

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mrs. JoAnne Bindell
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-5
 Web Address : humboldtunified.com
 Phone Number : (928) 759-4700
 Fax Number : (928) 759-4720
 E-mail : joanne.bindell@humboldtunified.com

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. As a Reading First school we will provide all students with an individual educational plan in reading as a method to empower them to become fluent life time readers by the end of third grade.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- 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.
- 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 assess 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 Reading First has been implemented thanks to the money received through the Reading First Grant. Students in K - 3rd continually receive differentiated instruction using data gathered through DIBELS testing and Houghton Mifflin assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 639
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- Ü Gifted
- Ü Computer Assisted Learning
- Ü Title I - Language Enrichment
- Ü ELL
- Ü Bridges Learning Sensory Integration Lab
- Ü Reading First
- Ü DIBELS reading assessment/interventions
- Ü Scholastic Reading Counts

Calendar Information

Number of Instruction Days :	181
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

P/T conferences are held 2 x's a year along with mid-quarter progress reports. Students are honored monthly for Citizenship, Academic achievements and most improved. PTO and Site-Council give parents an opportunity to participate in school governance and to promote the social and academic climate of our school. Monthly and 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 M. Muse	2006
Ü Yavapai County K-3 Teacher of the Year K. Grant	2006
Ü Yavapai County Teacher of the Year T. Hewston	2006
Ü Rotary Club Teacher of the Year D. Ryan	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	107	524	80010	100	100	99	444	446	447	11	8	10	20	19	18	55	59	53	14	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	242	38935	100	100	99	446	443	447	12	8	9	19	19	19	56	62	55	14	11	17
Male	64	281	40974	100	100	98	443	449	448	11	9	11	20	20	18	55	56	52	14	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	31	145	34545	100	99	99	423	438	432	29	9	14	19	21	24	45	66	53	6	5	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	73	359	35142	100	100	99	454	451	465	4	7	5	19	18	11	59	57	56	18	18	28
Students with Disabilities	17	90	10161	100	100	93	422	421	419	12	21	28	41	34	28	47	40	36	NA	4	8
Students without Disabilities	90	434	69849	100	100	100	448	451	451	11	6	7	16	16	17	57	63	56	17	15	19
Limited English Proficient Students	14	39	14013	100	98	97	387	405	413	57	31	24	21	38	34	21	31	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	62	285	39029	100	99	98	432	439	432	16	10	14	24	22	25	52	58	52	8	10	9
Non-Economically Disadvantaged	45	239	40981	100	100	100	461	455	462	4	6	6	13	16	13	60	60	54	22	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	107	524	79438	100	100	98	443	451	451	7	8	9	36	23	24	48	60	56	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	242	38775	100	100	99	449	455	457	7	7	7	35	20	22	49	66	58	9	7	13
Male	64	281	40560	100	100	97	439	447	446	8	10	12	36	26	25	47	55	54	9	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	31	145	34297	100	99	98	418	438	434	23	11	14	35	25	31	42	63	50	NA	1	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	73	359	34887	100	100	98	454	457	471	1	7	4	34	22	15	51	60	63	14	11	18
Students with Disabilities	17	90	9588	100	100	88	426	420	416	NA	21	30	65	37	32	29	38	34	6	4	5
Students without Disabilities	90	434	69850	100	100	100	446	456	456	9	6	7	30	21	23	51	65	59	10	9	12
Limited English Proficient Students	14	39	13856	100	98	96	384	400	407	50	31	27	36	41	43	14	28	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	62	285	38685	100	99	97	431	444	435	11	9	14	39	25	32	44	60	50	6	6	5
Non-Economically Disadvantaged	45	239	40753	100	100	99	460	458	467	2	7	5	31	22	16	53	60	62	13	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	106	524	79971	100	100	99	414	418	423	9	7	8	42	46	41	48	46	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	243	38974	100	100	99	440	433	437	2	3	5	30	40	33	65	54	57	2	2	4
Male	63	280	40895	100	100	98	396	405	410	14	10	10	49	50	47	37	38	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	31	145	34481	100	99	99	390	407	410	19	9	10	39	46	46	42	45	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	72	359	35150	100	100	99	423	421	437	6	6	5	43	46	35	50	45	56	1	2	5
