

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8556 E. Loos Dr., Prescott Valley, AZ 86314

Acorn Montessori Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	New School

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

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 Overview

Principal/Administrator : Miss Cynthia Julie Pupilava
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 271
 Web Address : acornmontessori.com
 Phone Number : (928) 772-5778
 Fax Number : (928) 775-8654
 E-mail : acms@cablone.net

Mission

Montessori is a structured education approach. The environment allows the educator to observe the natural learning tendencies of each child in 'prepared environments'. Through creative learning experiences & excitement, a child's curiosity thrives.

School / Academic Goals

- ü Language Arts Goal: To develop an effective core of language and literacy through purposeful learning experiences in the areas of reading, writing, listening, speaking, viewing, and presenting. Implementing language skills to pursue lifelong goals.
- ü Mathematic Goal: To develop mathematical power to confidently handle the future. Placing math in a broader, problem-solving context, students discover questions involving numbers or equations which lead to answers that have meaning.
- ü AIMSweb is a formative assessment system that "informs" the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers and admin. to enable evidence, evaluation and data.

Enrollment

October 1, 2004 School Year Student Enrollment : 232
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 206

Instructional Programs

- ü Six Plus One Traits of Good Writing
- ü McGraw Hill Reading
- ü Saxon Math and Language
- ü Montessori Materials
- ü Computer Labs
- ü Nutrition / Cooking Class
- ü AIMS Web
- ü Yoga, Martial Arts ,Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We will employ state-certified, highly qualified and Montessori trained teachers. Full-time teaching assistants supporting a 12-1 student to teacher relationship. The smaller learning groups enhance in depth educational blocks of time. Trained educators will implement best practices in meeting or exceeding Arizona Standards.

Parents

It is in best interest of the student to have their most fundamental needs met at home. We suggest students have routines that include: regular bedtimes and a healthy diet. Please dress your child in appropriate clothing for the weather. Each student will comply with the Parent/ Child/ School Compact. This is an agreement of terms between our families the educator and the school.

Transportation Policy

Acorn Montessori does not provide transportation to and from school at this time. It is in our future plan to provide daily transportation. For field trips and special events Acorn rents Charter or District buses.

School Honors

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

Award/Honor	Year
ü ELL Trainer of Trainers	2004
ü American Heart Association Physical Education	2003
ü Behavior Management Professional Recognition	2002
ü Youth in Arts	2005

