



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1749 Williamson Valley Rd., Prescott, AZ 86305

Prescott 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 Excelling
2004-05 Excelling
2003-04 Excelling

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

School Overview

Principal/Administrator : Mr. William Munson
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.prescottschools.com
Phone Number : (928) 717-3263
Fax Number : (928) 717-3262
E-mail : bill.munson@prescottschools.com

Mission

We believe in the ABC's of learning:
A-Achieving: Each child reaches his or her potential.
B-Believing: We believe all children can learn.
C-Caring: Our school is nurturing and safe.
S-Sharing: We share the educational experience with parents as true partners.

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

- To enhance the 'Character Counts' program throughout the school.
To decrease the numbers of children who arrive tardy or leave early by using incentive programs for being 'On Time, All the Time'.
To continue to improve test scores using the AimsWeb program.
To use Professional Learning Communities to ensure that all students learn at an appropriate level.

Enrollment

October 1, 2005 School Year Student Enrollment : 637
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 210

Instructional Programs

- ü Balanced Literacy
- ü Accelerated Reader and Math Programs
- ü Side-by-Side Reading Program
- ü New Horizons Gifted Program
- ü Special Education Programs
- ü All-day kindergarten available

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide a safe, nurturing environment with high standards for academic success. We provide the time, expertise and resources for each student to reach his or her potential. Our curriculum and methods are approved by the state and endorsed by the district. We give parents multiple avenues for involvement. We communicate expectations and progress to parents on a regular basis.

Parents

We expect that parents will ensure their children come to school ready to learn. We believe parents have a responsibility to support the school curriculum, activities, policies and behavior expectations. Students should be punctual and attend regularly. We expect parents to work cooperatively with the school. When differences arise, we expect parents to work with the school in solving problems.

Transportation Policy

Prescott Unified School District provides transportation for elementary students who live farther than one mile from the school. Bus routes, stops and times are available at the school. Open enrollment students may not be provided transportation if there is no established route. Bus riding is a privilege that depends on appropriate conduct on the bus and at bus stops.

School Honors

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

Award/Honor	Year
ü US Dept. of Education Blue Ribbon Award	2001
ü PTA Arizona Outstanding Unit of the Year	2002
ü PTA Arizona Outstanding Unit of the Year	2001
ü Arizona Teacher of the Year	2004

