

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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	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 Overview

Principal/Administrator : Mr. Cole Young
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.humboldtunified.com/
 Phone Number : (928) 759-4400
 Fax Number : (928) 759-4420
 E-mail : cole.young@humboldtunified.com

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, 2005 School Year Student Enrollment : 308
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 37

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/7/2005
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 Heart of Humboldt Award	2006
Ü Prescott Valley Rotary Teacher of the Year	2006
Ü Yavapai County Teacher of the Year Nominee	2006

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	42	524	80010	98	100	99	448	446	447	2	8	10	24	19	18	57	59	53	17	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	242	38935	95	100	99	449	443	447	6	8	9	17	19	19	61	62	55	17	11	17
Male	23	281	40974	96	100	98	446	449	448	NA	9	11	30	20	18	52	56	52	17	16	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	145	34545	NC	99	99	NC	438	432	NC	9	14	NC	21	24	NC	66	53	NC	5	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	35	359	35142	100	100	99	449	451	465	3	7	5	26	18	11	51	57	56	20	18	28
Students with Disabilities	NC	90	10161	NC	100	93	NC	421	419	NC	21	28	NC	34	28	NC	40	36	NC	4	8
Students without Disabilities	36	434	69849	97	100	100	455	451	451	NA	6	7	19	16	17	61	63	56	19	15	19
Limited English Proficient Students	--	39	14013	--	98	97	--	405	413	--	31	24	--	38	34	--	31	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	21	285	39029	91	99	98	445	439	432	5	10	14	19	22	25	62	58	52	14	10	9
Non-Economically Disadvantaged	21	239	40981	100	100	100	451	455	462	NA	6	6	29	16	13	52	60	54	19	18	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	42	524	79438	98	100	98	458	451	451	7	8	9	14	23	24	69	60	56	10	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	242	38775	95	100	99	466	455	457	6	7	7	11	20	22	67	66	58	17	7	13
Male	23	281	40560	96	100	97	451	447	446	9	10	12	17	26	25	70	55	54	4	9	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	145	34297	NC	99	98	NC	438	434	NC	11	14	NC	25	31	NC	63	50	NC	1	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	35	359	34887	100	100	98	457	457	471	9	7	4	17	22	15	63	60	63	11	11	18
Students with Disabilities	NC	90	9588	NC	100	88	NC	420	416	NC	21	30	NC	37	32	NC	38	34	NC	4	5
Students without Disabilities	36	434	69850	97	100	100	466	456	456	6	6	7	8	21	23	75	65	59	11	9	12
Limited English Proficient Students	--	39	13856	--	98	96	--	400	407	--	31	27	--	41	43	--	28	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	21	285	38685	91	99	97	459	444	435	5	9	14	14	25	32	71	60	50	10	6	5
Non-Economically Disadvantaged	21	239	40753	100	100	99	457	458	467	10	7	5	14	22	16	67	60	62	10	11	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	42	524	79971	98	100	99	414	418	423	10	7	8	45	46	41	45	46	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	243	38974	95	100	99	428	433	437	6	3	5	39	40	33	56	54	57	NA	2	4
Male	23	280	40895	96	100	98	405	405	410	13	10	10	48	50	47	39	38	41	NA	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	145	34481	NC	99	99	NC	407	410	NC	9	10	NC	46	46	NC	45	43	NC	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	35	359	35150	100	100	99	410	421	437	11	6	5	43	46	35	46	45	56	NA	2	5
Students with Disabilities	NC	89	10258	NC	100	94	NC	380	377	NC	17	23	NC	63	51	NC	20	25	NC	NA	1
Students without Disabilities	36	435	69713	97	100	100	429	424	429	6	5	5	42	42	39	53	51	52	NA	2	3
Limited English Proficient Students	--	39	13985	--	98	97	--	354	382	--	28	18	--	54	54	--	18	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	21	285	38994	91	99	98	410	410	409	5	7	10	62	51	47	33	41	41	NA	1	1
Non-Economically Disadvantaged	21	239	40977	100	100	100	418	426	437	14	7	5	29	39	34	57	51	56	NA	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	546	80147	94	99	99	484	480	482	8	11	11	6	16	17	65	52	49	21	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	280	39281	96	100	99	482	480	483	14	12	9	NA	16	17	59	50	50	27	22	24
Male	26	266	40780	93	99	98	486	480	482	4	10	12	12	16	17	69	53	48	15	21	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	NC	157	33494	NC	100	99	NC	464	466	NC	17	15	NC	22	23	NC	52	49	NC	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	41	367	36122	98	99	99	490	487	501	7	8	5	5	14	10	63	51	50	24	27	35
Students with Disabilities	NC	91	10295	NC	100	92	NC	443	443	NC	29	33	NC	26	26	NC	42	33	NC	3	8
Students without Disabilities	41	455	69852	93	99	100	489	487	488	5	7	7	7	14	16	66	54	51	22	25	26
Limited English Proficient Students	NC	56	12722	NC	98	97	NC	433	441	NC	34	27	NC	30	33	NC	36	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	319	38371	86	98	97	472	471	465	16	14	15	5	17	23	68	55	49	11	14	13
Non-Economically Disadvantaged	29	227	41776	100	100	100	493	492	498	3	7	6	7	15	11	62	48	49	28	31	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	48	544	79686	94	99	98	474	467	470	8	11	11	21	25	24	63	57	57	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	279	39163	96	100	99	482	472	475	14	10	9	5	22	22	64	60	60	18	8	10
Male	26	265	40438	93	98	97	468	461	465	4	12	13	35	29	25	62	54	54	NA	4	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	NC	156	33299	NC	99	98	NC	449	452	NC	21	17	NC	29	32	NC	49	47	NC	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	41	366	35914	98	99	98	479	475	489	7	7	5	20	24	15	63	61	67	10	8	14
Students with Disabilities	NC	89	9808	NC	98	87	NC	429	432	NC	29	35	NC	38	32	NC	30	30	NC	2	3
Students without Disabilities	41	455	69878	93	99	100	482	473	475	5	8	8	20	23	23	66	63	61	10	7	9
Limited English Proficient Students	NC	56	12594	NC	98	96	NC	412	422	NC	45	34	NC	41	45	NC	14	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	317	38095	86	98	97	462	458	452	16	15	17	21	27	32	53	54	48	11	3	3
Non-Economically Disadvantaged	29	227	41591	100	100	99	483	478	486	3	6	6	21	22	16	69	62	65	7	10	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	48	546	80372	94	99	99	499	474	475	NA	3	4	19	34	30	79	62	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	281	39452	96	100	99	511	485	488	NA	2	3	14	25	22	82	72	72	5	1	3
Male	26	265	40836	93	98	98	488	461	464	NA	4	6	23	45	37	77	51	56	NA	1	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	NC	155	33608	NC	99	99	NC	465	462	NC	6	6	NC	39	36	NC	54	57	NC	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	41	369	36213	98	100	99	502	477	489	NA	2	2	17	32	22	80	64	72	2	1	3
Students with Disabilities	NC	93	10526	NC	100	94	NC	440	427	NC	10	15	NC	56	53	NC	32	31	NC	2	1
Students without Disabilities	41	453	69846	93	99	100	509	480	482	NA	2	3	12	30	26	85	68	69	2	0	2
Limited English Proficient Students	NC	55	12747	NC	96	97	NC	434	432	NC	13	12	NC	51	52	NC	36	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	318	38521	86	98	98	486	468	461	NA	4	6	32	36	38	63	58	55	5	1	1
Non-Economically Disadvantaged	29	228	41851	100	100	100	507	482	489	NA	2	3	10	31	22	90	66	72	NA	0	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	67	522	79306	100	100	99	501	502	504	10	9	13	22	21	20	54	55	49	13	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	247	38845	100	100	99	514	505	505	3	5	11	22	23	20	54	57	50	22	14	18
Male	30	275	40383	100	100	98	485	500	504	20	12	14	23	18	19	53	54	47	3	16	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	12	120	32673	100	100	99	483	481	487	17	18	18	17	24	25	58	54	46	8	4	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	52	391	36234	100	99	99	503	509	523	10	6	6	25	20	13	52	55	52	13	19	28
Students with Disabilities	13	80	10286	100	98	91	465	475	462	31	25	41	31	34	27	38	33	27	NA	9	5
Students without Disabilities	54	442	69020	100	100	100	510	507	510	6	6	9	20	18	18	57	60	52	17	16	21
Limited English Proficient Students	NC	29	10291	NC	100	96	NC	445	458	NC	52	38	NC	31	34	NC	17	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	34	282	37437	100	100	97	499	493	486	9	12	19	24	24	26	56	55	46	12	9	9
Non-Economically Disadvantaged	33	240	41869	100	100	100	504	513	521	12	5	7	21	17	14	52	55	51	15	22	27

