



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

222 North 200 East, Fredonia, AZ 86022

Fredonia-Moccasin Unified District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Underperforming
2003-04 Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Mr. L. Kirt Robinson
Schedule : 07:00 AM to 05:00 PM
Grades : K-8
2005 Enrollment : 227
Web Address :
Phone Number : (928) 643-7386
Fax Number : (928) 643-7324
E-mail : krobinson@fredonia.org

Mission

The mission of the Fredonia Elementary/Middle School is to help students become responsible, respectful, contributing members of a world community, through the cooperative efforts of students, parents, teachers, and a caring community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- Prepare students to move on to the high school armed with the skills necessary to meet the challenges of a global society.
Provide a curriculum balance that is active, dynamic and preparatory to move our students logically from kindergarten through eighth grade.
Prepare students to deal successfully with testing strategies for AIMS and the TerraNova as well as internal measuring for academic successes.
Provide an environment for learning that promotes happy students who love to attend school.

Enrollment

October 1, 2004 School Year Student Enrollment : 220
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- ü ESL
- ü On-site Special Education
- ü Title I--Schoolwide
- ü Gifted
- ü Star Reading Program
- ü Character Counts

Calendar Information

Number of Instruction Days :	147
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We recognize the importance of effective communication with parents. Things we do: Student Handbook, report cards, scheduled parent/teacher conferences, 'Back to School' Night, monthly parent bulletins, student deficiency notices, School newsletters.

Parents

Parents need to cooperate in the district's educational effort by ensuring maximum student attendance, and by fostering an attitude that recognizes the importance of education. This year's focus is on value issues using CHARACTER COUNTS! We continue to strive for improvement in student attendance by rewarding those who excell.

Transportation Policy

Fredonia-Moccasin School District is a bi-county district covering 500 square miles. Buses are provided for students living beyond a one-mile radius of the school. Some come from 37 miles. Thus, we have a School System that meets four days per week.

School Honors

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

Award/Honor	Year
ü Poster Contest winner	2000
ü Cowboy Poetry - Contingent to Western Legends	2004
ü Northern Arizona Science Fair	2005
ü Competitive Athletics	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	23	23	79306	100	100	99	437	437	445	5	5	10	25	25	18	65	65	51	5	5	20
All Students (Prior Year)	18	24	75509	100	100	100	502	491	521	24	27	13	24	27	23	29	27	33	24	18	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	14	14	40583	100	100	99	440	440	445	8	8	11	25	25	18	58	58	50	8	8	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	17	17	36197	100	100	99	446	446	463	7	7	5	7	7	11	79	79	53	7	7	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	22	22	69060	100	100	98	440	440	454	0	0	7	26	26	17	68	68	54	5	5	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	16	39415	100	100	96	425	425	431	7	7	15	36	36	25	57	57	50	0	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79395	100	0	99	443	443	446	5	5	9	30	30	25	60	60	55	5	5	11
All Students (Prior Year)	18	25	75492	100	100	100	512	499	519	24	39	12	6	4	16	47	39	47	24	17	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	14	14	40618	100	0	99	444	444	440	8	8	11	33	33	27	50	50	53	8	8	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	17	17	36221	100	0	99	447	447	465	7	7	4	21	21	15	64	64	63	7	7	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	22	22	69139	100	0	99	449	449	454	0	0	7	32	32	24	63	63	58	5	5	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	16	39484	100	0	96	433	433	429	7	7	14	43	43	35	43	43	47	7	7	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	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	23	23	78869	100	100	99	410	410	442	10	10	6	45	45	21	45	45	63	0	0	10
All Students (Prior Year)	17	24	75053	94	100	99	605	552	597	0	20	7	21	20	12	71	55	72	7	5	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	14	14	40302	100	100	99	390	390	428	17	17	8	50	50	26	33	33	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	17	17	36078	100	100	99	411	411	459	14	14	4	36	36	16	50	50	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	22	22	68697	100	100	98	415	415	454	5	5	4	47	47	18	47	47	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	16	39106	100	100	95	384	384	427	14	14	8	64	64	28	21	21	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78906	100	100	99	476	476	498	36	36	13	14	14	19	41	41	48	9	9	20
All Students (Prior Year)	22	22	76019	100	100	100	489	489	499	14	14	14	50	50	39	14	14	14	23	23	33
Female	13	13	38644	100	100	99	455	455	500	45	45	12	27	27	19	27	27	49	0	0	19
Male	11	11	40236	100	100	99	497	497	497	27	27	15	0	0	19	55	55	46	18	18	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	15	15	36483	100	100	99	492	492	517	29	29	7	7	7	13	50	50	51	14	14	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	21	21	68310	100	100	98	483	483	509	30	30	9	15	15	18	45	45	51	10	10	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	17	38679	100	100	96	481	481	483	31	31	20	13	13	25	44	44	45	13	13	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78908	100	0	99	463	463	484	14	14	10	36	36	23	45	45	58	5	5	9
All Students (Prior Year)	22	22	76020	100	100	100	493	493	503	32	32	25	36	36	23	32	32	40	0	0	12
Female	13	13	38648	100	0	99	447	447	489	9	9	8	64	64	22	27	27	61	0	0	10
Male	11	11	40233	100	0	99	479	479	479	18	18	12	9	9	25	64	64	55	9	9	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	15	15	36502	100	0	99	478	478	502	7	7	4	29	29	14	57	57	67	7	7	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	21	21	68312	100	0	98	469	469	493	5	5	7	40	40	21	50	50	62	5	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	17	38662	100	0	96	468	468	468	13	13	16	31	31	32	50	50	49	6	6	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78750	100	100	99	482	482	500	18	18	6	18	18	29	64	64	63	0	0	2
All Students (Prior Year)	20	20	75673	91	91	100	532	532	530	15	15	12	15	15	25	65	65	58	5	5	4
Female	13	13	38586	100	100	99	492	492	515	18	18	4	18	18	22	64	64	71	0	0	3
Male	11	11	40135	100	100	99	472	472	486	18	18	8	18	18	35	64	64	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	15	15	36440	100	100	99	508	508	516	7	7	3	14	14	22	79	79	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	21	21	68196	100	100	98	499	499	513	10	10	3	20	20	25	70	70	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	17	38558	100	100	96	487	487	485	13	13	8	25	25	37	63	63	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