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	117	385	80010	99	98	99	483	465	447	1	4	10	3	10	18	56	59	53	40	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	188	38935	98	97	99	483	464	447	2	5	9	2	10	19	59	60	55	38	26	17
Male	56	197	40974	100	98	98	484	465	448	NA	3	11	4	10	18	54	58	52	43	29	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	NC	61	34545	NC	100	99	NC	437	432	NC	15	14	NC	15	24	NC	64	53	NC	7	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	10	3979	NC	77	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	102	307	35142	99	98	99	484	470	465	1	2	5	3	8	11	55	59	56	41	31	28
Students with Disabilities	15	56	10161	94	88	93	443	438	419	7	13	28	7	16	28	87	66	36	NA	5	8
Students without Disabilities	102	329	69849	100	100	100	488	469	451	NA	2	7	2	9	17	52	58	56	46	31	19
Limited English Proficient Students	--	16	14013	--	100	97	--	406	413	--	31	24	--	13	34	--	56	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	10	50	39029	100	94	98	NA	449	432	NA	10	14	NA	10	25	NA	66	52	NA	14	9
Non-Economically Disadvantaged	107	335	40981	99	98	100	483	467	462	1	3	6	3	10	13	55	58	54	41	29	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	117	378	79438	99	96	98	492	472	451	1	4	9	7	13	24	63	64	56	29	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	187	38775	98	97	99	497	475	457	NA	5	7	5	12	22	64	63	58	31	20	13
Male	56	191	40560	100	95	97	487	469	446	2	4	12	9	15	25	63	65	54	27	16	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	NC	59	34297	NC	97	98	NC	439	434	NC	14	14	NC	31	31	NC	49	50	NC	7	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	10	3940	NC	77	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	102	302	34887	99	97	98	494	478	471	1	3	4	6	10	15	63	67	63	30	20	18
Students with Disabilities	15	50	9588	94	78	88	428	435	416	7	18	30	33	20	32	60	60	34	NA	2	5
Students without Disabilities	102	328	69850	100	99	100	499	477	456	NA	2	7	3	12	23	64	65	59	33	20	12
Limited English Proficient Students	--	15	13856	--	94	96	--	395	407	--	47	27	--	33	43	--	20	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	10	49	38685	100	92	97	NA	452	435	NA	10	14	NA	20	32	NA	59	50	NA	10	5
Non-Economically Disadvantaged	107	329	40753	99	96	99	492	475	467	1	4	5	7	12	16	63	65	62	30	19	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	116	378	79971	98	96	99	475	447	423	1	4	8	11	28	41	78	63	49	10	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	187	38974	97	97	99	486	463	437	2	3	5	3	16	33	78	73	57	17	9	4
Male	56	191	40895	100	95	98	462	431	410	NA	5	10	20	40	47	77	53	41	4	2	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	NC	58	34481	NC	95	99	NC	413	410	NC	14	10	NC	47	46	NC	40	43	NC	NA	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	11	3995	NC	85	96	NC	445	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	101	302	35150	98	97	99	476	453	437	1	2	5	10	25	35	78	67	56	11	6	5
Students with Disabilities	15	52	10258	94	81	94	437	411	377	NA	8	23	40	52	51	60	40	25	NA	NA	1
Students without Disabilities	101	326	69713	99	99	100	479	452	429	1	3	5	7	25	39	80	66	52	12	6	3
Limited English Proficient Students	--	15	13985	--	94	97	--	366	382	--	40	18	--	47	54	--	13	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	10	49	38994	100	92	98	NA	426	409	NA	4	10	NA	41	47	NA	53	41	NA	2	1
Non-Economically Disadvantaged	106	329	40977	98	96	100	476	450	437	1	4	5	11	26	34	76	64	56	11	5	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	121	389	80147	95	95	99	529	501	482	1	3	11	3	11	17	42	53	49	54	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	192	39281	97	97	99	537	506	483	NA	3	9	NA	9	17	34	49	50	66	39	24
Male	62	197	40780	93	93	98	520	497	482	2	4	12	6	12	17	50	57	48	42	27	24
African American	NC	11	4249	NC	100	99	NC	487	464	NC	NA	17	NC	9	22	NC	91	48	NC	NA	13
Hispanic	NC	41	33494	NC	89	99	NC	480	466	NC	12	15	NC	20	23	NC	51	49	NC	17	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	13	4117	NC	93	96	NC	485	456	NC	8	19	NC	15	27	NC	46	46	NC	31	8
White	106	318	36122	95	95	99	531	505	501	NA	2	5	3	9	10	41	53	50	57	36	35
Students with Disabilities	17	50	10295	100	77	92	494	477	443	6	10	33	12	18	26	59	52	33	24	20	8
Students without Disabilities	104	339	69852	94	99	100	533	505	488	NA	2	7	2	9	16	39	53	51	59	35	26
Limited English Proficient Students	--	15	12722	--	94	97	--	441	441	--	20	27	--	33	33	--	47	37	--	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	51	38371	NC	94	97	NC	489	465	NC	4	15	NC	14	23	NC	57	49	NC	25	13
Non-Economically Disadvantaged	113	338	41776	94	95	100	529	503	498	1	3	6	4	10	11	41	53	49	55	34	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	121	391	79686	95	96	98	508	491	470	1	3	11	6	13	24	73	71	57	21	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	192	39163	97	97	99	516	499	475	NA	2	9	2	9	22	78	74	60	20	15	10
Male	62	199	40438	93	94	97	500	483	465	2	4	13	10	16	25	68	68	54	21	13	7
African American	NC	11	4228	NC	100	98	NC	476	458	NC	NA	15	NC	18	28	NC	82	53	NC	NA	4
Hispanic	NC	41	33299	NC	89	98	NC	463	452	NC	17	17	NC	27	32	NC	49	47	NC	7	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	14	4087	NC	100	96	NC	473	446	NC	NA	16	NC	21	38	NC	71	44	NC	7	2
White	106	319	35914	95	96	98	510	496	489	1	1	5	5	10	15	72	73	67	23	16	14
Students with Disabilities	17	53	9808	100	82	87	467	472	432	6	6	35	24	21	32	53	58	30	18	15	3
Students without Disabilities	104	338	69878	94	98	100	513	494	475	NA	2	8	3	11	23	76	73	61	21	14	9
Limited English Proficient Students	--	15	12594	--	94	96	--	420	422	--	47	34	--	27	45	--	27	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	51	38095	NC	94	97	NC	476	452	NC	6	17	NC	22	32	NC	61	48	NC	12	3
Non-Economically Disadvantaged	113	340	41591	94	96	99	508	493	486	1	2	6	5	11	16	73	72	65	21	14	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	121	392	80372	95	96	99	519	501	475	1	2	4	7	18	30	81	72	64	11	8	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	193	39452	97	98	99	535	517	488	NA	1	3	NA	8	22	88	83	72	12	8	3
Male	62	199	40836	93	94	98	503	485	464	2	4	6	15	27	37	74	62	56	10	8	1
African American	NC	11	4264	NC	100	99	NC	497	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	NC	42	33608	NC	91	99	NC	476	462	NC	7	6	NC	26	36	NC	62	57	NC	5	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	14	4128	NC	100	97	NC	504	464	NC	NA	4	NC	14	39	NC	79	56	NC	7	1
White	106	319	36213	95	96	99	519	505	489	1	2	2	8	16	22	80	74	72	11	9	3
Students with Disabilities	17	53	10526	100	82	94	480	480	427	NA	NA	15	29	40	53	47	47	31	24	13	1
Students without Disabilities	104	339	69846	94	99	100	524	504	482	1	2	3	4	14	26	87	76	69	9	7	2
Limited English Proficient Students	--	15	12747	--	94	97	--	416	432	--	20	12	--	47	52	--	33	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	51	38521	NC	94	98	NC	485	461	NC	4	6	NC	27	38	NC	61	55	NC	8	1
Non-Economically Disadvantaged	113	341	41851	94	96	100	519	503	489	1	2	3	8	16	22	81	74	72	11	8	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	90	380	79306	97	98	99	557	529	504	2	4	13	8	12	20	40	53	49	50	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	185	38845	96	98	99	562	531	505	2	3	11	4	11	20	35	55	50	59	31	18
Male	44	195	40383	98	97	98	552	528	504	2	5	14	11	13	19	45	52	47	41	29	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	NC	49	32673	NC	98	99	NC	496	487	NC	14	18	NC	24	25	NC	49	46	NC	12	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	543	539	NC	NA	5	NC	NA	10	NC	50	46	NC	50	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	84	307	36234	97	97	99	559	535	523	2	2	6	7	11	13	39	53	52	51	34	28
Students with Disabilities	15	57	10286	100	93	91	531	490	462	NA	18	41	20	33	27	60	39	27	20	11	5
Students without Disabilities	75	323	69020	96	98	100	562	536	510	3	2	9	5	9	18	36	56	52	56	34	21
Limited English Proficient Students	--	11	10291	--	100	96	--	472	458	--	27	38	--	45	34	--	18	26	--	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	43	37437	NC	100	97	NC	512	486	NC	14	19	NC	19	26	NC	47	46	NC	21	9
Non-Economically Disadvantaged	84	337	41869	97	97	100	554	531	521	2	3	7	7	12	14	43	54	51	48	31	27