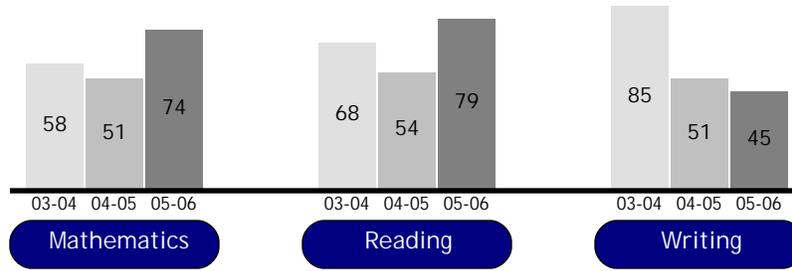
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	519	79000	100	100	98	489	490	489	4	6	10	30	25	24	60	62	58	6	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	247	38774	100	100	99	501	494	494	3	6	7	19	18	22	70	67	61	8	9	10
Male	30	272	40150	100	99	98	474	486	485	7	6	12	43	31	25	47	57	55	3	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	12	119	32508	100	100	98	477	468	472	17	13	15	25	35	33	58	51	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	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	52	389	36135	100	99	98	490	497	508	2	4	4	33	22	14	58	64	67	8	10	15
Students with Disabilities	13	77	9991	100	94	88	460	465	449	15	14	33	54	47	36	31	32	29	NA	6	2
Students without Disabilities	54	442	69009	100	100	100	496	494	495	2	5	6	24	21	22	67	67	62	7	8	10
Limited English Proficient Students	NC	28	10199	NC	97	95	NC	429	439	NC	50	35	NC	36	47	NC	14	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	34	280	37234	100	99	97	484	482	472	6	9	15	26	28	33	65	59	50	3	4	3
Non-Economically Disadvantaged	33	239	41766	100	100	99	494	499	505	3	3	5	33	21	16	55	64	65	9	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	67	522	79611	100	100	99	485	489	496	7	7	7	43	41	37	49	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	247	39016	100	100	99	517	511	511	NA	2	4	32	29	29	68	68	66	NA	0	1
Male	30	275	40519	100	100	98	445	470	482	17	11	10	57	52	44	27	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	12	120	32855	100	100	99	477	477	481	NA	13	10	67	41	43	33	47	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	52	391	36380	100	99	99	485	494	511	10	5	4	38	41	30	52	54	65	NA	0	1
Students with Disabilities	13	81	10664	100	99	94	419	445	440	23	19	23	69	57	54	8	25	22	NA	NA	1
Students without Disabilities	54	441	68947	100	100	100	500	497	504	4	5	4	37	38	34	59	57	61	NA	0	1
Limited English Proficient Students	NC	29	10362	NC	100	97	NC	412	438	NC	38	22	NC	52	57	NC	10	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	34	283	37626	100	100	98	485	484	479	3	8	10	47	44	45	50	48	45	NA	NA	0
Non-Economically Disadvantaged	33	239	41985	100	100	100	484	496	511	12	6	4	39	37	30	48	56	65	NA	0	1

