

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

US Highway 191, Many Farms, AZ 86538

Chinle Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Tillie Yonnie
Schedule : 07:00 AM to 05:00 PM
Grades : K-8
Web Address : www.chinleusd.k12.az.us
Phone Number : (928) 674-9000
Fax Number : (928) 781-4227
E-mail : tyonnie@chinleusd.k12.az.us

Mission

Many Farms Promotes Success! We believe that children are our greatest resource. Therefore, our school has the responsibility to encourage them in their individual lifelong pursuit of knowledge and wisdom. We advocate innovative programs that encompass a variety of ideas while developing ownership, responsibility, respect and tolerance, thereby creating a safe and supportive school, community, and world environment.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Plan)
2004-05 Restructure(Plan)
2003-04 Corrective Action

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

School / Academic Goals

- ü Many Farms Public School will increase student achievement in reading, writing, and math.
- ü District curriculum and assessments for reading, writing, and math will be implemented. Local quarterly assessments will be used as formative and summative evaluation of student learning.
- ü Professional development will be aligned with our school improvement plan. Study groups will be designed to study research-based strategies.
- ü Parental involvement is a constant focus. Parents will consistently be informed and involved in the decision making process of their children's education. We encourage parents to volunteer and be active participants in the parent organization.

Enrollment

October 1, 2005 School Year Student Enrollment : 381
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- ü Full-day Kindergarten
- ü Special Education
- ü Gifted Education Program
- ü 21st Century Extended Learning Program
- ü 90 Minute Reading and Intervention Block
- ü Culturally Relevant Curriculum
- ü Small Class Sizes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We are accountable for the education of our students. We provide a safe environment conducive to academic success. We support and promote parent decision making about their children's education. We support the teaching of traditional family values and culture.

Parents

We believe that parents should have complete involvement and access to their children's education. Parent's have the shared responsibility to promote the success of their children through consistent contact and communication with teachers. They are encourage to be an active participant in the Cougar Parent Teacher Organization to share their ideas and views.

Transportation Policy

Our school has six buses that average 125 miles each day. We service a radius of 30 miles on unpaved roads. Students have the privilege riding the bus to and from school. Students are also provided with transportation during afterschool activities. Mandatory bus evacuation drills are conducted every year for the safety of the students. All students are expected to abide bus and safety rules for their own safety and of others.

School Honors

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

Award/Honor	Year
ü North Central Association Accreditation	2004
ü S.T.A.R. Award by Navajo Coordinated School Health	2006
ü AYP Award by Navajo Nation Board of Education	2006

