

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Cameron, Arizona, Tuba City, AZ 86045

Tuba City 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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Lorna Lewis
 Schedule : 12:00 AM to 05:00 PM
 Grades : K-6
 Web Address : www.tcusd.k12.org
 Phone Number : (928) 679-2243
 Fax Number : (928) 679-2580
 E-mail : ltlewis@tcusd.org

Mission

Vision-Nitsahakees

Each student will become a respectful, responsible and productive representative of their culturally rich community.

Mission-Nahat'a'

Each Student will be provided learning opportunities to become a contributing member of a diverse society.

Goals-Iina

Goal 1: All schools will align curricula to increase student achievement to meet or exceed state standards.

Goal 2: Parental Partnerships will be developed to increase student achievement.

School / Academic Goals

ü Students will increase proficiencies by 15% as measured by AIMS and TerraNova in reading, writing, and math.

ü Student will improve daily attendance rate to 95%.

ü Parental participation will improve in the student learning.

ü All students will participate in native languages.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

Enrollment

October 1, 2005 School Year Student Enrollment : 135
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Navajo Culture/Language
- Ü Open Court Reading /Houghton Mifflin
- Ü Everyday Mathematics
- Ü Full-day Kindergarten
- Ü Foss(Full Option Science System)Science
- Ü Fast ForWord - Oral Language Development
- Ü MAC-Ro Math - The Rodel Foundation of AZ
- Ü Technology Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/2/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

To provide a safe, caring & violent-free environment for all students. To collaborate with parents on portfolios, accident reports, AIMS/Terrnova scores, disciplinary concerns, progress reports, Parent/Teacher meetings/conferences & parent involvement.

Parents

Plan the education of children with the school, promote attendance, involvement with homework, school activities, various student/teacher incentives throughout the school year & be active in school functions to ensure success for all students.

Transportation Policy

Students are transported from a radius of 10 miles; 99% of the students are transported daily & 1% walk or are transported by parents. All students qualify to ride school buses. All safety measures are taken to ensure the safety of the students.