Students with Disabilities	16	89	10258	100	100	94	397	380	377	NA	17	23	75	63	51	25	20	25	NA	NA	1
Students without Disabilities	90	435	69713	100	100	100	416	424	429	11	5	5	36	42	39	52	51	52	1	2	3
Limited English Proficient Students	14	39	13985	100	98	97	340	354	382	43	28	18	36	54	54	21	18	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	61	285	38994	100	99	98	403	410	409	11	7	10	46	51	47	43	41	41	NA	1	1
Non-Economically Disadvantaged	45	239	40977	100	100	100	428	426	437	7	7	5	36	39	34	56	51	56	2	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	111	546	80147	100	99	99	459	480	482	23	11	11	17	16	17	50	52	49	10	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	280	39281	100	100	99	459	480	483	24	12	9	20	16	17	45	50	50	11	22	24
Male	56	266	40780	100	99	98	460	480	482	21	10	12	14	16	17	55	53	48	9	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	46	157	33494	100	100	99	450	464	466	33	17	15	15	22	23	46	52	49	7	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	60	367	36122	100	99	99	469	487	501	15	8	5	18	14	10	53	51	50	13	27	35
Students with Disabilities	20	91	10295	100	100	92	417	443	443	55	29	33	15	26	26	30	42	33	NA	3	8
Students without Disabilities	91	455	69852	100	99	100	468	487	488	15	7	7	18	14	16	55	54	51	12	25	26
Limited English Proficient Students	22	56	12722	100	98	97	429	433	441	50	34	27	14	30	33	36	36	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	80	319	38371	100	98	97	458	471	465	24	14	15	16	17	23	50	55	49	10	14	13
Non-Economically Disadvantaged	31	227	41776	100	100	100	462	492	498	19	7	6	19	15	11	52	48	49	10	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	110	544	79686	100	99	98	450	467	470	18	11	11	33	25	24	48	57	57	1	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	279	39163	100	100	99	451	472	475	20	10	9	27	22	22	51	60	60	2	8	10
Male	55	265	40438	100	98	97	448	461	465	16	12	13	38	29	25	45	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	45	156	33299	98	99	98	440	449	452	27	21	17	29	29	32	44	49	47	NA	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	60	366	35914	100	99	98	461	475	489	12	7	5	32	24	15	55	61	67	2	8	14
Students with Disabilities	19	89	9808	100	98	87	405	429	432	53	29	35	37	38	32	11	30	30	NA	2	3
Students without Disabilities	91	455	69878	100	99	100	458	473	475	11	8	8	32	23	23	56	63	61	1	7	9
Limited English Proficient Students	22	56	12594	100	98	96	414	412	422	45	45	34	32	41	45	23	14	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	80	317	38095	100	98	97	448	458	452	19	15	17	31	27	32	50	54	48	NA	3	3
Non-Economically Disadvantaged	30	227	41591	100	100	99	456	478	486	17	6	6	37	22	16	43	62	65	3	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	110	546	80372	100	99	99	464	474	475	4	3	4	39	34	30	56	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	281	39452	100	100	99	469	485	488	5	2	3	27	25	22	67	72	72	NA	1	3
Male	55	265	40836	100	98	98	459	461	464	2	4	6	51	45	37	45	51	56	2	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	45	155	33608	98	99	99	457	465	462	4	6	6	44	39	36	49	54	57	2	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	60	369	36213	100	100	99	469	477	489	3	2	2	35	32	22	62	64	72	NA	1	3
Students with Disabilities	19	93	10526	100	100	94	418	440	427	11	10	15	68	56	53	21	32	31	NA	2	1
Students without Disabilities	91	453	69846	100	99	100	473	480	482	2	2	3	33	30	26	64	68	69	1	0	2
Limited English Proficient Students	22	55	12747	100	96	97	433	434	432	9	13	12	55	51	52	36	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	80	318	38521	100	98	98	463	468	461	3	4	6	41	36	38	55	58	55	1	1	1
Non-Economically Disadvantaged	30	228	41851	100	100	100	469	482	489	7	2	3	33	31	22	60	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	113	522	79306	100	100	99	498	502	504	10	9	13	20	21	20	58	55	49	12	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	247	38845	100	100	99	499	505	505	5	5	11	25	23	20	57	57	50	13	14	18
Male	57	275	40383	100	100	98	497	500	504	14	12	14	16	18	19	60	54	47	11	16	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	28	120	32673	100	100	99	490	481	487	21	18	18	11	24	25	61	54	46	7	4	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	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	82	391	36234	100	99	99	500	509	523	6	6	6	24	20	13	56	55	52	13	19	28
Students with Disabilities	26	80	10286	100	98	91	472	475	462	23	25	41	42	34	27	27	33	27	8	9	5
Students without Disabilities	87	442	69020	100	100	100	505	507	510	6	6	9	14	18	18	68	60	52	13	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	71	282	37437	100	100	97	496	493	486	13	12	19	21	24	26	55	55	46	11	9	9
Non-Economically Disadvantaged	42	240	41869	100	100	100	501	513	521	5	5	7	19	17	14	64	55	51	12	22	27

