

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

#### School Overview

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

#### 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 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, 2005 School Year Student Enrollment : 264  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 206

Instructional Programs

- ü Six Plus One Traits of Good Writing
- ü McGraw Hill Reading/ Lang Arts
- ü Saxon Math
- ü AIMS Web
- ü Computer Labs
- ü Social Studies/ Science
- ü Montessori Materials
- ü Health 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	53	53	80010	95	95	99	459	459	447	2	2	10	8	8	18	75	75	53	15	15	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38935	96	96	99	456	456	447	5	5	9	5	5	19	82	82	55	9	9	17
Male	31	31	40974	94	94	98	461	461	448	NA	NA	11	10	10	18	71	71	52	19	19	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	43	43	35142	93	93	99	459	459	465	2	2	5	7	7	11	74	74	56	16	16	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	49	49	69849	98	98	100	458	458	451	2	2	7	8	8	17	76	76	56	14	14	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	36	36	39029	97	97	98	454	454	432	3	3	14	8	8	25	81	81	52	8	8	9
Non-Economically Disadvantaged	17	17	40981	89	89	100	467	467	462	NA	NA	6	6	6	13	65	65	54	29	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	53	53	79438	95	95	98	473	473	451	2	2	9	8	8	24	77	77	56	13	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38775	96	96	99	478	478	457	5	5	7	5	5	22	82	82	58	9	9	13
Male	31	31	40560	94	94	97	470	470	446	NA	NA	12	10	10	25	74	74	54	16	16	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	43	43	34887	93	93	98	474	474	471	2	2	4	2	2	15	81	81	63	14	14	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	49	49	69850	98	98	100	473	473	456	2	2	7	8	8	23	76	76	59	14	14	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	36	36	38685	97	97	97	471	471	435	3	3	14	8	8	32	78	78	50	11	11	5
Non-Economically Disadvantaged	17	17	40753	89	89	99	476	476	467	NA	NA	5	6	6	16	76	76	62	18	18	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	55	55	79971	98	98	99	402	402	423	7	7	8	67	67	41	24	24	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	38974	100	100	99	411	411	437	NA	NA	5	78	78	33	22	22	57	NA	NA	4
Male	32	32	40895	97	97	98	395	395	410	13	13	10	59	59	47	25	25	41	3	3	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	45	45	35150	98	98	99	403	403	437	4	4	5	69	69	35	24	24	56	2	2	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	49	49	69713	98	98	100	409	409	429	4	4	5	69	69	39	27	27	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	36	36	38994	97	97	98	399	399	409	8	8	10	64	64	47	25	25	41	3	3	1
Non-Economically Disadvantaged	19	19	40977	100	100	100	407	407	437	5	5	5	74	74	34	21	21	56	NA	NA	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	34	34	80147	97	97	99	453	453	482	9	9	11	29	29	17	56	56	49	6	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39281	100	100	99	455	455	483	9	9	9	23	23	17	64	64	50	5	5	24
Male	12	12	40780	86	86	98	450	450	482	8	8	12	42	42	17	42	42	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	28	28	36122	97	97	99	457	457	501	7	7	5	25	25	10	61	61	50	7	7	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	29	29	69852	100	100	100	455	455	488	7	7	7	34	34	16	52	52	51	7	7	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	20	38371	83	83	97	457	457	465	NA	NA	15	40	40	23	55	55	49	5	5	13
Non-Economically Disadvantaged	14	14	41776	100	100	100	448	448	498	21	21	6	14	14	11	57	57	49	7	7	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	33	33	79686	94	94	98	461	461	470	6	6	11	30	30	24	58	58	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39163	100	100	99	470	470	475	5	5	9	23	23	22	68	68	60	5	5	10