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

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	30	30	78250	100	100	99	543	543	548	22	22	21	26	26	18	44	44	48	7	7	13
All Students (Prior Year)	34	34	75001	100	100	99	437	437	468	59	59	37	38	38	36	3	3	16	0	0	10
Female	13	13	38071	100	100	99	541	541	549	25	25	20	25	25	19	42	42	49	8	8	12
Male	17	17	40126	100	100	99	545	545	547	20	20	23	27	27	17	47	47	46	7	7	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	24	24	38320	96	96	99	552	552	568	18	18	12	23	23	14	50	50	55	9	9	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	25	25	68996	100	100	99	558	558	561	9	9	16	27	27	18	55	55	52	9	9	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	18	33388	90	90	94	546	546	530	19	19	32	25	25	22	50	50	40	6	6	5
Non-Economically Disadvantaged	12	12	44937	100	100	100	540	540	561	27	27	13	27	27	15	36	36	54	9	9	18

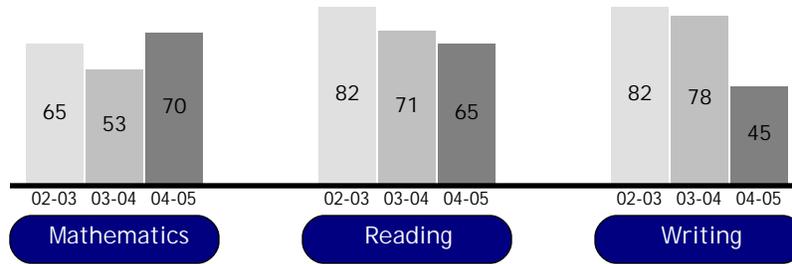
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	78302	100	0	99	513	513	512	4	4	11	41	41	25	48	48	57	7	7	7
All Students (Prior Year)	34	34	74918	100	100	99	478	478	497	53	53	32	24	24	19	12	12	35	12	12	15
Female	13	13	38082	100	0	99	514	514	518	0	0	8	50	50	24	42	42	61	8	8	7
Male	17	17	40166	100	0	99	513	513	507	7	7	14	33	33	26	53	53	54	7	7	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	24	24	38347	96	0	99	520	520	531	5	5	5	32	32	17	55	55	68	9	9	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	25	25	69024	100	0	99	525	525	524	0	0	7	32	32	23	59	59	62	9	9	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	18	33398	90	0	94	516	516	495	0	0	18	50	50	35	44	44	46	6	6	2
Non-Economically Disadvantaged	12	12	44979	100	0	100	510	510	525	9	9	6	27	27	18	55	55	66	9	9	10

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	30	30	78094	100	100	99	538	538	545	0	0	3	33	33	18	67	67	77	0	0	2
All Students (Prior Year)	34	34	74503	100	100	99	442	442	491	26	26	9	29	29	32	44	44	51	0	0	8
Female	13	13	38025	100	100	99	557	557	558	0	0	2	25	25	13	75	75	82	0	0	2
Male	17	17	40013	100	100	99	522	522	534	0	0	5	40	40	23	60	60	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	24	24	38265	96	96	99	544	544	564	0	0	2	32	32	11	68	68	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	25	25	68892	100	100	98	549	549	559	0	0	2	23	23	14	77	77	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	18	33296	90	90	94	535	535	527	0	0	5	38	38	27	63	63	67	0	0	0
Non-Economically Disadvantaged	12	12	44871	100	100	100	541	541	559	0	0	2	27	27	12	73	73	84	0	0	3

