

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

403 Diamond Creek Road, Peach Springs, AZ 86434

Peach Springs 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)

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

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

### School Overview

Principal/Administrator : Dr. Eugene F. Thomas  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-6  
 Web Address :  
 Phone Number : (928) 769-2613  
 Fax Number : (928) 769-2892  
 E-mail : genethomas@psusd.k12.az.us

### Mission

Peach Springs Unified School District #8 is committed to the ideals, methods, and goals of bilingual/bicultural education. The mission of the District is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability, vocational awareness, cultural appreciation, physical well-being, social development, and community contribution.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü PSES will identify, utilize, expand, and share the uses of all resources both within the township and beyond. Continue to provide and evaluate staff dev. Continue to improve communications with all stakeholders; and to increase parental involvement.
- ü PSES community will teach and promote values such as honesty, fair play to themselves and others. Define school wide management system. Implement character building skills. Modeling positive role models by developing self-reliance for students.

### Enrollment

October 1, 2005 School Year Student Enrollment : 158  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü Formula Three Reading

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a safe, disciplined, and alcohol-/drug-free school. Ensure that information about school assessment results are given to all stakeholders. Ensure basic skills. Support, and work with parents. Build ties between home, school, and community. Staff school with competent and dedicated employees. Promote among students a sense of belonging.

Parents

Attend Parent/Teacher conferences. Provide needed supplies for homework and projects with a well-lit, quiet place for studying. Praise academic accomplishments. Inform school when child will be absent and provide documents of absences. Use best efforts to ensure child attends school on a regular basis.

Transportation Policy

All students attending Peach Springs Elementary are provided transportation. Students in extracurricular activities are provided with transportation after school as well.