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	49	262	80010	100	99	99	448	424	447	4	19	10	16	26	18	73	50	53	6	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	129	38935	100	99	99	445	424	447	NA	12	9	27	36	19	65	48	55	8	5	17
Male	23	133	40974	100	99	98	452	425	448	9	26	11	4	17	18	83	51	52	4	5	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	49	259	3979	100	99	96	448	423	424	4	19	17	16	27	30	73	50	47	6	4	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	NC	47	10161	NC	100	93	NC	388	419	NC	62	28	NC	11	28	NC	28	36	NC	NA	8
Students without Disabilities	45	215	69849	100	99	100	449	432	451	2	10	7	18	30	17	73	54	56	7	6	19
Limited English Proficient Students	32	124	14013	100	68	97	453	411	413	3	34	24	6	22	34	84	42	39	6	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	49	260	39029	100	98	98	448	425	432	4	18	14	16	27	25	73	50	52	6	5	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	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	49	262	79438	100	99	98	449	427	451	6	16	9	22	34	24	69	48	56	2	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	129	38775	100	99	99	446	432	457	8	10	7	19	34	22	69	55	58	4	1	13
Male	23	133	40560	100	99	97	454	422	446	4	23	12	26	35	25	70	41	54	NA	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	49	259	3940	100	99	95	449	426	429	6	17	14	22	35	36	69	48	47	2	0	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	NC	47	9588	NC	100	88	NC	385	416	NC	57	30	NC	30	32	NC	13	34	NC	NA	5
Students without Disabilities	45	215	69850	100	99	100	454	436	456	2	7	7	20	35	23	76	56	59	2	1	12
Limited English Proficient Students	32	124	13856	100	68	96	454	412	407	3	29	27	19	36	43	75	34	29	3	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	49	260	38685	100	98	97	449	427	435	6	16	14	22	35	32	69	48	50	2	1	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	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	49	263	79971	100	100	99	447	427	423	2	7	8	27	32	41	71	60	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	129	38974	100	99	99	455	439	437	NA	3	5	23	26	33	77	71	57	NA	NA	4
Male	23	134	40895	100	100	98	438	415	410	4	11	10	30	38	47	65	50	41	NA	1	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	49	260	3995	100	100	96	447	426	409	2	7	10	27	32	47	71	60	42	NA	0	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	NC	46	10258	NC	98	94	NC	379	377	NC	26	23	NC	48	51	NC	26	25	NC	NA	1
Students without Disabilities	45	217	69713	100	100	100	448	437	429	NA	3	5	27	29	39	73	68	52	NA	0	3
Limited English Proficient Students	32	123	13985	100	68	97	456	410	382	NA	11	18	19	46	54	81	44	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	49	261	38994	100	99	98	447	427	409	2	7	10	27	32	47	71	61	41	NA	0	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	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	43	253	80147	98	97	99	450	448	482	19	19	11	37	35	17	35	39	49	9	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	120	39281	100	99	99	454	452	483	9	13	9	48	42	17	39	39	50	4	6	24
Male	20	133	40780	95	95	98	445	446	482	30	24	12	25	29	17	30	39	48	15	8	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	43	250	4117	98	97	96	450	447	456	19	19	19	37	36	27	35	39	46	9	6	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	33	10295	NC	94	92	NC	422	443	NC	48	33	NC	27	26	NC	18	33	NC	6	8
Students without Disabilities	40	220	69852	100	97	100	451	452	488	18	15	7	40	36	16	33	42	51	10	7	26
Limited English Proficient Students	NC	97	12722	NC	100	97	NC	430	441	NC	31	27	NC	38	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	43	253	38371	98	97	97	450	448	465	19	19	15	37	35	23	35	39	49	9	7	13
Non-Economically Disadvantaged	--	--	41776	--	--	100	--	--	498	--	--	6	--	--	11	--	--	49	--	--	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	43	253	79686	98	97	98	446	441	470	19	18	11	37	44	24	44	38	57	NA	0	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	120	39163	100	99	99	454	447	475	13	13	9	35	43	22	52	43	60	NA	1	10
Male	20	133	40438	95	95	97	437	436	465	25	22	13	40	46	25	35	32	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	43	250	4087	98	97	96	446	440	446	19	18	16	37	45	38	44	37	44	NA	NA	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	33	9808	NC	94	87	NC	413	432	NC	39	35	NC	52	32	NC	9	30	NC	NA	3
Students without Disabilities	40	220	69878	100	97	100	450	445	475	15	15	8	38	43	23	48	42	61	NA	0	9
Limited English Proficient Students	NC	97	12594	NC	100	96	NC	423	422	NC	32	34	NC	48	45	NC	20	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	43	253	38095	98	97	97	446	441	452	19	18	17	37	44	32	44	38	48	NA	0	3
Non-Economically Disadvantaged	--	--	41591	--	--	99	--	--	486	--	--	6	--	--	16	--	--	65	--	--	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	44	254	80372	100	97	99	501	486	475	2	1	4	14	25	30	75	71	64	9	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	121	39452	100	100	99	511	499	488	NA	1	3	8	15	22	83	81	72	8	3	3
Male	20	133	40836	95	95	98	489	475	464	5	2	6	20	34	37	65	62	56	10	2	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	44	251	4128	100	97	97	501	485	464	2	1	4	14	25	39	75	71	56	9	2	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	33	10526	NC	94	94	NC	441	427	NC	3	15	NC	64	53	NC	33	31	NC	NA	1
Students without Disabilities	41	221	69846	100	98	100	503	493	482	2	1	3	10	19	26	78	77	69	10	3	2
Limited English Proficient Students	NC	97	12747	NC	100	97	NC	464	432	NC	2	12	NC	41	52	NC	56	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	43	253	38521	98	97	98	502	486	461	2	1	6	12	25	38	77	72	55	9	3	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	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	39	293	79306	100	100	99	484	472	504	15	23	13	31	36	20	46	37	49	8	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	149	38845	100	100	99	484	472	505	17	23	11	33	34	20	44	39	50	6	3	18
Male	21	144	40383	100	99	98	485	472	504	14	23	14	29	38	19	48	34	47	10	5	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	NC	32673	--	NC	99	--	NC	487	--	NC	18	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	39	287	4034	100	100	97	484	471	479	15	24	22	31	37	29	46	36	43	8	4	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	47	10286	NC	96	91	NC	446	462	NC	53	41	NC	34	27	NC	11	27	NC	2	5
Students without Disabilities	35	246	69020	100	100	100	486	477	510	14	17	9	29	37	18	49	41	52	9	4	21
Limited English Proficient Students	NC	100	10291	NC	100	96	NC	456	458	NC	43	38	NC	30	34	NC	26	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	39	292	37437	100	100	97	484	472	486	15	23	19	31	36	26	46	36	46	8	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	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	39	294	79000	100	100	98	466	462	489	8	16	10	49	43	24	41	40	58	3	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	149	38774	100	100	99	470	466	494	6	11	7	50	42	22	44	45	61	NA	2	10
Male	21	145	40150	100	100	98	462	458	485	10	21	12	48	43	25	38	35	55	5	1	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	NC	32508	--	NC	98	--	NC	472	--	NC	15	--	NC	33	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	39	288	4016	100	100	96	466	461	467	8	16	14	49	43	37	41	39	46	3	1	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	48	9991	NC	98	88	NC	430	449	NC	54	33	NC	38	36	NC	8	29	NC	NA	2
Students without Disabilities	35	246	69009	100	100	100	469	469	495	6	9	6	46	43	22	46	46	62	3	2	10
Limited English Proficient Students	NC	101	10199	NC	100	95	NC	445	439	NC	32	35	NC	47	47	NC	22	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	39	293	37234	100	100	97	466	462	472	8	16	15	49	43	33	41	40	50	3	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	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	39	295	79611	100	100	99	515	500	496	5	6	7	18	31	37	77	64	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	149	39016	100	100	99	515	509	511	6	5	4	22	22	29	72	73	66	NA	NA	1
