

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Highway 264, Ganado, AZ 86505

Ganado Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 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 : Mr. Keith D. Pertusio
Schedule : 07:30 AM to 05:00 PM
Grades : 4-6
Web Address : www.ganado.k12.az.us
Phone Number : (928) 755-1126
Fax Number : (928) 755-1139
E-mail : keith.pertusio@ganado.k12.az.us

Mission

Striving for Excellence- Inspiring Lifelong Learners

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 2
2004-05 SI Year 1
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our students will achieve state and national grade-level standards in reading, writing, mathematics, technology, science, social studies, and Fine Arts.
- ü Our students will achieve in reading comprehension in the following areas: functional reading, textual reading, recreational reading, critical analysis, process strategies, and interpretation.
- ü Our students will achieve in the area of vocabulary in the following areas: synonyms, context, and multiple meanings.
- ü Our students will achieve in the area of language in the following areas: prewriting, composing, editing, mechanics and usage, and spelling.

Enrollment

October 1, 2005 School Year Student Enrollment : 395
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Accelerated Reader Program
- Daily Guided Reading Program
- Alignment w/Arizona Academic Standards
- After-school Tutoring
- New Harcourt Mathematics Program
- Study Island AIMS Test Practice
- Hooked On Phonics Remediation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The responsibilities of our school are to provide a safe school environment, to meet the educational needs of students, to help each child to reach learning potential, and to communicate with parents and guardians about their children's progress. Our goal is to help each student be successful in school.

Parents

Parents have the right and responsibility to share in decisions about their children's education and to support their children's attendance and learning. Parents are asked to communicate with their child's teacher about their wishes and their child's needs. Parents are asked to support the school by reinforcing at home the learning their child does in the classroom. Parents are encouraged to get involved in the learning of their child at school.

Transportation Policy

Transportation for Ganado Intermediate School students is provided by the Transportation Department. The Transportation Department complies with state statute and Governing Board policy. The Transportation Department seeks to provide safe and dependable transportation for all of our students.

School Honors

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

Award/Honor	Year
• Kids Voting - Arizona School of the Year	2000
• Catching the Dream Principal of the Year	2000