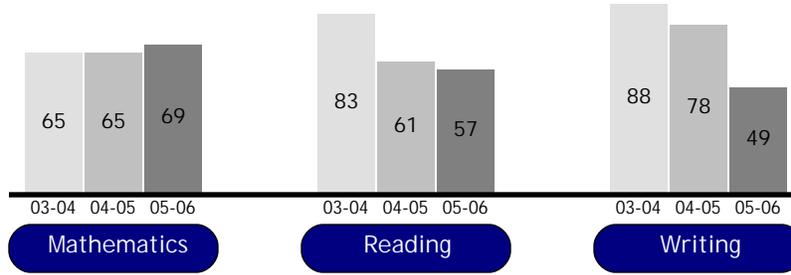
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	519	79000	100	100	98	489	490	489	7	6	10	27	25	24	60	62	58	5	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	247	38774	100	100	99	490	494	494	7	6	7	25	18	22	63	67	61	5	9	10
Male	57	272	40150	100	99	98	488	486	485	7	6	12	30	31	25	58	57	55	5	7	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	28	119	32508	100	100	98	469	468	472	18	13	15	39	35	33	43	51	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	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	82	389	36135	100	99	98	495	497	508	4	4	4	24	22	14	65	64	67	7	10	15
Students with Disabilities	26	77	9991	100	94	88	466	465	449	8	14	33	54	47	36	35	32	29	4	6	2
Students without Disabilities	87	442	69009	100	100	100	496	494	495	7	5	6	20	21	22	68	67	62	6	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	71	280	37234	100	99	97	484	482	472	7	9	15	35	28	33	52	59	50	6	4	3
Non-Economically Disadvantaged	42	239	41766	100	100	99	497	499	505	7	3	5	14	21	16	74	64	65	5	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	112	522	79611	100	100	99	490	489	496	7	7	7	37	41	37	56	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	247	39016	100	100	99	507	511	511	2	2	4	32	29	29	66	68	66	NA	0	1
Male	56	275	40519	100	100	98	472	470	482	13	11	10	41	52	44	46	37	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	28	120	32855	100	100	99	468	477	481	18	13	10	29	41	43	54	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	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	81	391	36380	99	99	99	500	494	511	2	5	4	40	41	30	58	54	65	NA	0	1
Students with Disabilities	25	81	10664	96	99	94	461	445	440	12	19	23	56	57	54	32	25	22	NA	NA	1
Students without Disabilities	87	441	68947	100	100	100	498	497	504	6	5	4	31	38	34	63	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	71	283	37626	100	100	98	490	484	479	6	8	10	41	44	45	54	48	45	NA	NA	0
Non-Economically Disadvantaged	41	239	41985	100	100	100	489	496	511	10	6	4	29	37	30	61	56	65	NA	0	1