Male	21	146	40519	100	100	98	514	490	482	5	7	10	14	39	44	81	54	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	NC	32855	--	NC	99	--	NC	481	--	NC	10	--	NC	43	--	NC	47	--	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	39	289	3992	100	100	96	515	499	478	5	6	10	18	31	46	77	63	44	NA	NA	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	49	10664	NC	100	94	NC	458	440	NC	14	23	NC	59	54	NC	27	22	NC	NA	1
Students without Disabilities	35	246	68947	100	100	100	514	508	504	6	4	4	17	25	34	77	71	61	NA	NA	1
Limited English Proficient Students	NC	102	10362	NC	100	97	NC	473	438	NC	10	22	NC	47	57	NC	43	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	39	294	37626	100	100	98	515	500	479	5	6	10	18	31	45	77	64	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	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	49	296	79327	100	99	98	489	484	518	29	34	19	27	34	20	43	30	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	147	38961	100	98	98	499	489	520	12	29	16	40	33	20	44	36	48	4	3	16
Male	24	149	40295	100	99	97	478	479	516	46	39	21	13	35	19	42	24	44	NA	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	NC	32327	--	NC	98	--	NC	499	--	NC	27	--	NC	25	--	NC	41	--	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	48	291	4391	100	99	96	488	483	489	29	34	32	27	34	27	42	30	36	2	2	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	NC	47	9321	NC	96	87	NC	447	467	NC	72	54	NC	23	22	NC	4	21	NC	NA	3
Students without Disabilities	41	249	70006	98	99	100	495	491	524	22	27	14	27	36	19	49	35	49	2	3	18
Limited English Proficient Students	NC	62	9431	NC	87	95	NC	454	466	NC	66	53	NC	24	27	NC	10	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	48	292	37097	98	97	97	490	485	498	27	34	27	27	34	25	44	30	41	2	2	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	49	296	79501	100	99	98	476	467	497	14	21	10	39	44	25	47	35	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	147	39062	100	98	99	486	475	502	4	12	8	40	44	23	56	43	64	NA	1	5
Male	24	149	40368	100	99	98	465	459	491	25	29	13	38	44	27	38	28	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	NC	32389	--	NC	98	--	NC	478	--	NC	16	--	NC	34	--	NC	48	--	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	48	291	4401	100	99	96	475	466	473	15	21	17	40	44	40	46	34	43	NA	0	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	NC	47	9411	NC	96	88	NC	426	453	NC	68	36	NC	26	36	NC	6	26	NC	NA	1
Students without Disabilities	41	249	70090	98	99	100	483	474	502	7	12	7	39	47	24	54	41	65	NA	0	5
Limited English Proficient Students	NC	62	9401	NC	87	94	NC	433	443	NC	56	40	NC	35	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	48	292	37183	98	97	97	477	467	479	13	20	16	40	44	34	48	36	49	NA	0	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	49	298	80000	100	99	99	567	569	564	2	2	3	8	10	11	88	80	75	2	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	149	39288	100	99	99	585	578	579	NA	2	2	4	7	6	92	83	77	4	9	16
Male	24	149	40644	100	99	98	548	559	549	4	1	4	13	13	15	83	77	74	NA	9	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	NC	32672	--	NC	99	--	NC	548	--	NC	4	--	NC	14	--	NC	76	--	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	48	293	4424	100	99	97	567	568	549	2	2	3	8	10	14	88	80	77	2	8	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	NC	49	9919	NC	100	93	NC	492	505	NC	10	9	NC	37	35	NC	51	54	NC	2	2
Students without Disabilities	41	249	70081	98	99	100	579	583	571	NA	NA	2	5	4	7	93	86	79	2	10	12
Limited English Proficient Students	NC	64	9571	NC	90	96	NC	519	502	NC	8	10	NC	23	29	NC	66	60	NC	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	48	294	37534	98	98	98	572	570	547	NA	1	4	8	10	15	90	80	76	2	9	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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	327	78546	100	100	97	528	508	543	31	33	15	21	27	18	33	36	52	15	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	164	38645	100	100	98	535	510	545	28	28	13	11	29	18	44	40	54	17	4	15
Male	21	162	39792	100	100	97	521	506	542	33	37	17	29	26	17	24	33	50	14	4	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	39	325	4689	100	100	95	528	507	515	31	33	28	21	27	25	33	36	43	15	3	4
White	--	NC	36450	--	NC	97	--	NC	563	--	NC	7	--	NC	12	--	NC	57	--	NC	23
Students with Disabilities	NC	46	8093	NC	100	82	NC	470	489	NC	70	50	NC	26	24	NC	4	23	NC	NA	2
Students without Disabilities	34	281	70453	100	100	100	536	514	549	26	27	11	18	27	17	38	42	56	18	4	16
Limited English Proficient Students	NC	92	9323	NC	89	94	NC	484	491	NC	50	47	NC	30	28	NC	20	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	38	321	34694	97	98	96	529	508	524	32	32	23	18	27	23	34	36	48	16	4	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	327	79045	100	100	98	483	480	512	23	19	10	41	46	25	36	33	58	NA	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	164	38860	100	100	98	492	487	519	6	10	7	56	52	22	39	37	62	NA	2	8
Male	21	162	40075	100	100	97	474	474	505	38	28	12	29	40	28	33	30	54	NA	2	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	39	325	4719	100	100	96	483	479	489	23	19	15	41	46	39	36	33	45	NA	2	2
White	--	NC	36730	--	NC	98	--	NC	532	--	NC	4	--	NC	16	--	NC	68	--	NC	12
Students with Disabilities	NC	46	8552	NC	100	87	NC	438	463	NC	61	35	NC	39	40	NC	NA	23	NC	NA	1
Students without Disabilities	34	281	70493	100	100	100	491	487	517	15	12	7	44	47	24	41	39	62	NA	2	8
Limited English Proficient Students	NC	92	9355	NC	89	95	NC	459	456	NC	34	37	NC	52	48	NC	13	15	NC	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	38	321	34922	97	98	96	483	480	493	24	19	15	39	45	34	37	34	48	NA	2	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	327	79657	100	100	99	554	554	566	NA	4	3	23	13	8	77	83	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	164	39120	100	100	99	564	571	580	NA	3	2	17	5	4	83	91	92	NA	1	2
Male	21	162	40423	100	100	98	545	538	553	NA	4	5	29	22	12	71	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	39	325	4760	100	100	97	554	553	547	NA	4	5	23	14	14	77	83	81	NA	NA	0
White	--	NC	36929	--	NC	99	--	NC	579	--	NC	2	--	NC	5	--	NC	91	--	NC	2
Students with Disabilities	NC	46	9069	NC	100	92	NC	501	508	NC	9	11	NC	52	30	NC	39	58	NC	NA	1
Students without Disabilities	34	281	70588	100	100	100	559	562	573	NA	3	2	18	7	5	82	90	91	NA	0	1
Limited English Proficient Students	NC	92	9521	NC	89	96	NC	545	507	NC	2	13	NC	18	24	NC	79	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	38	321	35341	97	98	97	553	554	551	NA	3	5	24	13	12	76	83	83	NA	0	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	313	78400	100	100	97	568	528	554	18	38	21	8	22	19	61	36	47	13	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	157	38686	100	99	98	571	536	554	18	32	20	5	23	20	59	38	49	18	7	12
Male	16	156	39636	100	100	96	564	521	554	19	44	23	13	21	18	63	33	46	6	3	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	38	312	4536	100	100	95	568	528	528	18	38	35	8	22	25	61	36	37	13	4	4
White	--	NC	37038	--	NC	97	--	NC	575	--	NC	11	--	NC	14	--	NC	56	--	NC	19
Students with Disabilities	NC	59	7840	NC	98	81	NC	487	498	NC	71	60	NC	14	18	NC	15	20	NC	NA	2
Students without Disabilities	37	254	70560	100	100	99	568	537	560	19	30	17	8	24	19	59	41	50	14	6	14
Limited English Proficient Students	NC	147	8956	NC	95	95	NC	524	502	NC	39	56	NC	24	25	NC	35	18	NC	2	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	38	311	33014	100	99	95	568	528	534	18	38	31	8	22	24	61	36	40	13	5	5
Non-Economically Disadvantaged	--	NC	45386	--	NC	99	--	NC	569	--	NC	15	--	NC	15	--	NC	52	--	NC	18