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	112	112	80147	92	92	99	433	433	482	27	27	11	40	40	17	32	32	49	1	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	54	39281	96	96	99	434	434	483	22	22	9	48	48	17	30	30	50	NA	NA	24
Male	58	58	40780	88	88	98	432	432	482	31	31	12	33	33	17	34	34	48	2	2	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	112	112	4117	92	92	96	433	433	456	27	27	19	40	40	27	32	32	46	1	1	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	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	110	110	69852	98	98	100	433	433	488	26	26	7	40	40	16	33	33	51	1	1	26
Limited English Proficient Students	80	80	12722	98	98	97	428	428	441	29	29	27	43	43	33	29	29	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	93	93	38371	89	89	97	433	433	465	26	26	15	42	42	23	31	31	49	1	1	13
Non-Economically Disadvantaged	19	19	41776	100	100	100	433	433	498	32	32	6	32	32	11	37	37	49	NA	NA	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	112	112	79686	92	92	98	439	439	470	13	13	11	49	49	24	38	38	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	54	39163	96	96	99	443	443	475	9	9	9	48	48	22	43	43	60	NA	NA	10
Male	58	58	40438	88	88	97	435	435	465	17	17	13	50	50	25	33	33	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	112	112	4087	92	92	96	439	439	446	13	13	16	49	49	38	38	38	44	NA	NA	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	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	110	110	69878	98	98	100	439	439	475	14	14	8	48	48	23	38	38	61	NA	NA	9
Limited English Proficient Students	80	80	12594	98	98	96	432	432	422	18	18	34	54	54	45	29	29	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	93	93	38095	89	89	97	438	438	452	15	15	17	47	47	32	38	38	48	NA	NA	3
Non-Economically Disadvantaged	19	19	41591	100	100	99	442	442	486	5	5	6	58	58	16	37	37	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	122	122	80372	100	100	99	452	452	475	7	7	4	41	41	30	52	52	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39452	100	100	99	470	470	488	2	2	3	34	34	22	64	64	72	NA	NA	3
Male	66	66	40836	100	100	98	436	436	464	12	12	6	47	47	37	41	41	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	122	122	4128	100	100	97	452	452	464	7	7	4	41	41	39	52	52	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	10	10	10526	100	100	94	NA	NA	427	NA	NA	15	NA	NA	53	NA	NA	31	NA	NA	1
Students without Disabilities	112	112	69846	100	100	100	457	457	482	6	6	3	38	38	26	56	56	69	NA	NA	2
Limited English Proficient Students	81	81	12747	99	99	97	448	448	432	7	7	12	48	48	52	44	44	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	103	103	38521	99	99	98	451	451	461	8	8	6	41	41	38	51	51	55	NA	NA	1
Non-Economically Disadvantaged	19	19	41851	100	100	100	457	457	489	5	5	3	42	42	22	53	53	72	NA	NA	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	129	129	79306	100	100	99	464	464	504	26	26	13	41	41	20	33	33	49	1	1	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	38845	100	100	99	467	467	505	14	14	11	51	51	20	36	36	50	NA	NA	18
Male	56	56	40383	100	100	98	459	459	504	41	41	14	29	29	19	29	29	47	2	2	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	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	125	125	4034	100	100	97	462	462	479	26	26	22	42	42	29	33	33	43	NA	NA	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	16	16	10286	100	100	91	420	420	462	81	81	41	13	13	27	6	6	27	NA	NA	5
Students without Disabilities	113	113	69020	100	100	100	469	469	510	18	18	9	45	45	18	36	36	52	1	1	21
Limited English Proficient Students	62	62	10291	100	100	96	454	454	458	27	27	38	56	56	34	16	16	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	102	102	37437	100	100	97	462	462	486	25	25	19	42	42	26	32	32	46	NA	NA	9
Non-Economically Disadvantaged	27	27	41869	100	100	100	471	471	521	26	26	7	37	37	14	33	33	51	4	4	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	129	129	79000	100	100	98	466	466	489	16	16	10	36	36	24	46	46	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	38774	100	100	99	477	477	494	4	4	7	34	34	22	59	59	61	3	3	10
Male	56	56	40150	100	100	98	453	453	485	30	30	12	38	38	25	29	29	55	4	4	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	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	125	125	4016	100	100	96	465	465	467	16	16	14	36	36	37	46	46	46	2	2	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	16	16	9991	100	100	88	422	422	449	50	50	33	31	31	36	19	19	29	NA	NA	2
Students without Disabilities	113	113	69009	100	100	100	471	471	495	11	11	6	36	36	22	50	50	62	4	4	10
Limited English Proficient Students	62	62	10199	100	100	95	451	451	439	19	19	35	53	53	47	27	27	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	102	102	37234	100	100	97	463	463	472	16	16	15	35	35	33	47	47	50	2	2	3
Non-Economically Disadvantaged	27	27	41766	100	100	99	476	476	505	15	15	5	37	37	16	41	41	65	7	7	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	129	129	79611	100	100	99	479	479	496	8	8	7	45	45	37	47	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39016	100	100	99	493	493	511	4	4	4	32	32	29	64	64	66	NA	NA	1
Male	56	56	40519	100	100	98	462	462	482	13	13	10	63	63	44	25	25	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	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	125	125	3992	100	100	96	479	479	478	7	7	10	46	46	46	47	47	44	NA	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	16	16	10664	100	100	94	419	419	440	31	31	23	38	38	54	31	31	22	NA	NA	1
Students without Disabilities	113	113	68947	100	100	100	486	486	504	4	4	4	46	46	34	50	50	61	NA	NA	1
Limited English Proficient Students	62	62	10362	100	100	97	475	475	438	5	5	22	60	60	57	35	35	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	102	102	37626	100	100	98	480	480	479	7	7	10	48	48	45	45	45	45	NA	NA	0
Non-Economically Disadvantaged	27	27	41985	100	100	100	475	475	511	11	11	4	33	33	30	56	56	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	140	140	79327	90	90	98	492	492	518	19	19	19	41	41	20	39	39	46	1	1	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38961	95	95	98	493	493	520	16	16	16	40	40	20	44	44	48	NA	NA	16
Male	70	70	40295	86	86	97	490	490	516	21	21	21	43	43	19	33	33	44	3	3	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	140	140	4391	92	92	96	492	492	489	19	19	32	41	41	27	39	39	36	1	1	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	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	139	139	70006	98	98	100	492	492	524	19	19	14	41	41	19	39	39	49	1	1	18
Limited English Proficient Students	52	52	9431	98	98	95	467	467	466	42	42	53	44	44	27	13	13	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	121	121	37097	91	91	97	491	491	498	18	18	27	41	41	25	40	40	41	1	1	7
Non-Economically Disadvantaged	19	19	42230	86	86	99	496	496	535	21	21	11	42	42	15	32	32	50	5	5	24