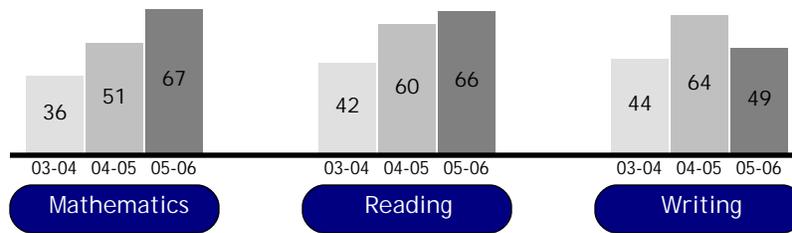
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	50	NA	58	100	41	51	47	100	54	50	46
	Language	100	56	48	50	100	33	50	47	100	48	46	48
	Mathematics	100	58	62	64	100	42	50	50	100	63	52	52
3	Reading	100	57	NA	55	100	39	43	44	98	59	48	46
	Language	100	56	57	61	100	36	42	44	98	52	44	46
	Mathematics	100	61	58	61	100	45	48	51	98	54	50	52
4	Reading	100	59	NA	56	100	49	49	48	94	56	48	52
	Language	100	45	50	52	100	49	48	49	94	54	50	52
	Mathematics	100	56	60	61	100	51	55	53	94	52	52	58
5	Reading	100	52	NA	55	98	46	53	50	100	56	58	56
	Language	100	42	51	49	98	45	50	50	100	52	54	54
	Mathematics	100	47	63	63	100	43	50	49	100	46	50	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."

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	22.00
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	0	2	0	0
7 to 9 years	3	0	0	0
10 or more years	6	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium/ Stage
- Ü Large Playground
- Ü Media Center

Extracurricular Activities

- Ü Volleyball, Flag Football, Track
- Ü Chess Club/ Book Club
- Ü Woodworking/ Art Club
- Ü Learning Center/ Student Council
- Ü Boys & Girls Club/ Homework Club
- Ü Compensatory Education - ELL
- Ü Spelling Bee/ Geography Bee/Science Fair
- Ü Marimba Band/ Drum Corp/ Choir/ Fifes

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
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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, Music, 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 2005-06

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

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 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	Cole Young	(928) 759-4400
Transportation Policy	Cheryl Shaul	(928) 775-4346
Community Resources	Pam Vandriel	(928) 759-4545
School Nutrition Programs	Rick Littel	(928) 759-5014
Parent Organization	Liz Smith	(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 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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** 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.