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	41	41	79306	100	100	99	412	412	445	9	9	10	24	24	18	62	62	51	6	6	20
All Students (Prior Year)	26	26	75509	100	100	100	503	503	521	10	10	13	35	35	23	40	40	33	15	15	31
Female	23	23	38691	100	100	99	389	389	446	6	6	10	33	33	18	56	56	52	6	6	20
Male	18	18	40583	100	100	99	438	438	445	13	13	11	13	13	18	69	69	50	6	6	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	40	40	36197	100	100	99	412	412	463	9	9	5	24	24	11	62	62	53	6	6	31
Students with Disabilities	12	12	10321	100	100	100	346	346	389	10	10	30	40	40	27	40	40	34	10	10	9
Students without Disabilities	29	29	69060	97	100	98	440	440	454	8	8	7	17	17	17	71	71	54	4	4	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	27	27	39415	87	93	96	431	431	431	14	14	15	23	23	25	55	55	50	9	9	10
Non-Economically Disadvantaged	14	14	39966	100	100	100	377	377	459	0	0	6	25	25	12	75	75	52	0	0	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	41	41	79395	100	0	99	412	412	446	6	6	9	38	38	25	50	50	55	6	6	11
All Students (Prior Year)	26	26	75492	100	100	100	509	509	519	10	10	12	35	35	16	45	45	47	10	10	24
Female	23	23	38743	100	0	100	395	395	451	6	6	7	39	39	24	50	50	57	6	6	12
Male	18	18	40618	100	0	99	432	432	440	6	6	11	38	38	27	50	50	53	6	6	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	40	40	36221	100	0	99	412	412	465	6	6	4	38	38	15	50	50	63	6	6	17
Students with Disabilities	12	12	10331	100	0	100	347	347	388	10	10	25	30	30	37	60	60	34	0	0	4
Students without Disabilities	29	29	69139	97	0	99	439	439	454	4	4	7	42	42	24	46	46	58	8	8	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	27	27	39484	87	0	96	433	433	429	9	9	14	32	32	35	55	55	47	5	5	4
Non-Economically Disadvantaged	14	14	39986	100	0	100	373	373	461	0	0	4	50	50	16	42	42	63	8	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78869	100	100	99	408	408	442	0	0	6	41	41	21	56	56	63	3	3	10
All Students (Prior Year)	22	22	75053	92	92	99	574	574	597	5	5	7	5	5	12	85	85	72	5	5	9
Female	23	23	38536	100	100	99	392	392	458	0	0	4	28	28	15	67	67	67	6	6	14
Male	18	18	40302	100	100	99	427	427	428	0	0	8	56	56	26	44	44	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	40	40	36078	100	100	99	408	408	459	0	0	4	41	41	16	56	56	66	3	3	14
Students with Disabilities	12	12	10246	100	100	100	367	367	367	0	0	18	20	20	39	70	70	40	10	10	4
Students without Disabilities	29	29	68697	97	100	98	425	425	454	0	0	4	50	50	18	50	50	67	0	0	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	27	27	39106	87	93	95	430	430	427	0	0	8	45	45	28	50	50	59	5	5	5
Non-Economically Disadvantaged	14	14	39837	100	100	100	368	368	457	0	0	4	33	33	14	67	67	67	0	0	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	25	25	78906	93	96	99	467	467	498	24	24	13	43	43	19	29	29	48	5	5	20
All Students (Prior Year)	16	16	76019	94	94	100	481	481	499	6	6	14	63	63	39	25	25	14	6	6	33
Female	17	17	38644	100	100	99	469	469	500	21	21	12	43	43	19	29	29	49	7	7	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	25	25	36483	100	100	99	467	467	517	24	24	7	43	43	13	29	29	51	5	5	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	22	22	68310	92	96	98	470	470	509	21	21	9	42	42	18	32	32	51	5	5	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	18	18	38679	90	95	96	461	461	483	31	31	20	38	38	25	31	31	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

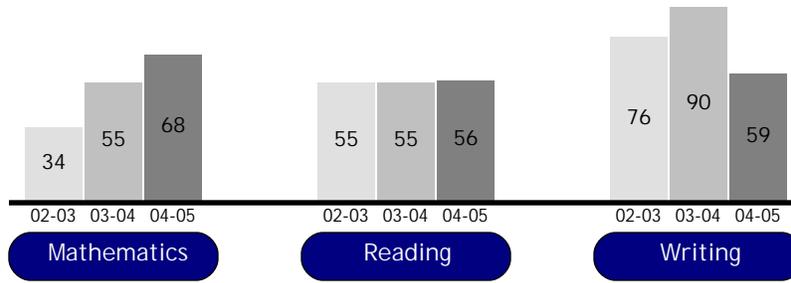
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78908	93	0	99	485	485	484	14	14	10	24	24	23	57	57	58	5	5	9
All Students (Prior Year)	16	16	76020	94	94	100	492	492	503	38	38	25	25	25	23	38	38	40	0	0	12
Female	17	17	38648	100	0	99	486	486	489	14	14	8	21	21	22	57	57	61	7	7	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	25	25	36502	100	0	99	485	485	502	14	14	4	24	24	14	57	57	67	5	5	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	22	22	68312	92	0	98	488	488	493	16	16	7	16	16	21	63	63	62	5	5	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	18	18	38662	90	0	96	476	476	468	13	13	16	31	31	32	56	56	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	25	25	78750	93	96	99	486	486	500	5	5	6	48	48	29	48	48	63	0	0	2
All Students (Prior Year)	16	16	75673	94	94	100	491	491	530	25	25	12	25	25	25	44	44	58	6	6	4
Female	17	17	38586	100	100	99	483	483	515	7	7	4	43	43	22	50	50	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	25	25	36440	100	100	99	486	486	516	5	5	3	48	48	22	48	48	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	22	22	68196	92	96	98	484	484	513	5	5	3	47	47	25	47	47	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	18	18	38558	90	95	96	480	480	485	6	6	8	50	50	37	44	44	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