School Honors

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

Award/Honor	Year
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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	22	39	80010	92	100	99	392	424	447	50	28	10	41	23	18	9	41	53	NA	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	24	38935	100	100	99	394	428	447	46	25	9	38	21	19	15	46	55	NA	8	17
Male	NC	15	40974	NC	100	98	NC	417	448	NC	33	11	NC	27	18	NC	33	52	NC	7	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	22	23	3979	92	96	96	392	395	424	50	48	17	41	39	30	9	13	47	NA	NA	6
White	--	14	35142	--	NA	99	--	465	465	--	NA	5	--	NA	11	--	79	56	--	21	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	14	30	69849	93	100	100	399	436	451	36	17	7	50	23	17	14	50	56	NA	10	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	20	21	39029	87	91	98	391	393	432	55	52	14	35	33	25	10	14	52	NA	NA	9
Non-Economically Disadvantaged	NC	18	40981	NC	100	100	NC	460	462	NC	NA	6	NC	11	13	NC	72	54	NC	17	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	22	39	79438	92	100	98	396	427	451	27	15	9	59	44	24	14	41	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	24	38775	100	100	99	400	432	457	23	13	7	62	38	22	15	50	58	NA	NA	13
Male	NC	15	40560	NC	100	97	NC	417	446	NC	20	12	NC	53	25	NC	27	54	NC	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	22	23	3940	92	96	95	396	399	429	27	26	14	59	57	36	14	17	47	NA	NA	3
White	--	14	34887	--	NA	98	--	466	471	--	NA	4	--	29	15	--	71	63	--	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	14	30	69850	93	100	100	404	438	456	14	7	7	71	43	23	14	50	59	NA	NA	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	20	21	38685	87	91	97	396	397	435	30	29	14	55	57	32	15	14	50	NA	NA	5
Non-Economically Disadvantaged	NC	18	40753	NC	100	99	NC	461	467	NC	NA	5	NC	28	16	NC	72	62	NC	NA	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	40	79971	96	100	99	400	424	423	4	3	8	74	45	41	22	53	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	24	38974	100	100	99	412	436	437	8	4	5	62	33	33	31	63	57	NA	NA	4
Male	10	16	40895	91	100	98	NA	406	410	NA	NA	10	NA	63	47	NA	38	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	23	24	3995	96	100	96	400	403	409	4	4	10	74	71	47	22	25	42	NA	NA	1
White	--	14	35150	--	NA	99	--	455	437	--	NA	5	--	7	35	--	93	56	--	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	15	31	69713	100	100	100	404	430	429	7	3	5	67	35	39	27	61	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	21	22	38994	91	96	98	396	400	409	5	5	10	76	73	47	19	23	41	NA	NA	1
Non-Economically Disadvantaged	NC	18	40977	NC	100	100	NC	454	437	NC	NA	5	NC	11	34	NC	89	56	NC	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	19	40	80147	95	100	99	435	471	482	37	18	11	16	13	17	47	53	49	NA	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	20	39281	NC	100	99	NC	467	483	NC	15	9	NC	25	17	NC	45	50	NC	15	24
Male	11	20	40780	100	100	98	445	474	482	36	20	12	NA	NA	17	64	60	48	NA	20	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	--	NC	33494	--	NC	99	--	NC	466	--	NC	15	--	NC	23	--	NC	49	--	NC	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	19	19	4117	100	100	96	435	435	456	37	37	19	16	16	27	47	47	46	NA	NA	8
White	--	14	36122	--	100	99	--	502	501	--	NA	5	--	14	10	--	50	50	--	36	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	11	31	69852	100	100	100	438	480	488	27	10	7	18	13	16	55	55	51	NA	23	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	10	12	38371	59	71	97	NA	438	465	NA	33	15	NA	17	23	NA	50	49	NA	NA	13
Non-Economically Disadvantaged	NC	28	41776	NC	100	100	NC	485	498	NC	11	6	NC	11	11	NC	54	49	NC	25	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	19	40	79686	95	100	98	431	464	470	26	15	11	47	30	24	26	43	57	NA	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	20	39163	NC	100	99	NC	476	475	NC	5	9	NC	35	22	NC	45	60	NC	15	10
Male	11	20	40438	100	100	97	425	453	465	36	25	13	36	25	25	27	40	54	NA	10	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	--	NC	33299	--	NC	98	--	NC	452	--	NC	17	--	NC	32	--	NC	47	--	NC	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	19	19	4087	100	100	96	431	431	446	26	26	16	47	47	38	26	26	44	NA	NA	2
White	--	14	35914	--	100	98	--	503	489	--	NA	5	--	14	15	--	57	67	--	29	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	11	31	69878	100	100	100	443	477	475	18	10	8	45	26	23	36	48	61	NA	16	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	10	12	38095	59	71	97	NA	437	452	NA	25	17	NA	50	32	NA	25	48	NA	NA	3
Non-Economically Disadvantaged	NC	28	41591	NC	100	99	NC	476	486	NC	11	6	NC	21	16	NC	50	65	NC	18	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	19	40	80372	95	100	99	445	468	475	5	3	4	63	40	30	32	58	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	20	39452	NC	100	99	NC	481	488	NC	NA	3	NC	35	22	NC	65	72	NC	NA	3
Male	11	20	40836	100	100	98	434	456	464	9	5	6	73	45	37	18	50	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	--	NC	33608	--	NC	99	--	NC	462	--	NC	6	--	NC	36	--	NC	57	--	NC	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	19	19	4128	100	100	97	445	445	464	5	5	4	63	63	39	32	32	56	NA	NA	1
White	--	14	36213	--	100	99	--	492	489	--	NA	2	--	21	22	--	79	72	--	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	11	31	69846	100	100	100	455	477	482	NA	NA	3	64	35	26	36	65	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	10	12	38521	59	71	98	NA	450	461	NA	8	6	NA	42	38	NA	50	55	NA	NA	1
Non-Economically Disadvantaged	NC	28	41851	NC	100	100	NC	476	489	NC	NA	3	NC	39	22	NC	61	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	21	28	79306	100	100	99	464	495	504	33	25	13	24	18	20	43	36	49	NA	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38845	NC	NC	99	NC	NC	505	NC	NC	11	NC	NC	20	NC	NC	50	NC	NC	18
Male	12	13	40383	100	100	98	452	454	504	50	46	14	25	23	19	25	31	47	NA	NA	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	21	21	4034	100	100	97	464	464	479	33	33	22	24	24	29	43	43	43	NA	NA	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	15	22	69020	100	100	100	474	511	510	20	14	9	27	18	18	53	41	52	NA	27	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	19	37437	100	100	97	464	464	486	37	37	19	21	21	26	42	42	46	NA	NA	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	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	21	29	79000	100	100	98	456	466	489	19	14	10	43	38	24	33	41	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38774	NC	NC	99	NC	NC	494	NC	NC	7	NC	NC	22	NC	NC	61	NC	NC	10
Male	12	14	40150	100	100	98	439	441	485	33	29	12	33	36	25	33	36	55	NA	NA	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	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	21	21	4016	100	100	96	456	456	467	19	19	14	43	43	37	33	33	46	5	5	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	15	22	69009	100	100	100	468	479	495	13	9	6	40	32	22	40	50	62	7	9	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	19	20	37234	100	100	97	457	456	472	21	20	15	42	45	33	32	30	50	5	5	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	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	21	29	79611	100	100	99	488	492	496	NA	NA	7	67	66	37	33	34	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39016	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	29	NC	NC	66	NC	NC	1
Male	12	14	40519	100	100	98	472	472	482	NA	NA	10	83	86	44	17	14	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	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	21	21	3992	100	100	96	488	488	478	NA	NA	10	67	67	46	33	33	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	15	22	68947	100	100	100	498	501	504	NA	NA	4	60	59	34	40	41	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	19	20	37626	100	100	98	487	486	479	NA	NA	10	68	70	45	32	30	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	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	31	53	79327	100	100	98	471	500	518	42	26	19	35	25	20	23	40	46	NA	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	29	38961	100	100	98	477	503	520	40	24	16	33	21	20	27	52	48	NA	3	16
Male	16	23	40295	100	100	97	464	496	516	44	30	21	38	26	19	19	26	44	NA	17	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	31	31	4391	100	100	96	471	471	489	42	42	32	35	35	27	23	23	36	NA	NA	4
White	--	18	36373	--	NA	98	--	543	538	--	6	10	--	6	14	--	61	52	--	28	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	25	47	70006	100	100	100	479	508	524	32	19	14	40	26	19	28	45	49	NA	11	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	27	27	37097	100	100	97	468	468	498	44	44	27	33	33	25	22	22	41	NA	NA	7
Non-Economically Disadvantaged	NC	26	42230	NC	100	99	NC	533	535	NC	8	11	NC	15	15	NC	58	50	NC	19	24