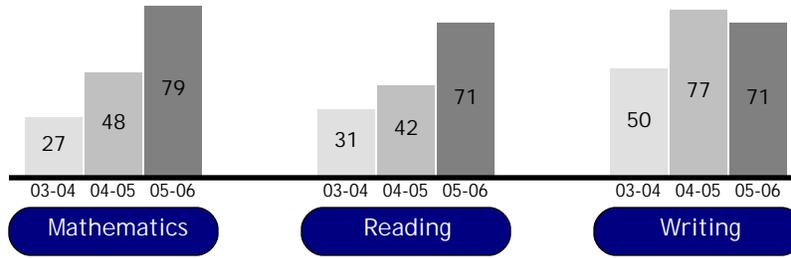
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	313	79179	100	100	98	495	488	519	13	16	11	42	49	27	42	34	58	3	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	157	38974	100	99	99	506	499	524	5	8	8	41	46	25	50	45	61	5	2	5
Male	16	156	40124	100	100	97	481	476	513	25	24	13	44	52	28	31	24	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	38	312	4573	100	100	96	495	487	494	13	16	16	42	49	41	42	34	42	3	1	1
White	--	NC	37467	--	NC	98	--	NC	539	--	NC	5	--	NC	17	--	NC	70	--	NC	8
Students with Disabilities	NC	59	8567	NC	98	88	NC	457	467	NC	37	39	NC	51	38	NC	12	22	NC	NA	1
Students without Disabilities	37	254	70612	100	100	99	496	494	524	14	11	7	41	48	25	43	39	62	3	1	5
Limited English Proficient Students	NC	147	9013	NC	95	95	NC	490	461	NC	13	40	NC	52	48	NC	33	12	NC	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	38	311	33345	100	99	96	495	487	499	13	16	17	42	49	36	42	34	46	3	1	1
Non-Economically Disadvantaged	--	NC	45834	--	NC	99	--	NC	533	--	NC	7	--	NC	19	--	NC	67	--	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	38	313	79734	100	100	99	552	545	554	NA	4	3	18	20	19	82	76	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	157	39243	100	99	99	563	562	568	NA	1	2	9	15	12	91	85	85	NA	NA	1
Male	16	156	40413	100	100	98	537	527	541	NA	6	4	31	26	26	69	68	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	38	312	4613	100	100	97	552	545	535	NA	4	4	18	20	29	82	76	67	NA	NA	0
White	--	NC	37668	--	NC	99	--	NC	569	--	NC	1	--	NC	13	--	NC	85	--	NC	1
Students with Disabilities	NC	59	8943	NC	98	92	NC	498	495	NC	8	11	NC	44	51	NC	47	38	NC	NA	1
Students without Disabilities	37	254	70791	100	100	100	552	555	561	NA	2	2	19	15	15	81	83	83	NA	NA	0
Limited English Proficient Students	NC	147	9138	NC	95	97	NC	552	492	NC	2	13	NC	18	46	NC	80	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	38	311	33718	100	99	97	552	544	538	NA	4	5	18	20	26	82	76	69	NA	NA	0
Non-Economically Disadvantaged	--	NC	46016	--	NC	100	--	NC	567	--	NC	2	--	NC	14	--	NC	84	--	NC	1