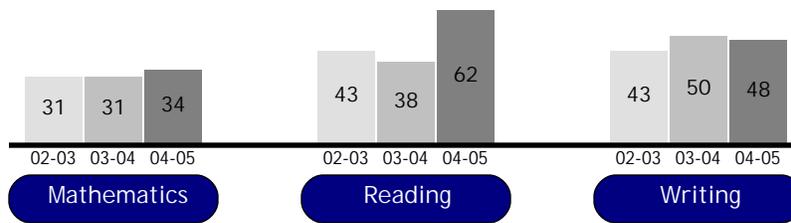
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	45	45	50	100	42	NA	58	100	46	46	47
	Language	100	28	28	43	100	28	28	50	100	44	44	47
	Mathematics	100	39	39	57	100	41	41	64	100	63	63	50
3	Reading	100	41	41	47	100	46	NA	55	98	42	42	44
	Language	100	39	39	54	100	48	48	61	98	36	36	44
	Mathematics	100	22	22	54	100	43	43	61	98	43	43	51
4	Reading	100	71	71	52	95	39	NA	56	100	44	44	48
	Language	100	37	37	48	95	29	29	52	100	44	44	49
	Mathematics	100	42	42	57	95	27	27	61	100	47	47	53
5	Reading	100	70	70	50	94	58	NA	55	93	50	50	50
	Language	100	46	46	46	94	40	40	49	93	48	48	50
	Mathematics	100	43	43	57	94	38	38	63	93	40	40	49
6	Reading	--	--	--	53	--	--	--	56	NC	NC	NC	51
	Language	--	--	--	45	--	--	--	48	NC	NC	NC	47
	Mathematics	--	--	--	62	--	--	--	66	NC	NC	NC	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

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

Council Duties

- Ü Parent Education
- Ü AIMSweb
- Ü Community Participation
- Ü Partnerships/Services
- Ü Field Trips / Fund Raisers
- Ü School Growth & Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	10.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Grades K-8 Complete Literature Library
- Ü Spanish, Computer Lab, Journalism
- Ü Nutrition / Cooking Class
- Ü Physical Ed. / Yoga/ Martial Arts

Extracurricular Activities

- Ü Herberger Theater Group
- Ü AZ Reads
- Ü Prescott Valley Library Research Program
- Ü Nationwide Nutrition Education Program
- Ü Yavapai College Performing Arts
- Ü Generations United
- Ü Journalism / Computer Clubs
- Ü Boys and Girls Club of America

Social Services

- Ü DES Childcare Program
- Ü West Yavapai Guidance Clinic
- Ü Yavapai Family Advocacy Center
- Ü Boys and Girls Club of P.V.
- Ü Department of Health Services
- Ü National School Lunch Program
- Ü School Counselor
- Ü Prescott Valley Parks and Rec

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Proclamation from the office of Governor, 'Child Care Provider Appreciation 2001' acknowledges Acorn Montessori School's combined efforts in Education, Student Services, Child Care and Food and Nutrition Programs.

- ü Recipient of the Arizona Department of Education Grant 2002 'Arizona Transition Team Seed Grant'. The purpose is to implement and to improve transition periods through the various stages of development.

- ü Department of Health Services 2003 & 2004 Certificate of Excellence, Health Achievement.
 Certificate of Excellence 2004 School Lunch Program
 Prescott Valley Community Appreciation.
 Dept. of Health Services
 Healthy Kids award 2004

- ü NAEP Certificate of National Assessment of Education. 2003
 American Heart Association 2004
 Prescott Valley Police Dept. 2004
 Stranger Danger
 D.A.R.E.
 Bike Safety
 Generations United, Community Service 2004
 P.V. Chamber of Commerce

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	15	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Students are involved in the school, acquiring a sense of ownership. Their feeling of belonging depicts a community that radiates pride and self-worth. All students participate in the " Smart Moves" program offered on our campus by the partnership we have established with the Boys and Girls Club of America. A Student Council brings the concerns of the students to the staff. Peers, counselors and educators model resolution skills. Resolutions skills are taught and implemented in each classroom.

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) :

1

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	Dawn Grantham	(928) 772-5778
Transportation Policy	Humboldt Unified Transportation	(928) 775-4346
Community Resources	Cynthia Puplava	(928) 772-5778
School Nutrition Programs	School Nutrition	(928) 772-5778
Parent Organization	Brooke Stevens	(928) 772-5778
Student Health/Nurse	Karen Fisher	(928) 772-5778

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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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.