

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1800 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Excelling

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

### School Overview

Principal/Administrator : Mrs. Stephanie Jo Hillig  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : www.prescottschools.com/gmms  
 Phone Number : (928) 717-3253  
 Fax Number : (928) 717-3284  
 E-mail : stephanie.hillig@prescottschools.com

### Mission

Our mission is to provide an environment for children that are safe, productive, and conducive to learning. Students have the capacity to learn, and our goal is to have all students perform to their highest potential.

### 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 Implement the middle school philosophy across the curriculum and grade levels.
- ü Address the technological needs of students and staff.
- ü We will academically prepare all of our students for success each school year.
- ü Implement a school-wide professional development plan where our staff embraces the concept of becoming a Professional Learning Community.

### Enrollment

October 1, 2005 School Year Student Enrollment : 625  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 84

Instructional Programs

- Ü Team Organized
- Ü Honors Classes
- Ü On-site Special Education
- Ü Standards Based Classes
- Ü Highly Qualified Staff
- Ü Technology-Based Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The Granite Mountain staff has the responsibility to provide a safe learning environment. We also have the responsibility to teach the Arizona Academic Standards in our classrooms and to assure that students master these skills. In addition, we teach a character education program to all students.

Parents

Parents are responsible to see that their children are prepared for school. They should be well-rested and well-fed. It is essential for parents to support the school. Parents are asked to take an active role in the education of their children. Completion of homework is essential to the success of each student. This is an area where parental involvement is necessary.

Transportation Policy

PUSD provides transportation services to students who live outside a two-mile radius or where student safety concerns exist. Bus service is provided for handicapped students. This service is extended to students as a privilege.

School Honors

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

Award/Honor	Year
Ü Administrator of the year (Mike Harlan)	2006
Ü Top Honors - Sixth Grade Math Challenge	2005
Ü Award Winning Music Program	2006
Ü Master Council Award - Student Council	2006

6th 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	191	410	79327	99	98	98	544	537	518	9	12	19	13	14	20	49	48	46	29	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	199	38961	98	99	98	543	540	520	11	12	16	10	11	20	53	53	48	26	24	16
Male	100	211	40295	100	98	97	545	535	516	8	13	21	16	17	19	45	44	44	31	27	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	11	46	32327	100	94	98	510	508	499	9	24	27	36	17	25	45	52	41	9	7	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	15	4391	NC	100	96	NC	537	489	NC	20	32	NC	13	27	NC	40	36	NC	27	4
White	166	337	36373	99	99	98	547	541	538	10	11	10	11	13	14	49	48	52	31	28	25
Students with Disabilities	36	64	9321	100	93	87	485	483	467	33	42	54	28	22	22	36	33	21	3	3	3
Students without Disabilities	155	346	70006	99	99	100	556	546	524	4	7	14	10	12	19	52	51	49	35	29	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	16	51	37097	100	98	97	503	506	498	19	22	27	31	27	25	44	39	41	6	12	7
Non-Economically Disadvantaged	175	359	42230	99	98	99	548	542	535	9	11	11	11	12	15	49	50	50	31	27	24

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	191	411	79501	99	99	98	515	512	497	4	5	10	20	20	25	69	68	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	199	39062	98	99	99	521	518	502	1	3	8	16	15	23	76	76	64	7	6	5
Male	100	212	40368	100	98	98	509	507	491	7	7	13	23	25	27	63	60	57	7	8	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	11	47	32389	100	96	98	487	488	478	9	13	16	36	30	34	55	55	48	NA	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	15	4401	NC	100	96	NC	499	473	NC	13	17	NC	27	40	NC	53	43	NC	7	1
White	166	337	36446	99	99	99	517	517	516	4	4	4	17	18	15	72	70	73	8	8	7
Students with Disabilities	36	65	9411	100	94	88	469	469	453	19	25	36	47	42	36	28	29	26	6	5	1
Students without Disabilities	155	346	70090	99	99	100	523	520	502	1	1	7	14	16	24	79	75	65	7	7	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	16	51	37183	100	98	97	489	489	479	13	12	16	19	29	34	63	53	49	6	6	1
Non-Economically Disadvantaged	175	360	42318	99	99	99	517	516	513	3	4	5	20	19	17	70	70	70	7	7	7