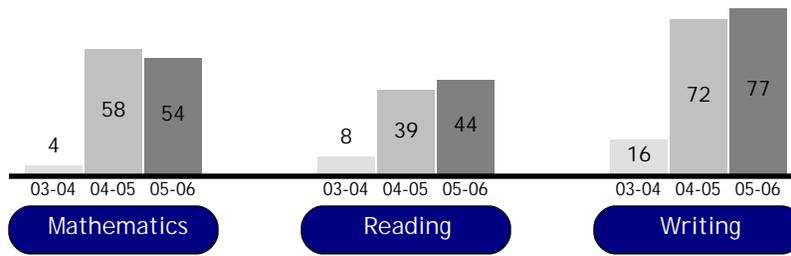
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

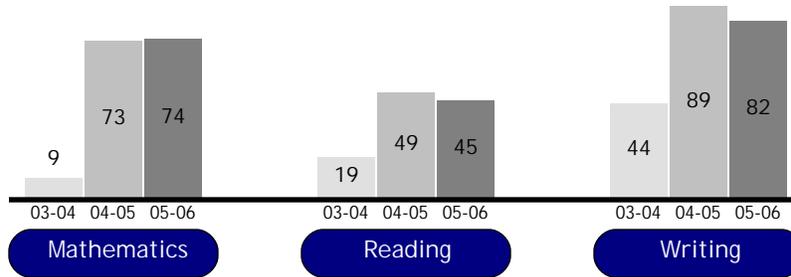
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	NA	NA	58	97	43	30	47	100	43	24	46
	Language	94	NA	26	50	97	63	38	47	100	68	32	48
	Mathematics	94	NA	36	64	97	53	34	50	100	54	34	52
3	Reading	100	26	NA	55	100	31	25	44	98	37	27	46
	Language	100	37	34	61	100	28	27	44	98	39	28	46
	Mathematics	100	28	28	61	100	41	34	51	98	52	32	52
4	Reading	89	22	NA	56	100	34	35	48	100	30	32	52
	Language	97	22	31	52	100	30	32	49	100	30	32	52
	Mathematics	97	19	31	61	100	34	36	53	100	35	37	58
5	Reading	90	12	NA	55	89	32	31	50	100	39	35	56
	Language	100	14	20	49	89	33	34	50	100	32	30	54
	Mathematics	100	26	26	63	86	34	32	49	100	35	30	52
6	Reading	75	31	NA	56	98	34	33	51	98	35	30	56
	Language	95	20	20	48	98	30	31	47	98	27	27	50
	Mathematics	95	40	35	66	98	35	31	52	98	35	30	58
7	Reading	98	18	NA	54	100	33	28	50	100	25	27	54
	Language	98	25	31	58	100	37	33	52	100	39	34	58
	Mathematics	98	24	29	62	100	39	30	50	100	44	28	54
8	Reading	100	27	NA	55	100	44	34	51	100	41	35	58
	Language	100	28	29	52	100	42	35	50	100	46	37	56
	Mathematics	100	29	30	61	100	53	32	53	100	58	35	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