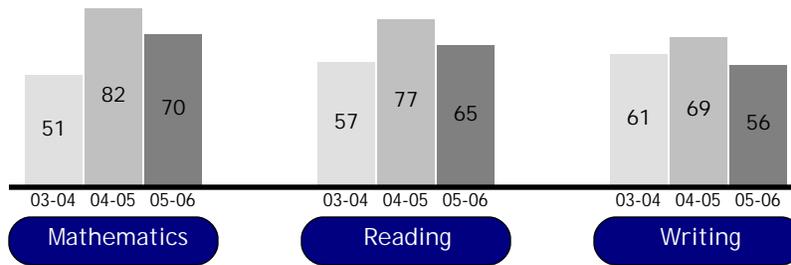
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	55	NA	58	98	48	51	47	80	43	50	46
	Language	100	40	48	50	98	45	50	47	80	39	46	48
	Mathematics	100	53	62	64	98	42	50	50	80	46	52	52
3	Reading	98	53	NA	55	99	44	43	44	98	39	48	46
	Language	98	58	57	61	99	39	42	44	98	35	44	46
	Mathematics	98	49	58	61	99	44	48	51	98	46	50	52
4	Reading	100	58	NA	56	97	45	49	48	100	34	48	52
	Language	100	50	50	52	97	42	48	49	100	35	50	52
	Mathematics	100	58	60	61	97	51	55	53	100	37	52	58
5	Reading	100	59	NA	55	97	55	53	50	100	56	58	56
	Language	100	52	51	49	97	53	50	50	100	52	54	54
	Mathematics	100	67	63	63	97	53	50	49	100	44	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü School/Community Relations
- ü School Budget
- 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	42.00
Other Professional Staff	2.00	Teacher Aide	20.00

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

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
- ü Technology Club
- ü Family Math / Reading Nights

Social Services

- ü Health Services
- ü Breakfast/Lunch Program
- ü Parenting Classes/Adult Literacy Classes
- ü English Classes for ELL students
- ü Wellness Policy
- ü After School Champions Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Third Grade AIMS: Reading - 57% of students Met or Exceeded the Arizona Academic Standards. Writing -48% of students Met or Exceeded the Arizona Academic Standards. Math- 70% Met or Exceeded the Arizona Academic Standards.

- ü Fourth Grade AIMS: Reading - 50% of students Met or Exceeded the Arizona Academic Standards. Writing -57% of students Met or Exceeded the Arizona Academic Standards. Math - 61% Met or Exceeded the Arizona Academic Standards.

- ü Fifth Grade AIMS: Reading - 65% of students Met or Exceeded the Arizona Academic Standards. Writing -56% of students Met or Exceeded the Arizona Academic Standards. Math - 70% Met or Exceeded the Arizona Academic Standards.

- ü Our school was awarded the Reading First Grant. Our mission is to provide all students with an individual educational plan in reading as a method to empower them to become fluent life time readers by the end of third grade.

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 and District has developed a comprehensive School Safety Plan that will prepare all students/staff for all emergencies.

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	JoAnne Bindell	(928) 759-4700
Transportation Policy	Cheryl Shaul	(928) 775-4346
Community Resources		(928) 759-4545
School Nutrition Programs	Rick Littell	(928) 759-5106
Parent Organization	Jamie Wohlwend	(928) 759-4700
Student Health/Nurse	Sandi 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 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.