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	42	283	38662	95	0	96	467	482	468	9	9	16	34	30	32	57	55	49	0	6	3
Non-Economically Disadvantaged	23	241	40315	100	0	100	490	482	498	0	4	5	35	19	15	59	66	66	6	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	66	525	78750	100	100	99	496	495	500	8	4	6	28	30	29	62	65	63	2	1	2
All Students (Prior Year)	51	455	75673	100	100	100	483	520	530	18	12	12	38	29	25	44	56	58	0	3	4
Female	31	265	38586	100	100	99	512	508	515	4	4	4	20	21	22	72	73	71	4	1	3
Male	35	260	40135	100	100	99	481	481	486	11	5	8	36	39	35	54	56	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	119	31841	NC	100	99	NC	481	483	NC	9	8	NC	38	36	NC	52	55	NC	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	59	393	36440	100	100	99	494	498	516	6	3	3	30	27	22	62	69	71	2	1	4
Students with Disabilities	12	87	10622	100	100	100	412	409	415	30	11	21	50	58	50	20	30	28	0	1	1
Students without Disabilities	54	438	68196	98	98	98	515	512	513	2	3	3	23	24	25	72	72	69	2	1	3
Limited English Proficient Students	NC	44	12504	NC	100	100	NC	373	451	NC	18	12	NC	38	44	NC	42	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	43	284	38558	98	96	96	484	494	485	11	7	8	31	33	37	58	60	54	0	0	1
Non-Economically Disadvantaged	23	241	40260	100	100	100	522	495	514	0	1	3	24	27	21	71	72	72	6	1	4

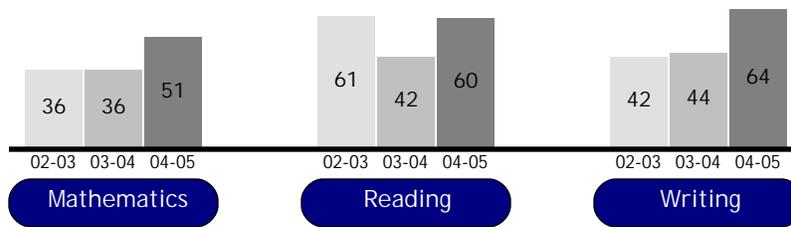
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	50	59	50	86	50	NA	58	100	41	51	47
	Language	100	47	48	43	100	56	48	50	100	33	50	47
	Mathematics	100	42	59	57	100	58	62	64	100	42	50	50
3	Reading	96	39	47	47	100	57	NA	55	100	39	43	44
	Language	100	48	52	54	100	56	57	61	100	36	42	44
	Mathematics	100	41	52	54	100	61	58	61	100	45	48	51
4	Reading	96	63	54	52	100	59	NA	56	100	49	49	48
	Language	100	47	48	48	100	45	50	52	100	49	48	49
	Mathematics	98	63	59	57	100	56	60	61	100	51	55	53
5	Reading	97	56	58	50	100	52	NA	55	98	46	53	50
	Language	97	48	54	46	100	42	51	49	98	45	50	50
	Mathematics	97	58	63	57	100	47	63	63	100	43	50	49

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

- 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 Tax-Credit Expenditures
- Ü School Safety Issues
- Ü School Improvement
- Ü Strategic Planning
- Ü Parent/Educator Relations
- Ü Improving Academic Performance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certificaton.	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 Computer Lab
- Ü Gymnasium
- Ü Stage
- Ü Media Center

Extracurricular Activities

- Ü Volleyball, Flag Football, Track
- Ü Science Fair
- Ü Book Club
- Ü Before and After-School Tutoring
- Ü Boys & Girls Club
- Ü Computer/ Yearbook Club
- Ü Student Council
- Ü Recycling Program

Social Services

- Ü Clothing/Food Banks
- Ü Crisis Intervention/Prevention
- Ü Health Services
- Ü Parenting Assistance
- Ü Yavapai Big Brother/ Big Sister
- Ü Family Literacy Program
- Ü Breakfast/ Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Instructional time increased because of an increase in the student attendance rate, consistent attendance of staff members, decreased discipline referrals, and implementation of classroom organization/management strategies.
- ü Parent involvement and communication increased largely due to administrative, office and instructional staff members' efforts. Parental satisfaction rate was very high. Volunteer coordinator integrated parent volunteers into needed program areas.
- ü Humboldt Elementary implemented a successful Literacy Outreach program to all Kindergarten and First grade parents and students. This program provided necessary techniques to parents that enabled them to help children at home, succeed at school.
- ü After-school activities, recycling, character education, community awareness were all components fostered to create a fully-rounded child-based curriculum. Our belief is one that keeps the children's interest in mind beyond that of just core academics.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	45	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Our school staff closely monitors safety and health conditions at all times. A school discipline plan is consistently followed; consequences applied as appropriate. Students are closely supervised. A crisis prevention/response plan is in place.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Cole Young	(928) 759-4400
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Sylva Ducharme	(928) 716-8697
School Nutrition Programs	Rick Littel	(928) 759-5014
Parent Organization	Julie Chisholm	(928) 759-4400
Student Health/Nurse	Audrey Harnish	(928) 759-4410

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 12 Pages X .0318 Per page X 302 Copies = \$115.00

** 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.