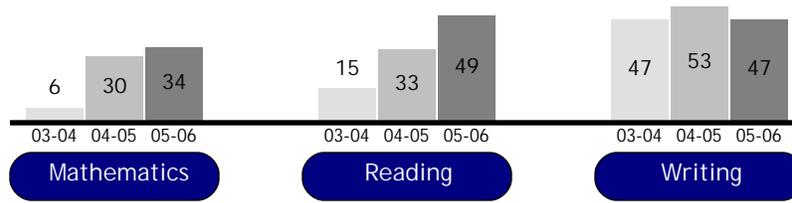
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	145	79501	94	94	98	476	476	497	4	4	10	50	50	25	46	46	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	39062	96	96	99	482	482	502	1	1	8	41	41	23	58	58	64	NA	NA	5
Male	74	74	40368	91	91	98	469	469	491	7	7	13	59	59	27	34	34	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	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	144	144	4401	94	94	96	476	476	473	3	3	17	51	51	40	46	46	43	NA	NA	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	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	139	139	70090	98	98	100	477	477	502	4	4	7	49	49	24	47	47	65	NA	NA	5
Limited English Proficient Students	52	52	9401	98	98	94	458	458	443	4	4	40	81	81	46	15	15	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	126	126	37183	95	95	97	476	476	479	4	4	16	50	50	34	46	46	49	NA	NA	1
Non-Economically Disadvantaged	19	19	42318	86	86	99	476	476	513	5	5	5	53	53	17	42	42	70	NA	NA	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	153	153	80000	99	99	99	556	556	564	5	5	3	7	7	11	86	86	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39288	99	99	99	572	572	579	3	3	2	3	3	6	90	90	77	4	4	16
Male	80	80	40644	99	99	98	542	542	549	6	6	4	11	11	15	81	81	74	1	1	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	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	151	151	4424	99	99	97	557	557	549	5	5	3	7	7	14	86	86	77	3	3	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	13	13	9919	100	100	93	491	491	505	15	15	9	38	38	35	46	46	54	NA	NA	2
Students without Disabilities	140	140	70081	99	99	100	562	562	571	4	4	2	4	4	7	89	89	79	3	3	12
Limited English Proficient Students	52	52	9571	98	98	96	542	542	502	6	6	10	8	8	29	85	85	60	2	2	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	131	131	37534	98	98	98	562	562	547	3	3	4	7	7	15	87	87	76	3	3	5
Non-Economically Disadvantaged	22	22	42466	100	100	100	524	524	578	14	14	2	9	9	7	77	77	75	NA	NA	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)

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
4	Reading	90	32	NA	56	98	36	36	48	93	32	32	52
	Language	100	26	26	52	98	47	47	49	99	28	28	52
	Mathematics	100	28	28	61	98	39	39	53	93	32	32	58
5	Reading	96	20	NA	55	84	32	32	50	98	39	39	56
	Language	98	20	20	49	84	32	32	50	98	32	32	54
	Mathematics	98	24	24	63	100	30	30	49	98	25	25	52
6	Reading	96	30	NA	56	100	32	32	51	95	43	43	56
	Language	96	22	22	48	100	31	31	47	99	32	32	50
	Mathematics	96	31	31	66	100	30	30	52	92	43	43	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/

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

Council Duties

1 School Administrator(s)	Ü Curriculum
1 Non-certified Employee(s)	Ü Instruction
5 Teacher(s)	Ü Assessment
2 Parent(s)	Ü Parent/Community Outreach
1 Community Member(s)	Ü Learning Improvement Process
1 Student(s)	Ü ESL/LEP Instruction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	10.00

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	5	2	0	0
7 to 9 years	1	4	0	0
10 or more years	2	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	30%

Resources Available at School Site

Special Facilities

- Ü Computer Graphics Lab
- Ü Library
- Ü AIMS Computer Lab
- Ü Research Lab

Extracurricular Activities

- Ü Reading/Tutoring
- Ü Band Program
- Ü Peewee Sports
- Ü PowWow Club
- Ü Graphics Club
- Ü Student Council
- Ü After-school Counseling Groups
- Ü After-school Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Parent Workshops

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We have aligned our curriculum, instruction and assessment with the Arizona Academic Standards. We are developing a curriculum map for all subject areas to guide instruction and assessments to measure progress.
- ü We are successfully implementing a Reading Block which provides two uninterrupted hours of reading instruction through Guided Reading, Shared Reading, Independent Reading, and Read-Aloud.
- ü Recognized by the Rural Systemic Initiative for 'Outstanding Dedication, Commitment and Leadership To Academic Excellence' on June 10, 2004.
- ü NCA accredited since 1986.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

This year we have implemented the PeaceBuilders program. Our program emphasizes the following ideas: To praise people; to give up putdowns; to seek wise people; to help others; to notice hurts and make amends; to right wrongs. We implement this program to decrease bullying and negative behaviors in our school. We are committed to a safe school environment and work hard to make sure all students are safe.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Keith Pertusio	(928) 755-1120
Transportation Policy	Nathan Brady	(928) 755-1205
Community Resources	Philip A. Donk	(928) 755-1123
School Nutrition Programs	Ella Silversmith	(928) 755-1120
Parent Organization	Ramona Nelson	(928) 755-1120
Student Health/Nurse	Victoria Shepherd	(928) 755-1120

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

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

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