



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6116 E. Highway 69, Prescott Valley, AZ 86314

Franklin Phonetic Primary School, Inc.

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	Excelling
2003-04	Highly Performing
2002-03	Small School

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

School Overview

Principal/Administrator : Ms. Cindy Franklin
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 324
 Web Address : franklinphonetic.com
 Phone Number : (928) 775-6747
 Fax Number : (928) 775-6740
 E-mail : nilknarf@cableone.net

Mission

Our mission is to ensure that students have a strong academic foundation in reading and math with a strong phonic program based on 'Fun with Phonograms' and 'Spalding' materials, with an emphasise on fine arts. Time-on-task principles are stressed.

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 Student behavior will demonstrate respect for authority.
- ü All students will demonstrate skill in reading, math and other academic areas in accordance with state expectation.

Enrollment

October 1, 2004 School Year Student Enrollment : 343
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 307

Instructional Programs

- ü Reading Phonics
- ü Time-on-Task
- ü Cross-grade Grouping
- ü Arts Emphasis

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

The school will maintain low student/teacher ratio, employ highly qualified certified teachers, report to parents frequently, encourage parent involvement, and provide tutoring and enrichment as needed. Proven effective educational practices will be maintained.

Parents

Parent responsibilities include seeing that homework is completed and returned, transporting children to and from school, and supporting school attendance and discipline requirements.

Transportation Policy

Parents are responsible for transporting students to and from school. Parent volunteers will be requested to accompany driver's when scheduled field trips take place using school vans.