School Honors

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

Award/Honor	Year
Ü Navajo Nation Education - AYP	2006
Ü MAC-RO Awards	2005
Ü Regional Spelling Bee Participants	2005
Ü Basketball Teams Participants	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	16	135	80010	89	94	99	427	421	447	6	14	10	25	30	18	69	55	53	NA	1	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	38935	NC	91	99	NC	429	447	NC	7	9	NC	24	19	NC	66	55	NC	3	17
Male	11	76	40974	92	96	98	419	414	448	9	20	11	36	34	18	55	46	52	NA	NA	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	16	133	3979	89	94	96	427	421	424	6	14	17	25	29	30	69	56	47	NA	2	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	17	10161	NC	89	93	NC	372	419	NC	65	28	NC	35	28	NC	NA	36	NC	NA	8
Students without Disabilities	14	118	69849	93	94	100	433	427	451	NA	7	7	21	29	17	79	63	56	NA	2	19
Limited English Proficient Students	NC	30	14013	NC	86	97	NC	404	413	NC	30	24	NC	27	34	NC	43	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	16	126	39029	89	94	98	427	420	432	6	14	14	25	29	25	69	55	52	NA	2	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	15	135	79438	83	94	98	422	421	451	13	13	9	40	47	24	47	39	56	NA	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	60	38775	NC	92	99	NC	431	457	NC	7	7	NC	38	22	NC	53	58	NC	2	13
Male	10	75	40560	83	95	97	NA	412	446	NA	19	12	NA	53	25	NA	28	54	NA	NA	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	15	133	3940	83	94	95	422	422	429	13	13	14	40	47	36	47	40	47	NA	1	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	17	9588	NC	89	88	NC	358	416	NC	76	30	NC	24	32	NC	NA	34	NC	NA	5
Students without Disabilities	13	118	69850	87	94	100	432	429	456	NA	4	7	46	50	23	54	45	59	NA	1	12
Limited English Proficient Students	NC	29	13856	NC	83	96	NC	392	407	NC	31	27	NC	55	43	NC	14	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	126	38685	83	94	97	422	421	435	13	13	14	40	47	32	47	39	50	NA	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	18	139	79971	100	97	99	411	412	423	NA	7	8	72	49	41	28	44	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	63	38974	NC	97	99	NC	429	437	NC	3	5	NC	38	33	NC	59	57	NC	NA	4
Male	12	76	40895	100	96	98	398	398	410	NA	11	10	83	58	47	17	32	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	18	137	3995	100	96	96	411	413	409	NA	7	10	72	50	47	28	44	42	NA	NA	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	17	10258	NC	89	94	NC	324	377	NC	41	23	NC	59	51	NC	NA	25	NC	NA	1
Students without Disabilities	15	122	69713	100	98	100	416	423	429	NA	2	5	67	48	39	33	50	52	NA	NA	3
Limited English Proficient Students	NC	32	13985	NC	91	97	NC	366	382	NC	22	18	NC	69	54	NC	9	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	129	38994	100	96	98	411	414	409	NA	6	10	72	49	47	28	45	41	NA	NA	1
Non-Economically Disadvantaged	--	10	40977	--	100	100	--	NA	437	--	NA	5	--	NA	34	--	NA	56	--	NA	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	143	80147	100	99	99	450	454	482	5	15	11	43	31	17	52	52	49	NA	2	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	65	39281	NC	98	99	NC	455	483	NC	12	9	NC	34	17	NC	54	50	NC	NA	24
Male	13	78	40780	100	100	98	456	452	482	8	17	12	31	28	17	62	51	48	NA	4	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	21	141	4117	100	99	96	450	453	456	5	15	19	43	31	27	52	52	46	NA	1	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	23	10295	NC	100	92	NC	426	443	NC	39	33	NC	39	26	NC	22	33	NC	NA	8
Students without Disabilities	16	120	69852	100	99	100	460	458	488	NA	10	7	31	29	16	69	58	51	NA	3	26
Limited English Proficient Students	NC	46	12722	NC	100	97	NC	432	441	NC	26	27	NC	48	33	NC	26	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	19	132	38371	100	99	97	452	454	465	5	14	15	42	30	23	53	53	49	NA	2	13
Non-Economically Disadvantaged	NC	11	41776	NC	100	100	NC	450	498	NC	18	6	NC	36	11	NC	45	49	NC	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	21	143	79686	100	99	98	429	442	470	24	16	11	52	43	24	24	41	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	65	39163	NC	98	99	NC	447	475	NC	9	9	NC	49	22	NC	42	60	NC	NA	10
Male	13	78	40438	100	100	97	425	437	465	38	22	13	46	38	25	15	40	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	21	141	4087	100	99	96	429	441	446	24	16	16	52	44	38	24	40	44	NA	NA	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	23	9808	NC	100	87	NC	406	432	NC	65	35	NC	22	32	NC	13	30	NC	NA	3
Students without Disabilities	16	120	69878	100	99	100	438	447	475	6	7	8	63	48	23	31	46	61	NA	NA	9
Limited English Proficient Students	NC	46	12594	NC	100	96	NC	423	422	NC	28	34	NC	54	45	NC	17	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	132	38095	100	99	97	428	441	452	26	17	17	47	42	32	26	41	48	NA	NA	3
Non-Economically Disadvantaged	NC	11	41591	NC	100	99	NC	449	486	NC	9	6	NC	55	16	NC	36	65	NC	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	21	143	80372	100	99	99	460	466	475	5	5	4	33	34	30	62	60	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	65	39452	NC	98	99	NC	479	488	NC	2	3	NC	25	22	NC	74	72	NC	NA	3
Male	13	78	40836	100	100	98	460	455	464	8	8	6	38	42	37	54	49	56	NA	1	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	21	141	4128	100	99	97	460	465	464	5	5	4	33	35	39	62	60	56	NA	1	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	23	10526	NC	100	94	NC	420	427	NC	22	15	NC	61	53	NC	13	31	NC	4	1
Students without Disabilities	16	120	69846	100	99	100	474	473	482	NA	2	3	19	29	26	81	69	69	NA	NA	2
Limited English Proficient Students	NC	46	12747	NC	100	97	NC	448	432	NC	4	12	NC	57	52	NC	37	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	132	38521	100	99	98	460	465	461	5	5	6	32	34	38	63	61	55	NA	1	1
Non-Economically Disadvantaged	NC	11	41851	NC	100	100	NC	477	489	NC	9	3	NC	36	22	NC	55	72	NC	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	18	135	79306	100	99	99	477	489	504	22	19	13	33	22	20	33	47	49	11	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	67	38845	NC	100	99	NC	492	505	NC	13	11	NC	19	20	NC	57	50	NC	10	18
Male	10	68	40383	100	99	98	NA	486	504	NA	24	14	NA	25	19	NA	38	47	NA	13	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	18	128	4034	100	99	97	477	486	479	22	20	22	33	23	29	33	47	43	11	10	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	33	10286	NC	100	91	NC	439	462	NC	64	41	NC	21	27	NC	12	27	NC	3	5
Students without Disabilities	12	102	69020	100	99	100	493	503	510	8	4	9	33	23	18	42	59	52	17	15	21
Limited English Proficient Students	NC	42	10291	NC	100	96	NC	461	458	NC	36	38	NC	26	34	NC	36	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	126	37437	100	99	97	477	490	486	22	18	19	33	21	26	33	48	46	11	13	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	18	135	79000	100	99	98	452	463	489	17	16	10	39	38	24	44	44	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	67	38774	NC	100	99	NC	472	494	NC	10	7	NC	31	22	NC	58	61	NC	NA	10
Male	10	68	40150	100	99	98	NA	455	485	NA	22	12	NA	44	25	NA	31	55	NA	3	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	18	128	4016	100	99	96	452	460	467	17	17	14	39	40	37	44	42	46	NA	1	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	33	9991	NC	100	88	NC	413	449	NC	64	33	NC	21	36	NC	15	29	NC	NA	2
Students without Disabilities	12	102	69009	100	99	100	469	478	495	NA	1	6	33	43	22	67	54	62	NA	2	10
Limited English Proficient Students	NC	42	10199	NC	100	95	NC	437	439	NC	33	35	NC	52	47	NC	14	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	18	126	37234	100	99	97	452	463	472	17	16	15	39	39	33	44	44	50	NA	2	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	18	135	79611	100	99	99	491	485	496	6	10	7	44	32	37	50	58	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	67	39016	NC	100	99	NC	505	511	NC	6	4	NC	21	29	NC	73	66	NC	NA	1
Male	10	68	40519	100	99	98	NA	465	482	NA	15	10	NA	43	44	NA	43	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	18	128	3992	100	99	96	491	482	478	6	11	10	44	33	46	50	56	44	NA	NA	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	33	10664	NC	100	94	NC	396	440	NC	39	23	NC	42	54	NC	18	22	NC	NA	1
Students without Disabilities	12	102	68947	100	99	100	502	510	504	8	1	4	25	28	34	67	71	61	NA	NA	1
Limited English Proficient Students	NC	42	10362	NC	100	97	NC	441	438	NC	24	22	NC	43	57	NC	33	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	126	37626	100	99	98	491	487	479	6	10	10	44	30	45	50	60	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	12	133	79327	100	99	98	508	487	518	8	37	19	33	26	20	50	35	46	8	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	68	38961	NC	100	98	NC	491	520	NC	37	16	NC	22	20	NC	37	48	NC	4	16
Male	NC	65	40295	NC	98	97	NC	483	516	NC	37	21	NC	29	19	NC	34	44	NC	NA	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	NC	32327	--	NC	98	--	NC	499	--	NC	27	--	NC	25	--	NC	41	--	NC	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	12	125	4391	100	99	96	508	484	489	8	39	32	33	26	27	50	33	36	8	2	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	38	9321	NC	100	87	NC	450	467	NC	71	54	NC	26	22	NC	3	21	NC	NA	3
Students without Disabilities	NC	95	70006	NC	99	100	NC	500	524	NC	23	14	NC	25	19	NC	48	49	NC	3	18
Limited English Proficient Students	NC	42	9431	NC	98	95	NC	458	466	NC	67	53	NC	21	27	NC	12	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	116	37097	100	99	97	NA	484	498	NA	38	27	NA	27	25	NA	34	41	NA	1	7
Non-Economically Disadvantaged	NC	17	42230	NC	100	99	NC	510	535	NC	29	11	NC	18	15	NC	41	50	NC	12	24