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	191	410	80000	99	98	99	579	576	564	1	1	3	8	10	11	73	71	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	199	39288	98	99	99	596	593	579	NA	1	2	4	5	6	70	69	77	25	26	16
Male	100	211	40644	100	98	98	563	559	549	1	1	4	12	15	15	75	73	74	12	11	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	11	46	32672	100	94	99	547	540	548	NA	4	4	27	22	14	73	67	76	NA	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	578	549	NC	NA	3	NC	7	14	NC	87	77	NC	7	5
White	166	337	36602	99	99	99	580	580	579	1	1	2	7	9	7	72	70	75	20	20	16
Students with Disabilities	36	65	9919	100	94	93	533	527	505	NA	NA	9	22	29	35	72	66	54	6	5	2
Students without Disabilities	155	345	70081	99	99	100	588	584	571	1	1	2	5	6	7	73	72	79	21	21	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	16	51	37534	100	98	98	545	554	547	NA	2	4	13	22	15	81	63	76	6	14	5
Non-Economically Disadvantaged	175	359	42466	99	98	100	582	579	578	1	1	2	8	8	7	72	72	75	19	19	16

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

7th 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	199	398	78546	99	99	97	576	562	543	4	9	15	11	11	18	54	57	52	32	23	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	200	38645	99	99	98	581	564	545	4	10	13	11	12	18	51	55	54	35	24	15
Male	95	198	39792	99	98	97	570	560	542	3	9	17	12	11	17	57	58	50	28	23	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	19	52	31177	100	100	97	555	527	524	NA	29	22	26	15	23	53	44	48	21	12	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	172	331	36450	99	98	97	580	569	563	2	5	7	9	11	12	55	59	57	34	26	23
Students with Disabilities	26	47	8093	100	96	82	516	501	489	19	36	50	23	21	24	58	43	23	NA	NA	2
Students without Disabilities	173	351	70453	99	99	100	584	570	549	1	6	11	9	10	17	53	58	56	36	26	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	12	39	34694	92	98	96	542	523	524	NA	21	23	25	23	23	67	51	48	8	5	7
Non-Economically Disadvantaged	187	359	43852	99	99	99	578	567	559	4	8	10	10	10	13	53	57	56	33	25	22

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	199	398	79045	99	99	98	543	532	512	4	6	10	11	15	25	68	64	58	18	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	200	38860	99	99	98	549	534	519	2	6	7	6	14	22	73	66	62	19	15	8
Male	95	198	40075	99	98	97	536	531	505	5	7	12	16	17	28	62	62	54	17	15	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	19	52	31314	100	100	98	534	501	493	NA	19	16	16	27	34	79	48	48	5	6	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	172	331	36730	99	98	98	546	538	532	3	4	4	9	13	16	68	67	68	20	17	12
Students with Disabilities	26	47	8552	100	96	87	486	471	463	19	26	35	35	43	40	42	30	23	4	2	1
Students without Disabilities	173	351	70493	99	99	100	551	540	517	1	3	7	7	12	24	72	68	62	20	17	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	12	39	34922	92	98	96	539	496	493	NA	15	15	8	38	34	83	38	48	8	8	3
Non-Economically Disadvantaged	187	359	44123	99	99	99	543	536	527	4	5	6	11	13	18	67	67	66	19	16	11

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	199	399	79657	99	99	99	587	574	566	2	3	3	6	6	8	87	88	87	6	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	201	39120	99	100	99	601	588	580	1	2	2	3	3	4	88	91	92	8	4	2
Male	95	198	40423	99	98	98	572	559	553	2	5	5	9	8	12	85	85	83	3	2	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	19	52	31642	100	100	99	589	531	552	NA	12	5	11	15	11	89	73	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	172	332	36929	99	99	99	588	580	579	2	2	2	6	4	5	86	90	91	6	4	2
Students with Disabilities	26	47	9069	100	96	92	508	501	508	8	11	11	31	26	30	62	64	58	NA	NA	1
Students without Disabilities	173	352	70588	99	99	100	598	583	573	1	2	2	2	3	5	91	91	91	6	4	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	12	39	35341	92	98	97	586	538	551	NA	10	5	8	5	12	83	82	83	8	3	0
Non-Economically Disadvantaged	187	360	44316	99	99	100	587	578	578	2	3	2	6	6	5	87	89	90	5	3	2