School Honors

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

Award/Honor	Year
ü ASCAP Foundation Grant	2005
ü Artist in Residence Grants annually	2005
ü Federal Dissemination Grant	2002
ü Grants from Walton Foundation and Challenge Foundation	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	44	44	79306	100	100	99	472	472	445	0	0	10	5	5	18	51	51	51	44	44	20
All Students (Prior Year)	43	43	75509	100	100	100	528	528	521	0	0	13	21	21	23	50	50	33	29	29	31
Female	27	27	38691	100	100	99	492	492	446	0	0	10	0	0	18	48	48	52	52	52	20
Male	17	17	40583	100	100	99	443	443	445	0	0	11	13	13	18	56	56	50	31	31	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	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	41	41	36197	100	100	99	483	483	463	0	0	5	6	6	11	50	50	53	44	44	31
Students with Disabilities	11	11	10321	100	100	100	410	410	389	0	0	30	20	20	27	70	70	34	10	10	9
Students without Disabilities	33	33	69060	100	100	98	493	493	454	0	0	7	0	0	17	45	45	54	55	55	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	15	39415	94	94	96	503	503	431	0	0	15	0	0	25	38	38	50	62	62	10
Non-Economically Disadvantaged	29	29	39966	100	100	100	456	456	459	0	0	6	8	8	12	58	58	52	35	35	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	44	44	79395	100	0	99	479	479	446	0	0	9	13	13	25	56	56	55	31	31	11
All Students (Prior Year)	43	43	75492	100	100	100	542	542	519	0	0	12	3	3	16	56	56	47	41	41	24
Female	27	27	38743	100	0	100	497	497	451	0	0	7	9	9	24	57	57	57	35	35	12
Male	17	17	40618	100	0	99	453	453	440	0	0	11	19	19	27	56	56	53	25	25	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	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	41	41	36221	100	0	99	488	488	465	0	0	4	14	14	15	58	58	63	28	28	17
Students with Disabilities	11	11	10331	100	0	100	424	424	388	0	0	25	30	30	37	50	50	34	20	20	4
Students without Disabilities	33	33	69139	100	0	99	498	498	454	0	0	7	7	7	24	59	59	58	34	34	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	15	15	39484	94	0	96	506	506	429	0	0	14	0	0	35	62	62	47	38	38	4
Non-Economically Disadvantaged	29	29	39986	100	0	100	466	466	461	0	0	4	19	19	16	54	54	63	27	27	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	44	44	78869	100	100	99	493	493	442	0	0	6	5	5	21	59	59	63	36	36	10
All Students (Prior Year)	43	43	75053	100	100	99	583	583	597	18	18	7	3	3	12	71	71	72	9	9	9
Female	27	27	38536	100	100	99	525	525	458	0	0	4	0	0	15	43	43	67	57	57	14
Male	17	17	40302	100	100	99	449	449	428	0	0	8	13	13	26	81	81	60	6	6	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	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	41	41	36078	100	100	99	508	508	459	0	0	4	3	3	16	61	61	66	36	36	14
Students with Disabilities	11	11	10246	100	100	100	422	422	367	0	0	18	20	20	39	80	80	40	0	0	4
Students without Disabilities	33	33	68697	100	100	98	518	518	454	0	0	4	0	0	18	52	52	67	48	48	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	15	39106	94	94	95	512	512	427	0	0	8	0	0	28	69	69	59	31	31	5
Non-Economically Disadvantaged	29	29	39837	100	100	100	484	484	457	0	0	4	8	8	14	54	54	67	38	38	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	40	40	78906	98	98	99	523	523	498	0	0	13	9	9	19	66	66	48	26	26	20
All Students (Prior Year)	27	27	76019	100	100	100	529	529	499	0	0	14	26	26	39	13	13	14	61	61	33
Female	19	19	38644	95	95	99	524	524	500	0	0	12	6	6	19	72	72	49	22	22	19
Male	21	21	40236	100	100	99	522	522	497	0	0	15	12	12	19	59	59	46	29	29	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	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	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	36	36	36483	100	100	99	523	523	517	0	0	7	10	10	13	65	65	51	26	26	30
Students with Disabilities	12	12	10664	100	100	100	502	502	430	0	0	42	18	18	27	82	82	26	0	0	5
Students without Disabilities	28	28	68310	97	97	98	533	533	509	0	0	9	4	4	18	58	58	51	38	38	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	17	38679	100	100	96	524	524	483	0	0	20	0	0	25	82	82	45	18	18	10
Non-Economically Disadvantaged	23	23	40295	96	96	100	523	523	513	0	0	7	17	17	13	50	50	50	33	33	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	40	40	78908	98	0	99	516	516	484	3	3	10	3	3	23	83	83	58	11	11	9
All Students (Prior Year)	27	27	76020	100	100	100	527	527	503	0	0	25	5	5	23	52	52	40	43	43	12
Female	19	19	38648	95	0	99	519	519	489	0	0	8	6	6	22	83	83	61	11	11	10
Male	21	21	40233	100	0	99	513	513	479	6	6	12	0	0	25	82	82	55	12	12	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	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	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	36	36	36502	100	0	99	517	517	502	3	3	4	3	3	14	81	81	67	13	13	15
Students with Disabilities	12	12	10665	100	0	100	498	498	423	0	0	30	9	9	36	91	91	31	0	0	2
Students without Disabilities	28	28	68312	97	0	98	524	524	493	4	4	7	0	0	21	79	79	62	17	17	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	17	38662	100	0	96	520	520	468	0	0	16	0	0	32	94	94	49	6	6	3
Non-Economically Disadvantaged	23	23	40315	96	0	100	513	513	498	6	6	5	6	6	15	72	72	66	17	17	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	40	40	78750	98	98	99	557	557	500	0	0	6	6	6	29	83	83	63	11	11	2
All Students (Prior Year)	27	27	75673	100	100	100	612	612	530	0	0	12	4	4	25	83	83	58	13	13	4
Female	19	19	38586	95	95	99	562	562	515	0	0	4	6	6	22	78	78	71	17	17	3
Male	21	21	40135	100	100	99	551	551	486	0	0	8	6	6	35	88	88	56	6	6	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	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	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	36	36	36440	100	100	99	558	558	516	0	0	3	6	6	22	81	81	71	13	13	4
Students with Disabilities	12	12	10622	100	100	100	533	533	415	0	0	21	9	9	50	91	91	28	0	0	1
Students without Disabilities	28	28	68196	97	97	98	568	568	513	0	0	3	4	4	25	79	79	69	17	17	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	17	38558	100	100	96	551	551	485	0	0	8	6	6	37	94	94	54	0	0	1
Non-Economically Disadvantaged	23	23	40260	96	96	100	562	562	514	0	0	3	6	6	21	72	72	72	22	22	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78250	100	100	99	547	547	548	11	11	21	11	11	18	58	58	48	21	21	13
All Students (Prior Year)	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
Female	13	13	38071	100	100	99	535	535	549	15	15	20	8	8	19	54	54	49	23	23	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	19	19	38320	100	100	99	547	547	568	11	11	12	11	11	14	58	58	55	21	21	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	11	11	68996	92	92	99	609	609	561	0	0	16	0	0	18	64	64	52	36	36	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	12	12	44937	100	100	100	522	522	561	17	17	13	8	8	15	58	58	54	17	17	18