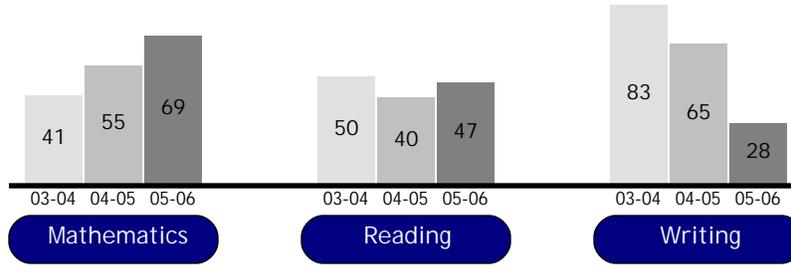
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	133	79501	100	99	98	478	475	497	33	15	10	17	44	25	50	39	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	68	39062	NC	100	99	NC	481	502	NC	15	8	NC	38	23	NC	44	64	NC	3	5
Male	NC	65	40368	NC	98	98	NC	469	491	NC	15	13	NC	51	27	NC	34	57	NC	NA	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	--	NC	32389	--	NC	98	--	NC	478	--	NC	16	--	NC	34	--	NC	48	--	NC	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	12	125	4401	100	99	96	478	471	473	33	16	17	17	46	40	50	37	43	NA	1	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	38	9411	NC	100	88	NC	436	453	NC	45	36	NC	45	36	NC	11	26	NC	NA	1
Students without Disabilities	NC	95	70090	NC	99	100	NC	490	502	NC	3	7	NC	44	24	NC	51	65	NC	2	5
Limited English Proficient Students	NC	42	9401	NC	98	94	NC	445	443	NC	31	40	NC	57	46	NC	12	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	116	37183	100	99	97	NA	472	479	NA	16	16	NA	47	34	NA	37	49	NA	1	1
Non-Economically Disadvantaged	NC	17	42318	NC	100	99	NC	498	513	NC	12	5	NC	29	17	NC	53	70	NC	6	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	12	133	80000	100	99	99	564	543	564	NA	3	3	NA	17	11	100	77	75	NA	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	68	39288	NC	100	99	NC	550	579	NC	4	2	NC	10	6	NC	79	77	NC	6	16
Male	NC	65	40644	NC	98	98	NC	537	549	NC	2	4	NC	23	15	NC	75	74	NC	NA	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	--	NC	32672	--	NC	99	--	NC	548	--	NC	4	--	NC	14	--	NC	76	--	NC	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	12	125	4424	100	99	97	564	541	549	NA	3	3	NA	18	14	100	77	77	NA	2	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	NC	38	9919	NC	100	93	NC	504	505	NC	8	9	NC	42	35	NC	50	54	NC	NA	2
Students without Disabilities	NC	95	70081	NC	99	100	NC	558	571	NC	1	2	NC	6	7	NC	88	79	NC	4	12
Limited English Proficient Students	NC	42	9571	NC	98	96	NC	521	502	NC	NA	10	NC	33	29	NC	67	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	116	37534	100	99	98	NA	544	547	NA	2	4	NA	16	15	NA	79	76	NA	3	5
Non-Economically Disadvantaged	NC	17	42466	NC	100	100	NC	543	578	NC	12	2	NC	18	7	NC	65	75	NC	6	16