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

Council Duties

- Ü School Improvement Plan
- Ü Curriculum Development
- Ü Student Recognition
- Ü School Culture and Climate
- Ü Parent/Community Relations
- Ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	2	0	0
10 or more years	8	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Parent Center
- Ü Computer Lab
- Ü Accellus Math Lab
- Ü Library

Extracurricular Activities

- Ü Athletic Teams
- Ü Student Council
- Ü Extended Learning
- Ü Newsletter Club
- Ü Music Club

Social Services

- Ü Parenting Classes
- Ü Comprehensive Health
- Ü Resource Officer Presentations

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ninety-five percent of the student body participates in fitness efforts and passes an evaluation conducted twice a year.

- ü 80% of the student body received academic and citizenship awards for their achievement in academics or character.

- ü Our school has the best attendance of all the schools in the district. We have 95 percent of our students in school each day.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	0	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

Our school maintains a safe and healthy environment by staffing an SRO and school nurse. There has been one incident that has required intervention of law enforcement or the SRO. The SRO instructs students on various issues such as bullying, drugs and alcohol, and evacuation. We require each student to have a signed afterschool permission form to participate in afterschool activities. Visitors are required to sign in and obtain a visitor's pass to enter buildings.

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) :

5

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	Tillie Yonnie	(928) 674-9000
Transportation Policy	Lafey Tso	(928) 674-9710
Community Resources	Danny Francis	(928) 781-3605
School Nutrition Programs	Marcus Alonzo	(928) 674-9720
Parent Organization	Cougar Parent Teacher Organization	(928) 674-9034
Student Health/Nurse	Susie Yazzie	(928) 674-9005

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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