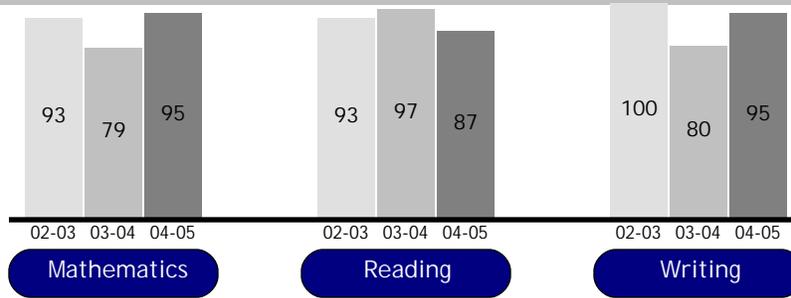
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78302	100	0	99	509	509	512	0	0	11	5	5	25	89	89	57	5	5	7
All Students (Prior Year)	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
Female	13	13	38082	100	0	99	503	503	518	0	0	8	0	0	24	92	92	61	8	8	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	19	19	38347	100	0	99	509	509	531	0	0	5	5	5	17	89	89	68	5	5	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	11	11	69024	92	0	99	555	555	524	0	0	7	0	0	23	91	91	62	9	9	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	12	12	44979	100	0	100	487	487	525	0	0	6	8	8	18	92	92	66	0	0	10

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	19	19	78094	100	100	99	554	554	545	0	0	3	5	5	18	89	89	77	5	5	2
All Students (Prior Year)	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
Female	13	13	38025	100	100	99	548	548	558	0	0	2	8	8	13	85	85	82	8	8	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	19	19	38265	100	100	99	554	554	564	0	0	2	5	5	11	89	89	84	5	5	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	11	11	68892	92	92	98	609	609	559	0	0	2	0	0	14	91	91	82	9	9	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	12	12	44871	100	100	100	525	525	559	0	0	2	8	8	12	92	92	84	0	0	3

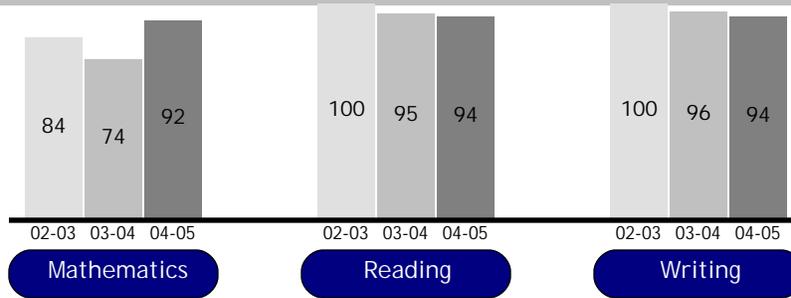
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