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	230	454	78400	100	98	97	597	585	554	4	7	21	10	14	19	59	56	47	27	23	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	229	38686	99	97	98	592	586	554	5	7	20	9	12	20	62	60	49	24	21	12
Male	116	224	39636	100	99	96	602	584	554	3	8	23	11	16	18	56	52	46	30	24	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	22	46	30732	100	96	97	574	553	534	5	20	31	18	17	24	64	52	40	14	11	5
Asian/Pacific Islander	NC	11	1827	NC	100	99	NC	660	594	NC	NA	8	NC	NA	12	NC	36	49	NC	64	31
American Indian/Alaskan Native	NC	14	4536	NC	93	95	NC	541	528	NC	7	35	NC	43	25	NC	50	37	NC	NA	4
White	197	379	37038	99	98	97	597	588	575	4	6	11	10	12	14	60	58	56	27	24	19
Students with Disabilities	23	49	7840	100	100	81	541	532	498	13	22	60	17	31	18	70	47	20	NA	NA	2
Students without Disabilities	207	405	70560	99	98	99	602	591	560	3	6	17	9	12	19	58	57	50	30	25	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	14	40	33014	100	100	95	552	546	534	7	23	31	29	20	24	64	55	40	NA	3	5
Non-Economically Disadvantaged	216	414	45386	99	98	99	599	588	569	4	6	15	9	13	15	59	56	52	29	25	18

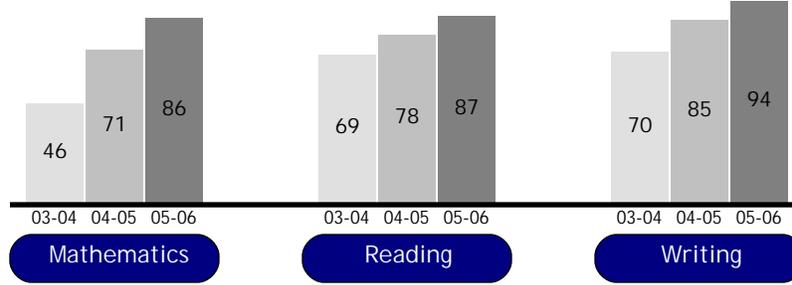
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	230	456	79179	100	98	98	553	546	519	1	2	11	12	16	27	76	71	58	11	11	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	230	38974	99	97	99	552	551	524	1	2	8	13	14	25	75	70	61	11	13	5
Male	116	225	40124	100	99	97	553	541	513	1	2	13	11	17	28	78	73	54	10	8	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	22	47	30987	100	98	98	535	514	498	NA	15	17	23	17	36	68	64	45	9	4	1
Asian/Pacific Islander	NC	11	1832	NC	100	99	NC	599	543	NC	NA	4	NC	NA	17	NC	73	69	NC	27	10
American Indian/Alaskan Native	NC	14	4573	NC	93	96	NC	504	494	NC	NA	16	NC	50	41	NC	50	42	NC	NA	1
White	197	380	37467	99	98	98	552	550	539	1	1	5	11	14	17	78	73	70	10	12	8
Students with Disabilities	23	49	8567	100	100	88	504	500	467	4	4	39	30	45	38	65	47	22	NA	4	1
Students without Disabilities	207	407	70612	99	98	99	557	551	524	0	2	7	10	12	25	77	74	62	12	12	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	14	40	33345	100	100	96	530	522	499	7	8	17	29	35	36	50	48	46	14	10	1
Non-Economically Disadvantaged	216	416	45834	99	98	99	554	548	533	0	2	7	11	14	19	78	74	67	11	11	7