Male	11	11	40438	79	79	97	445	445	465	9	9	13	45	45	25	36	36	54	9	9	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	27	27	35914	93	93	98	466	466	489	7	7	5	19	19	15	67	67	67	7	7	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	29	29	69878	100	100	100	462	462	475	7	7	8	31	31	23	55	55	61	7	7	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	20	38095	83	83	97	466	466	452	5	5	17	30	30	32	55	55	48	10	10	3
Non-Economically Disadvantaged	13	13	41591	100	100	99	455	455	486	8	8	6	31	31	16	62	62	65	NA	NA	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	38	38	80372	100	100	99	453	453	475	NA	NA	4	61	61	30	37	37	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	39452	100	100	99	467	467	488	NA	NA	3	39	39	22	57	57	72	4	4	3
Male	15	15	40836	100	100	98	434	434	464	NA	NA	6	93	93	37	7	7	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	31	31	36213	100	100	99	455	455	489	NA	NA	2	58	58	22	39	39	72	3	3	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	29	29	69846	100	100	100	462	462	482	NA	NA	3	55	55	26	45	45	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	24	38521	100	100	98	455	455	461	NA	NA	6	58	58	38	42	42	55	NA	NA	1
Non-Economically Disadvantaged	14	14	41851	100	100	100	450	450	489	NA	NA	3	64	64	22	29	29	72	7	7	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	32	32	79306	97	97	99	471	471	504	31	31	13	28	28	20	38	38	49	3	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	38845	100	100	99	477	477	505	25	25	11	31	31	20	38	38	50	6	6	18
Male	16	16	40383	94	94	98	466	466	504	38	38	14	25	25	19	38	38	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	27	27	36234	100	100	99	469	469	523	33	33	6	30	30	13	33	33	52	4	4	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	27	27	69020	100	100	100	478	478	510	26	26	9	26	26	18	44	44	52	4	4	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	19	37437	95	95	97	457	457	486	42	42	19	32	32	26	26	26	46	NA	NA	9
Non-Economically Disadvantaged	13	13	41869	100	100	100	493	493	521	15	15	7	23	23	14	54	54	51	8	8	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	30	30	79000	91	91	98	481	481	489	3	3	10	40	40	24	47	47	58	10	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	38774	100	100	99	490	490	494	NA	NA	7	38	38	22	44	44	61	19	19	10
Male	14	14	40150	82	82	98	470	470	485	7	7	12	43	43	25	50	50	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	25	25	36135	93	93	98	478	478	508	NA	NA	4	48	48	14	44	44	67	8	8	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	27	27	69009	100	100	100	485	485	495	4	4	6	33	33	22	52	52	62	11	11	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	17	37234	85	85	97	463	463	472	6	6	15	47	47	33	47	47	50	NA	NA	3
Non-Economically Disadvantaged	13	13	41766	100	100	99	504	504	505	NA	NA	5	31	31	16	46	46	65	23	23	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	33	33	79611	100	100	99	474	474	496	15	15	7	42	42	37	42	42	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	39016	100	100	99	513	513	511	NA	NA	4	31	31	29	69	69	66	NA	NA	1
Male	17	17	40519	100	100	98	437	437	482	29	29	10	53	53	44	18	18	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	28	28	36380	100	100	99	476	476	511	14	14	4	46	46	30	39	39	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	27	27	68947	100	100	100	491	491	504	4	4	4	44	44	34	52	52	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	20	20	37626	100	100	98	450	450	479	20	20	10	60	60	45	20	20	45	NA	NA	0
Non-Economically Disadvantaged	13	13	41985	100	100	100	511	511	511	8	8	4	15	15	30	77	77	65	NA	NA	1