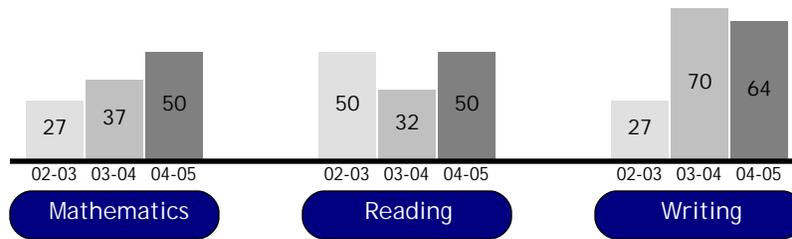
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

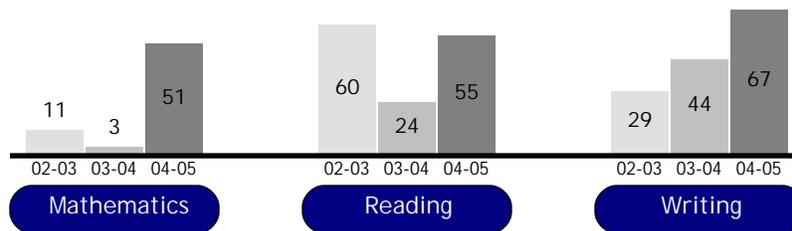
3rd Grade Proficiency



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 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	36	32	50	100	64	NA	58	100	60	53	47
	Language	100	25	23	43	100	27	27	50	100	51	46	47
	Mathematics	100	33	32	57	100	38	38	64	100	52	47	50
3	Reading	100	47	42	47	94	52	NA	55	100	46	46	44
	Language	100	37	36	54	94	52	45	61	100	45	45	44
	Mathematics	100	44	42	54	94	57	45	61	100	39	39	51
4	Reading	100	39	39	52	100	39	NA	56	96	38	38	48
	Language	100	42	42	48	100	34	34	52	96	36	36	49
	Mathematics	100	41	41	57	100	33	33	61	96	42	42	53
5	Reading	100	45	45	50	100	50	NA	55	100	32	32	50
	Language	100	33	33	46	100	48	48	49	100	33	33	50
	Mathematics	100	44	44	57	100	60	60	63	100	35	35	49
6	Reading	100	42	42	53	95	41	NA	56	100	39	39	51
	Language	100	26	26	45	95	25	25	48	100	42	42	47
	Mathematics	100	31	31	62	95	46	46	66	100	49	49	52
7	Reading	100	45	45	51	94	54	NA	54	100	40	40	50
	Language	100	47	47	54	94	48	48	58	100	42	42	52
	Mathematics	100	44	44	58	94	47	47	62	100	40	40	50
8	Reading	100	58	58	53	100	40	NA	55	100	51	51	51
	Language	100	51	51	49	100	33	33	52	100	50	50	50
	Mathematics	100	51	51	58	100	47	47	61	100	42	42	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum/ Textbook adoption
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Yearly Goal Setting
- Ü Extracurricular Activities
- Ü Assemblies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	1.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Music room
- Ü Instructional Media Center

Extracurricular Activities

- Ü Middle School Dances
- Ü Volleyball
- Ü Football
- Ü Honors Club
- Ü Basketball
- Ü Drama Club

Social Services

- Ü DES Counseling
- Ü Community Behavioral Health
- Ü Child Protective Services
- Ü ASDB

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Fredonia Elementary is a K-8 school that lies at the heart of this community. We Serve students in both in Coconino and Mohave Counties. Our goal is to ensure future opportunities for students. We emphasize the need for attendance and excellence.
- ü Our programs are both a mixture of academics balanced by team sports for both boys and girls. We serve a very diversified student body and concentrate on avoiding dropouts.
- ü We constantly instruct our staff in the most effective methods and curriculum striving to better our performance.
- ü We are training our staff to use AimsWebb testing to measure growth during the year and implement timely interventions. We will also work on mapping curriculum.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	16	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

We have fire and earthquake drills. We have enacted policies against harassment, fighting, sluffing and substance abuse. We teach safety issues with Officer Friendly, Stranger-Danger, DARE, drug awareness. We provide crossing guards.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Kirt Robinson	(928) 643-7386
Transportation Policy	Joel Dutton	(928) 643-7340
Community Resources	Kirt Robinson	(928) 643-7386
School Nutrition Programs	Judy Mowbray	(928) 643-7386
Parent Organization	Tammy Johnson	(928) 643-7512
Student Health/Nurse	Lori Tait	(928) 643-7386

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

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

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

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

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

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

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

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