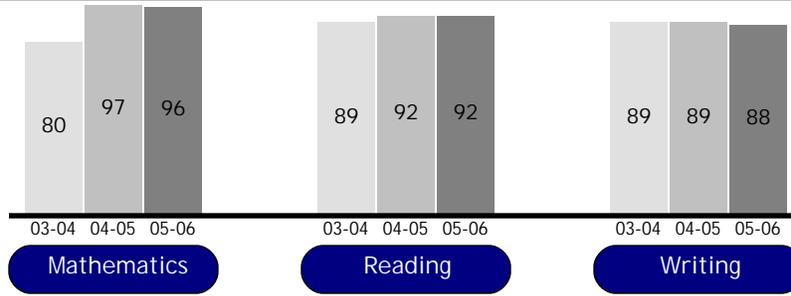
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	375	79000	97	96	98	526	514	489	1	3	10	2	10	24	73	71	58	23	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	185	38774	96	98	99	533	519	494	NA	2	7	2	9	22	63	68	61	35	21	10
Male	44	190	40150	98	95	98	517	508	485	2	5	12	2	11	25	84	75	55	11	10	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	NC	47	32508	NC	94	98	NC	481	472	NC	9	15	NC	36	33	NC	49	49	NC	6	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	520	510	NC	NA	4	NC	8	14	NC	67	67	NC	25	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	84	304	36135	97	97	98	527	520	508	1	3	4	1	5	14	74	75	67	24	17	15
Students with Disabilities	15	52	9991	100	85	88	503	487	449	7	21	33	7	12	36	80	60	29	7	8	2
Students without Disabilities	75	323	69009	96	98	100	530	518	495	NA	1	6	1	10	22	72	73	62	27	17	10
Limited English Proficient Students	--	11	10199	--	100	95	--	453	439	--	18	35	--	64	47	--	18	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	41	37234	NC	95	97	NC	498	472	NC	10	15	NC	20	33	NC	63	50	NC	7	3
Non-Economically Disadvantaged	84	334	41766	97	97	99	525	516	505	1	3	5	2	9	16	73	72	65	24	16	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	90	379	79611	97	97	99	543	526	496	1	2	7	18	24	37	77	72	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	185	39016	96	98	99	563	543	511	NA	1	4	7	16	29	85	79	66	9	5	1
Male	44	194	40519	98	97	98	522	509	482	2	4	10	30	32	44	68	64	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	NC	47	32855	NC	94	99	NC	503	481	NC	6	10	NC	30	43	NC	62	47	NC	2	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	532	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	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	84	309	36380	97	98	99	545	530	511	1	2	4	17	23	30	77	73	65	5	3	1
Students with Disabilities	15	56	10664	100	92	94	511	488	440	NA	5	23	47	52	54	53	43	22	NA	NA	1
Students without Disabilities	75	323	68947	96	98	100	549	532	504	1	2	4	12	19	34	81	76	61	5	3	1
Limited English Proficient Students	--	11	10362	--	100	97	--	437	438	--	18	22	--	45	57	--	36	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	42	37626	NC	98	98	NC	503	479	NC	5	10	NC	38	45	NC	57	45	NC	NA	0
Non-Economically Disadvantaged	84	337	41985	97	97	100	543	529	511	1	2	4	19	22	30	75	73	65	5	3	1

