

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8601 E. Loos Drive, 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)

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

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

School Overview

Principal/Administrator : Mrs. Jeannine Young
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-5
 2005 Enrollment : 650
 Web Address :
 Phone Number : (928) 759-4700
 Fax Number : (928) 759-4720
 E-mail : jyoung@humboldt.k12.az.us

Mission

Our MISSION is to create a nurturing and challenging educational environment which honors all students' unique learning styles, personalities and talents, helping them achieve their fullest potential for lifelong learning and success.

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 / Academic Goals

- ü Implementation of a schoolwide classroom management program through staff development using Fred Jones TOOLS FOR TEACHING model. Emphasis is on-time management and time-on-task facilitating student achievement, motivation and positive discipline.
- ü Align curriculum to meet AZ Academic Stds through use of online software TECHPATHS. Teachers develop curriculum maps for Math, L/A, and Writing. DIBELS online software used to asses and develop interventions for K-3 students in 5 domains of reading.
- ü Character Counts at Mountain View and ICExcellence are two new programs to promote school wide recognition of good character and academic achievement. Students' good deeds and academic achievements will be displayed on CC pillars in the main hall.
- ü Step Up to Writing and Building Daily Vocabulary are two new programs implemented to enhance our Language Arts Program and better prepare our students for AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 749
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Gifted
- ü Computer Assisted Learning
- ü Title I - Language Enrichment
- ü ELL
- ü Bridges Learning Sensory Integration Lab
- ü Spalding Reading, Writing, and Phonics
- ü DIBELS reading assessment/interventions
- ü Scholastic Reading Counts

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	4/25/2006

Shared Responsibilities

School

P/T conferences are held 2 x's a year along with mid-quarter progress reports. Students are honored quarterly for Citizenship, Academic achievements and special recognition. PTO and Site-Council give parents an opportunity to participate in school governance and to promote the social and academic climate of our school. Weekly newsletters are sent home to help parents give support in the areas of reading, school and home discipline and to encourage parent involvement both at home and school.

Parents

Mountain View provides to each student a detailed parent/student handbook outlining all the parent responsibilities of attendance, transportation, health records, nutrition, academic assistance and preparing their child for the school day.

Transportation Policy

Humboldt Unified School District encompasses approximately 350 square miles. Transportation is provided for any and all students who live within the Mountain View school boundaries.

School Honors

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

Award/Honor	Year
ü Yavapai County 1st Year Teacher of the Year E. Rushton	2000
ü Yavapai County K-3 Teacher of the Year--David Boone	2001