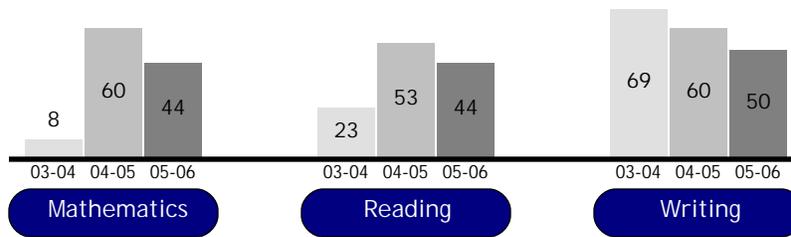
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	44	NA	58	96	49	38	47	100	43	35	46
	Language	100	24	48	50	96	46	38	47	100	46	44	48
	Mathematics	100	37	61	64	96	37	36	50	100	48	44	52
3	Reading	95	31	NA	55	100	32	32	44	94	25	27	46
	Language	95	41	37	61	100	25	28	44	100	22	25	46
	Mathematics	95	38	35	61	100	36	37	51	100	35	32	52
4	Reading	100	31	NA	56	100	38	36	48	100	24	34	52
	Language	100	32	39	52	100	42	36	49	100	25	30	52
	Mathematics	100	49	50	61	100	28	38	53	100	35	41	58
5	Reading	100	14	NA	55	100	44	43	50	100	32	35	56
	Language	100	18	28	49	100	41	39	50	100	22	32	54
	Mathematics	100	30	44	63	100	45	38	49	100	32	39	52
6	Reading	100	NA	NA	56	100	28	38	51	100	44	39	56
	Language	100	NA	27	48	100	24	31	47	100	37	34	50
	Mathematics	100	NA	43	66	100	31	35	52	100	54	39	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Curriculum Development
- Ü School Improvement
- Ü Grant Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Medium-sized Gym
- Ü Computer Lab
- Ü 2 Portable Classrooms

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü Girls/Boys Basketball Teams
- Ü Intramural Basketball Camp/Tournament
- Ü Interession Tutoring
- Ü MAC-RO Math Club

Social Services

- Ü Recreational Activities
- Ü Clothing/Food Banks
- Ü Health Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Students achieved adequate proficiency in reading, and math according to Terranova and AIMS results-students scored from the range of 30th percentile to 85th percentile.

ü Students achieved adequate proficiency in math, writing and reading according to AIMS results:

3rd: Reading 41.7%, Writing 81.3%, Math 50%

5th: Reading 73.3%, Writing 40%, Math 66.7%

Student Activity Rates for School Year 2005-06

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

Positive classroom mgmt; classroom sizes have been reduced; we provide constant supervision; employ many community members; recreation program requires positive behavior; crisis/bus evacuation plans in place & parents are given the school policy.

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	Lorna Lewis	(928) 679-2243
Transportation Policy	Pearl Puhayaoma	(928) 283-6279
Community Resources	Harry Manygoats	(928) 283-6280
School Nutrition Programs	Helene Hunter	(928) 283-1028
Parent Organization	Marie Thompson	(928) 679-2243
Student Health/Nurse	Sally Yellow	(928) 679-2243

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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** 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.