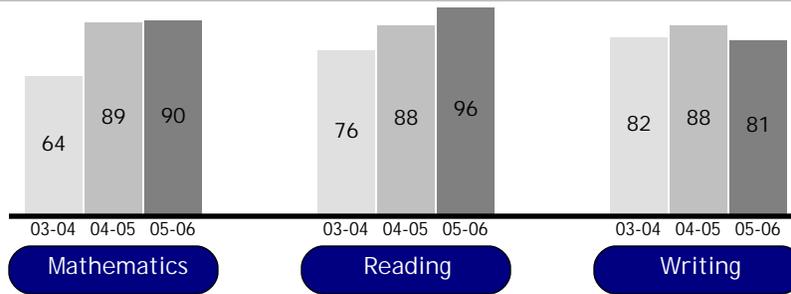
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	99	78	NA	58	97	66	59	47	99	75	65	46
	Language	100	81	68	50	97	73	63	47	99	80	67	48
	Mathematics	100	82	75	64	99	74	59	50	99	78	67	52
3	Reading	96	73	NA	55	96	70	56	44	96	76	67	46
	Language	96	77	69	61	96	66	53	44	96	70	61	46
	Mathematics	96	74	70	61	96	71	58	51	96	75	67	52
4	Reading	99	73	NA	56	96	65	58	48	91	76	67	52
	Language	99	67	66	52	96	64	58	49	91	76	68	52
	Mathematics	99	73	73	61	96	68	58	53	91	82	68	58
5	Reading	100	76	NA	55	97	68	64	50	96	79	75	56
	Language	100	71	64	49	97	70	64	50	96	79	70	54
	Mathematics	100	84	76	63	97	72	62	49	96	80	67	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Issues
- Ü School Safety Issues
- Ü School Procedures
- Ü Extracurricular Activities
- Ü Community and Parent Relations
- Ü Curricular Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	8	0	0
10 or more years	1	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	77
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 Computer lab and wireless network
- Ü Library/Media center
- Ü Membership in County Library Network
- Ü Secret Garden

Extracurricular Activities

- Ü 13 After-School Clubs
- Ü Extensive Field Trips
- Ü Math Olympics
- Ü Homework tutoring

Social Services

- Ü District Family Resource Center
- Ü District Before/After School Child Care
- Ü Parenting Classes
- Ü Community Agency Referral
- Ü Behavior Coach

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Abia Judd was selected as a U.S. Department of Education Blue Ribbon School of Excellence in 2001. It was one of only 226 in the entire nation selected for the honor.

- ü Abia Judd was selected by the Arizona Educational Foundation as an A+ Elementary School in 2000. This award for excellence is only given to a few schools in the state.

- ü Abia Judd has on its staff the Arizona Teacher of the Year for 2004. Abia Judd has on its staff the Yavapai County Teacher for 2004.

- ü The Abia Judd PTA has been recognized for numerous awards at the state level including being the PTA of the Year in 1999, 2001, and 2002. We have also had the Arizona Volunteer of the Year, Support Staff of the Year, and Educator of the Year!

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	74	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

We have a comprehensive Crisis Management Plan for responding to serious incidents on campus or in the community. We have safety procedures for students, parents and visitors. The Safety Patrol helps students both before and after school.

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	William Munson	(928) 717-3263
Transportation Policy	Jame Cowan	(928) 717-3229
Community Resources	William Munson	(928) 717-3263
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Karin Fetter	(928) 717-3263
Student Health/Nurse	Nancy Page R.N./ Ginny Elly R.N.	(928) 717-3263

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.

Footnotes

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.