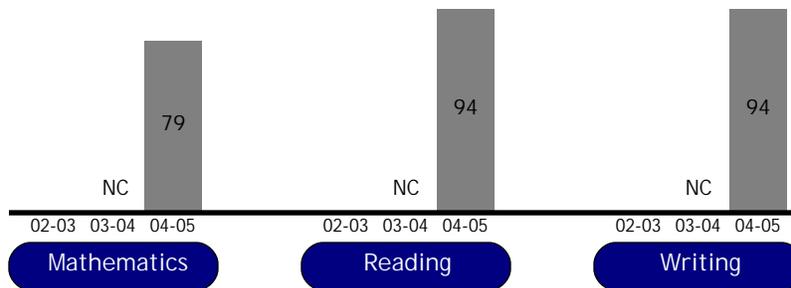
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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	97	84	84	50	100	79	NA	58	100	58	58	47
	Language	97	65	65	43	100	70	70	50	100	56	56	47
	Mathematics	100	79	79	57	100	81	81	64	100	64	64	50
3	Reading	97	78	78	47	98	77	NA	55	98	67	67	44
	Language	100	77	77	54	98	77	77	61	98	66	66	44
	Mathematics	97	84	84	54	98	73	73	61	98	68	68	51
4	Reading	100	72	72	52	100	71	NA	56	100	58	58	48
	Language	100	69	69	48	100	63	63	52	100	54	54	49
	Mathematics	100	81	81	57	100	71	71	61	100	59	59	53
5	Reading	100	83	83	50	100	77	NA	55	98	75	75	50
	Language	100	75	75	46	100	78	78	49	98	73	73	50
	Mathematics	100	85	85	57	100	83	83	63	98	69	69	49
6	Reading	100	74	74	53	100	75	NA	56	90	71	71	51
	Language	100	69	69	45	100	66	66	48	90	64	64	47
	Mathematics	100	82	82	62	100	83	83	66	85	78	78	52
7	Reading	--	--	--	51	100	79	NA	54	100	65	65	50
	Language	--	--	--	54	100	88	88	58	100	72	72	52
	Mathematics	--	--	--	58	100	79	79	62	100	77	77	50
8	Reading	--	--	--	53	NC	NC	NC	55	95	65	65	51
	Language	--	--	--	49	NC	NC	NC	52	95	60	60	50
	Mathematics	--	--	--	58	NC	NC	NC	61	95	65	65	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Budget
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	20.00
Other Professional Staff	.50	Teacher Aide	18.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	5	1	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Fully Equipped Auditorium
- Ü Art and Science Labs
- Ü Computer and Tech Facilities
- Ü Campus Library

Extracurricular Activities

- Ü Band: Begin,Interm,Concert ,Jazz,Folk
- Ü Drama and Choir
- Ü Student Council
- Ü After School Tutoring
- Ü Technology/Film instruction/Auto Shop
- Ü Student Newsletter/Yearbook

Social Services

- Ü Afterschool Program
- Ü Adult Education
- Ü Family Enrichment

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our students consistently meet or exceed the standards as set by the Arizona Instruments to Measure Standards (AIMS). We are qualified as a Highly Performing School.
- ü Our music students participate in the Prescott Christmas Parade and other local band and parade appearances. Several of our students compete in the Arizona Music Association Solo Ensemble Festival earning "Excellent" and "Superior" awards.
- ü A \$2,000 grant from the Irving Ceasar Fund of The Association of Composers, Autors and Publishers (ASCAP)Foundation allowed us to present Albert O. Davis program "Creativity in the Classroom" with guest speaker Chris Donzi of Ludwig Music.
- ü Our annual involvement in the Arizona Commission on the Arts Artist in Residence Program. During the 2005-06 year, our resident artist will help our students create an "Art Car" to be entered in the State competition in Phoenix.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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 Refocus area provides a supervised environment to help a student refocus, get back-on-task, or perhaps write a school rule, or letter of apology for misbehaviour. Our school is gated to maintain security and a safe environment for our students. Annual Drama Productions reinforce drug free, tobacco free, violence prevention and other safety issues. D.A.R.E. program is available at fifth grade.

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	Cindy Franklin	(928) 775-6747
Transportation Policy	Tom Franklin	(928) 775-6747
Community Resources	Ruth Hutchison	(928) 775-6747
School Nutrition Programs	Kathy Allen	(928) 775-6747
Parent Organization	Candy Andrews	(928) 775-6747
Student Health/Nurse	Kathy Allen/Deborah Cook	(928) 775-6747

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."

ACHIEVEMENT PROFILES

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.