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	152	511	79306	99	100	99	432	430	445	7	10	10	27	22	18	57	57	51	8	11	20
All Students (Prior Year)	107	446	75509	97	100	100	515	520	521	7	10	13	28	25	23	46	37	33	19	28	31
Female	74	264	38691	97	99	99	425	433	446	8	10	10	35	24	18	50	55	52	6	11	20
Male	77	246	40583	100	100	99	440	427	445	6	11	11	19	20	18	65	59	50	10	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	42	131	32869	93	96	99	416	419	429	14	14	15	40	27	25	43	57	51	3	2	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	105	362	36197	100	100	99	438	435	463	5	9	5	24	20	11	61	57	53	11	14	31
Students with Disabilities	20	80	10321	100	100	100	399	346	389	25	39	30	31	30	27	31	27	34	13	4	9
Students without Disabilities	132	432	69060	97	98	98	437	446	454	5	5	7	27	21	17	61	63	54	7	12	22
Limited English Proficient Students	24	76	15509	100	100	100	387	359	406	18	24	20	50	33	30	32	42	45	0	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	87	276	39415	95	94	96	432	433	431	8	12	15	30	26	25	58	56	50	4	6	10
Non-Economically Disadvantaged	65	236	39966	100	100	100	433	426	459	7	8	6	22	17	12	56	58	52	16	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	153	512	79395	100	0	99	438	433	446	9	9	9	30	28	25	56	57	55	5	6	11
All Students (Prior Year)	107	446	75492	97	100	100	522	521	519	5	11	12	12	15	16	63	51	47	20	24	24
Female	75	265	38743	99	0	100	428	440	451	13	9	7	35	24	24	48	58	57	5	9	12
Male	77	246	40618	100	0	99	447	426	440	5	10	11	26	31	27	65	56	53	5	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	43	132	32915	96	0	99	422	421	426	14	11	15	44	38	35	42	52	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	105	362	36221	100	0	99	444	438	465	7	9	4	25	24	15	61	59	63	7	8	17
Students with Disabilities	20	80	10331	100	0	100	403	346	388	19	29	25	31	41	37	50	29	34	0	1	4
Students without Disabilities	133	433	69139	98	0	99	443	450	454	7	6	7	30	25	24	57	62	58	6	7	11
Limited English Proficient Students	25	77	15545	100	0	100	389	359	399	22	16	21	52	46	42	26	38	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	88	277	39484	96	0	96	437	437	429	9	11	14	34	32	35	53	52	47	5	5	4
Non-Economically Disadvantaged	65	236	39986	100	0	100	438	428	461	9	8	4	24	21	16	62	63	63	4	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	152	510	78869	99	99	99	444	435	442	3	4	6	19	24	21	76	67	63	2	5	10
All Students (Prior Year)	107	443	75053	97	100	99	603	603	597	6	7	7	6	9	12	84	77	72	4	7	9
Female	74	262	38536	97	98	99	449	450	458	3	3	4	13	16	15	79	74	67	5	7	14
Male	77	247	40302	100	100	99	440	419	428	3	5	8	24	32	26	73	59	60	0	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	43	131	32606	96	96	98	432	426	426	6	5	8	22	25	27	72	70	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	104	362	36078	100	100	99	449	439	459	2	4	4	18	23	16	76	66	66	4	7	14
Students with Disabilities	20	80	10246	100	100	100	407	352	367	13	10	18	13	43	39	75	46	40	0	1	4
Students without Disabilities	132	431	68697	97	98	98	450	450	454	2	3	4	19	20	18	76	71	67	3	6	11
Limited English Proficient Students	25	76	15339	100	100	100	406	369	399	9	9	11	22	29	31	70	63	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	88	278	39106	96	94	95	445	440	427	3	4	8	19	27	28	76	65	59	3	4	5
Non-Economically Disadvantaged	64	233	39837	100	100	100	443	427	457	5	5	4	18	20	14	75	68	67	2	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	124	526	78906	98	100	99	509	499	498	11	9	13	8	19	19	56	51	48	26	21	20
All Students (Prior Year)	123	453	76019	98	100	100	508	497	499	5	11	14	44	44	39	14	15	14	37	30	33
Female	60	266	38644	100	100	99	517	500	500	11	10	12	5	17	19	59	53	49	25	20	19
Male	64	260	40236	97	100	99	501	498	497	11	8	15	11	20	19	53	49	46	26	23	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	36	118	31938	100	99	99	508	487	481	16	15	19	6	26	25	61	50	46	16	9	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	85	395	36483	98	100	99	510	502	517	8	7	7	8	17	13	56	51	51	29	24	30
Students with Disabilities	17	86	10664	94	100	100	412	418	430	47	34	42	18	32	27	24	25	26	12	10	5
Students without Disabilities	107	440	68310	99	99	98	526	515	509	4	4	9	6	16	18	61	56	51	28	24	22
Limited English Proficient Students	14	43	12573	100	100	100	394	380	454	42	36	27	0	25	30	58	39	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	60	285	38679	92	96	96	517	499	483	11	12	20	6	22	25	63	50	45	20	15	10
Non-Economically Disadvantaged	64	241	40295	100	100	100	501	500	513	10	5	7	10	14	13	49	52	50	31	30	30

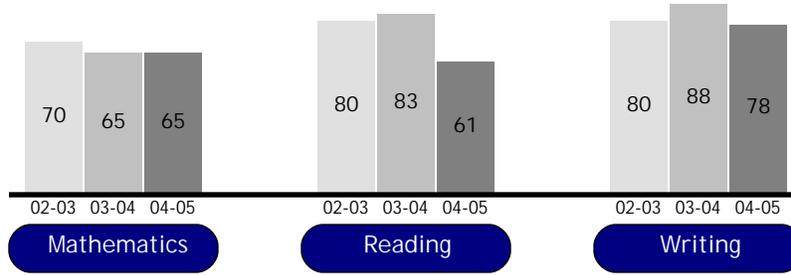
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	524	78908	98	0	99	487	482	484	7	6	10	16	25	23	68	60	58	9	9	9
All Students (Prior Year)	124	455	76020	99	100	100	508	504	503	15	20	25	28	27	23	44	41	40	13	12	12
Female	60	266	38648	100	0	99	496	486	489	7	6	8	13	23	22	73	63	61	7	9	10
Male	64	258	40233	97	0	99	478	477	479	7	7	12	19	27	25	63	56	55	11	9	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	36	118	31940	100	0	99	481	463	465	10	17	16	16	31	32	71	49	49	3	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	85	393	36502	98	0	99	490	486	502	6	4	4	14	23	14	68	63	67	11	10	15
Students with Disabilities	17	86	10665	94	0	100	408	416	423	18	10	30	35	51	36	41	33	31	6	7	2
Students without Disabilities	107	438	68312	99	0	98	501	495	493	5	6	7	13	20	21	73	65	62	9	9	10
Limited English Proficient Students	14	43	12556	100	0	100	381	364	436	25	27	24	17	36	40	58	36	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	60	283	38662	92	0	96	489	482	468	7	9	16	17	30	32	72	55	49	4	6	3
Non-Economically Disadvantaged	64	241	40315	100	0	100	485	482	498	7	4	5	15	19	15	64	66	66	14	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	124	525	78750	98	100	99	491	495	500	4	4	6	27	30	29	69	65	63	0	1	2
All Students (Prior Year)	124	455	75673	99	100	100	522	520	530	14	12	12	24	29	25	59	56	58	2	3	4
Female	60	265	38586	100	100	99	511	508	515	5	4	4	20	21	22	75	73	71	0	1	3
Male	64	260	40135	97	100	99	472	481	486	2	5	8	35	39	35	63	56	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	36	119	31841	100	100	99	486	481	483	10	9	8	29	38	36	61	52	55	0	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	85	393	36440	98	100	99	493	498	516	1	3	3	25	27	22	73	69	71	0	1	4
Students with Disabilities	17	87	10622	94	100	100	409	409	415	0	11	21	71	58	50	29	30	28	0	1	1
Students without Disabilities	107	438	68196	99	98	98	506	512	513	4	3	3	20	24	25	76	72	69	0	1	3
Limited English Proficient Students	14	44	12504	100	100	100	377	373	451	25	18	12	25	38	44	50	42	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	60	284	38558	92	96	96	497	494	485	7	7	8	20	33	37	72	60	54	0	0	1
Non-Economically Disadvantaged	64	241	40260	100	100	100	486	495	514	0	1	3	34	27	21	66	72	72	0	1	4