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

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	25	25	79327	100	100	98	496	496	518	24	24	19	28	28	20	44	44	46	4	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	38961	100	100	98	498	498	520	27	27	16	27	27	20	36	36	48	9	9	16
Male	14	14	40295	100	100	97	494	494	516	21	21	21	29	29	19	50	50	44	NA	NA	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	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	19	19	36373	100	100	98	494	494	538	21	21	10	32	32	14	42	42	52	5	5	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	21	21	70006	100	100	100	496	496	524	29	29	14	24	24	19	43	43	49	5	5	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	21	21	37097	100	100	97	490	490	498	29	29	27	29	29	25	43	43	41	NA	NA	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

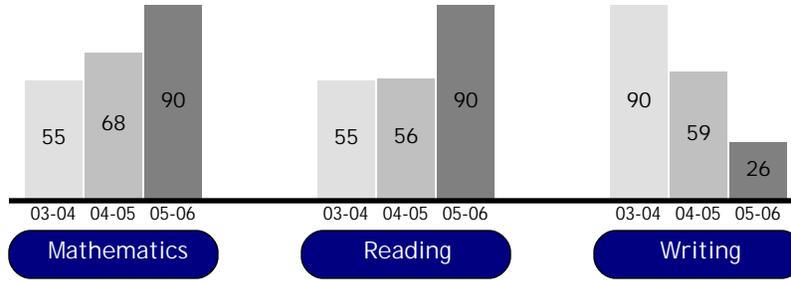
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	79501	100	100	98	489	489	497	16	16	10	20	20	25	64	64	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39062	100	100	99	493	493	502	9	9	8	18	18	23	73	73	64	NA	NA	5
Male	14	14	40368	100	100	98	486	486	491	21	21	13	21	21	27	57	57	57	NA	NA	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	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	19	19	36446	100	100	99	491	491	516	16	16	4	21	21	15	63	63	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	21	21	70090	100	100	100	495	495	502	10	10	7	19	19	24	71	71	65	NA	NA	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	21	21	37183	100	100	97	490	490	479	14	14	16	19	19	34	67	67	49	NA	NA	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	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	25	25	80000	100	100	99	511	511	564	16	16	3	4	4	11	80	80	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39288	100	100	99	530	530	579	9	9	2	NA	NA	6	91	91	77	NA	NA	16
Male	14	14	40644	100	100	98	496	496	549	21	21	4	7	7	15	71	71	74	NA	NA	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	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	19	19	36602	100	100	99	519	519	579	11	11	2	5	5	7	84	84	75	NA	NA	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	21	21	70081	100	100	100	526	526	571	10	10	2	5	5	7	86	86	79	NA	NA	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	21	21	37534	100	100	98	512	512	547	14	14	4	5	5	15	81	81	76	NA	NA	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

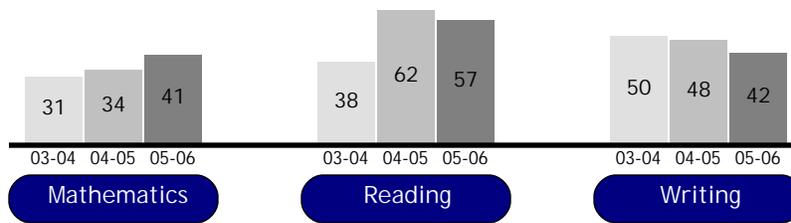
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	42	NA	58	100	46	46	47	100	30	30	46
	Language	100	28	28	50	100	44	44	47	100	21	21	48
	Mathematics	100	41	41	64	100	63	63	50	100	34	34	52
3	Reading	100	46	NA	55	98	42	42	44	93	63	63	46
	Language	100	48	48	61	98	36	36	44	96	63	63	46
	Mathematics	100	43	43	61	98	43	43	51	93	65	65	52
4	Reading	95	39	NA	56	100	44	44	48	89	50	50	52
	Language	95	29	29	52	100	44	44	49	100	41	41	52
	Mathematics	95	27	27	61	100	47	47	53	91	58	58	58
5	Reading	94	58	NA	55	93	50	50	50	94	56	56	56
	Language	94	40	40	49	93	48	48	50	100	50	50	54
	Mathematics	94	38	38	63	93	40	40	49	100	35	35	52
6	Reading	--	--	--	56	NC	NC	NC	51	100	44	44	56
	Language	--	--	--	48	NC	NC	NC	47	100	34	34	50
	Mathematics	--	--	--	66	NC	NC	NC	52	100	48	48	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

- 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	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
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 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	86	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

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 2005-06 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](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.

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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\*\* 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.