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	231	460	79734	100	99	99	578	564	554	0	3	3	5	12	19	94	85	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	232	39243	99	98	99	586	576	568	NA	2	2	3	6	12	97	91	85	NA	0	1
Male	117	227	40413	100	100	98	569	551	541	1	4	4	8	17	26	91	78	70	1	0	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	22	47	31254	100	98	99	571	520	539	NA	15	5	5	13	25	95	72	70	NA	NA	0
Asian/Pacific Islander	NC	11	1837	NC	100	99	NC	597	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	NC	14	4613	NC	93	97	NC	516	535	NC	7	4	NC	29	29	NC	64	67	NC	NA	0
White	198	384	37668	100	99	99	578	569	569	1	2	1	5	11	13	94	86	85	1	1	1
Students with Disabilities	23	49	8943	100	100	92	532	525	495	NA	2	11	35	39	51	61	57	38	4	2	1
Students without Disabilities	208	411	70791	100	99	100	582	568	561	0	3	2	2	9	15	98	88	83	NA	0	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	14	40	33718	100	100	97	553	524	538	NA	10	5	14	23	26	79	65	69	7	3	0
Non-Economically Disadvantaged	217	420	46016	100	99	100	579	567	567	0	2	2	5	11	14	95	87	84	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)

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 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
6	Reading	97	69	NA	56	99	62	59	51	97	68	67	56
	Language	98	58	58	48	99	59	58	47	97	63	61	50
	Mathematics	98	84	79	66	99	65	63	52	97	75	70	58
7	Reading	100	63	NA	54	100	68	60	50	99	73	67	54
	Language	100	65	67	58	100	68	63	52	99	78	70	58
	Mathematics	100	75	71	62	100	68	62	50	99	72	65	54
8	Reading	100	71	NA	55	97	60	58	51	98	76	73	58
	Language	100	74	66	52	97	58	57	50	98	70	68	56
	Mathematics	100	76	71	61	96	61	61	53	98	82	76	58

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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety
- Ü Parent/Educator Relations
- Ü Budget
- Ü Instructional Practices
- Ü Physical Plant Decisions
- Ü Communications Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	118
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü 4 Computer Labs 1:3 Comp. to Stu. Ratio
- Ü Well Appointed Library - 16,000 Books
- Ü A Video Production Lab / Studio
- Ü Computer Assisted Instruction/Academics

Extracurricular Activities

- Ü Student Council/Student Governance
- Ü National Junior Honor Society
- Ü Academic - After School Program
- Ü Interscholastic Sports - Boys and Girls
- Ü Yearbook
- Ü Activity - After School Program
- Ü Character Education Program
- Ü Prescott Parks and Recreation Program

Social Services

- Ü Breakfast and Lunch Program
- Ü Counseling Services
- Ü Health Services
- Ü Hearing Impaired/Vision Programs
- Ü Health Clinic
- Ü Speech Therapy
- Ü Physical and Occupational Therapy

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Excellent school scores on AIMS and the Terra Nova Achievement Test. Granite Mountain students score in the top ten percent when compared to other schools in Arizona on the AIMS and Terra Nova.
  
- ü Approximately 60% of Granite Mountain students qualify for the honor roll each quarter. Students must maintain a B average or better to qualify.
  
- ü The Granite Mountain Student Council has achieved highest honors at the State level.
  
- ü Granite Mountain has implemented a character education program staffed by parent volunteers and supported by staff.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

The GMMS staff is very serious about disciplinary responsibilities. We publish and discuss with students a disciplinary matrix which defines consequences for various problems. Students are very much encouraged to behave. This is done through positive as well as negative consequences. We have a very effective Silent Witness Program. The staff and parent volunteers are implementing the Character Counts program school-wide.

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) :

20
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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	Stephanie Hillig	(928) 717-3253
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Stephanie Hillig	(928) 717-3253
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Krystal Koons	(928) 445-0525
Student Health/Nurse	April Boothe	(928) 717-3253

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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