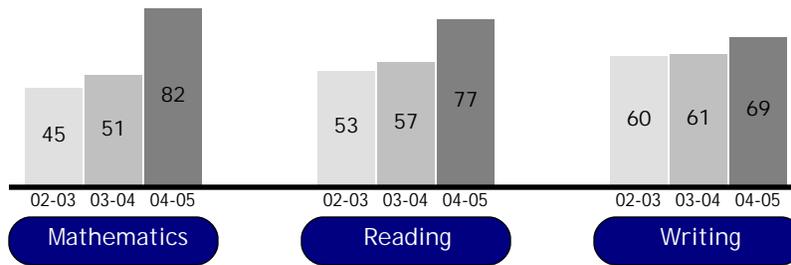
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	54	59	50	100	55	NA	58	98	48	51	47
	Language	100	37	48	43	100	40	48	50	98	45	50	47
	Mathematics	100	51	59	57	100	53	62	64	98	42	50	50
3	Reading	100	47	47	47	98	53	NA	55	99	44	43	44
	Language	100	55	52	54	98	58	57	61	99	39	42	44
	Mathematics	99	54	52	54	98	49	58	61	99	44	48	51
4	Reading	99	46	54	52	100	58	NA	56	97	45	49	48
	Language	100	46	48	48	100	50	50	52	97	42	48	49
	Mathematics	100	56	59	57	100	58	60	61	97	51	55	53
5	Reading	98	52	58	50	100	59	NA	55	97	55	53	50
	Language	99	49	54	46	100	52	51	49	97	53	50	50
	Mathematics	99	51	63	57	100	67	63	63	97	53	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü School/Community Relations
- ü Student Discipline
- ü Extracurricular Activities
- ü School Safety Issues
- ü Instructional Strategies/Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü IBM Computer Lab
- ü Bridges Sensory Learning Lab
- ü 40 foot Traverse Climbing Wall

Extracurricular Activities

- ü Student Council
- ü Intramural Athletics
- ü After School Tutoring Classes
- ü Science Fair
- ü Walking Club/Climbing Wall Club
- ü After school ART Club

Social Services

- ü Health Services
- ü Breakfast/Lunch Program
- ü Parenting Classes/Adult Literacy Classes
- ü English Classes for EL parents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Third Grade AIMS: Reading - 65% of students Met or Exceeded the Arizona Academic Standards. Writing -78% of students Met or Exceeded the Arizona Academic Standards. Math- 68% Met or Exceeded the Arizona Academic Standards.

- ü Fifth Grade AIMS: Reading - 77% of students Met or Exceeded the Arizona Academic Standards. Writing -70% of students Met or Exceeded the Arizona Academic Standards. Math - 87% Met or Exceeded the Arizona Academic Standards.

- ü Our school implemented the Scholastic Reading Counts program to increase reading comprehension and reading for understanding skills. Our goal was to read over 15,000 books and reach a schoolwide score of 35,000 points. Our students scored 50,000+.

- ü Bridges Learning Lab, a sensory integration lab, has decreased our referrals of K-3 students to sp ed by 75%. This year we will introduce the K-Discovery Learning model of Bridges to help our primary students become better prepared for learning.

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	12	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	4	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 and District has developed a comprehensive School Safety Plan that will prepare all students/staff for most emergencies. We have established a Crisis Prevention Intervention Team to assist all staff with disruptive students.

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	Jeannine Young	(928) 759-4700
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Sylva Ducharme	(928) 759-4545
School Nutrition Programs	Rick Littell	(928) 759-5106
Parent Organization	Laurie Richardson	(928) 759-4700
Student Health/Nurse	Sandy Moyle	(928) 759-4710

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 0 Copies = \$0.00

** 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.