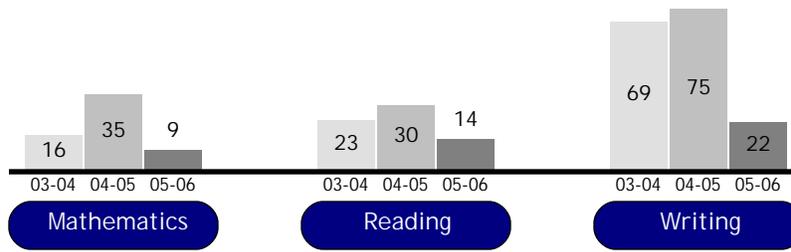
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	53	79501	100	100	98	461	490	497	16	9	10	58	36	25	26	49	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	29	39062	100	100	99	475	502	502	NA	NA	8	67	38	23	33	59	64	NA	3	5
Male	16	23	40368	100	100	98	449	475	491	31	22	13	50	35	27	19	35	57	NA	9	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	31	31	4401	100	100	96	461	461	473	16	16	17	58	58	40	26	26	43	NA	NA	1
White	--	18	36446	--	NA	99	--	533	516	--	NA	4	--	6	15	--	78	73	--	17	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	25	47	70090	100	100	100	471	499	502	8	4	7	60	34	24	32	55	65	NA	6	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	27	27	37183	100	100	97	458	458	479	19	19	16	59	59	34	22	22	49	NA	NA	1
Non-Economically Disadvantaged	NC	26	42318	NC	100	99	NC	524	513	NC	NA	5	NC	12	17	NC	77	70	NC	12	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	31	56	80000	100	100	99	535	560	564	3	2	3	16	14	11	77	68	75	3	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	29	39288	100	100	99	558	584	579	NA	NA	2	7	3	6	87	76	77	7	21	16
Male	16	26	40644	100	100	98	513	534	549	6	4	4	25	27	15	69	58	74	NA	12	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	31	31	4424	100	100	97	535	535	549	3	3	3	16	16	14	77	77	77	3	3	5
White	--	20	36602	--	NA	99	--	596	579	--	NA	2	--	10	7	--	55	75	--	35	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	25	50	70081	100	100	100	541	566	571	4	2	2	16	14	7	76	66	79	4	18	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	27	28	37534	100	100	98	534	532	547	4	4	4	11	14	15	81	79	76	4	4	5
Non-Economically Disadvantaged	NC	28	42466	NC	100	100	NC	588	578	NC	NA	2	NC	14	7	NC	57	75	NC	29	16

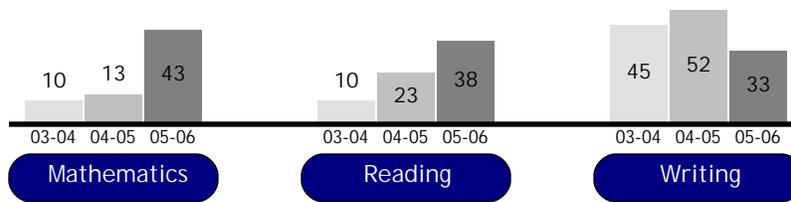
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	NA	NA	58	79	25	25	47	--	--	35	46
	Language	88	NA	NA	50	79	25	25	47	--	--	43	48
	Mathematics	88	NA	NA	64	79	29	29	50	--	--	44	52
3	Reading	100	24	NA	55	100	29	29	44	96	16	32	46
	Language	100	24	24	61	100	29	29	44	96	18	35	46
	Mathematics	100	23	23	61	100	27	27	51	96	9	21	52
4	Reading	83	11	NA	56	100	37	37	48	100	30	52	52
	Language	90	10	10	52	100	27	27	49	100	30	58	52
	Mathematics	90	7	7	61	100	29	29	53	100	25	56	58
5	Reading	90	27	NA	55	100	29	29	50	100	37	44	56
	Language	95	30	30	49	100	26	26	50	100	27	41	54
	Mathematics	95	32	32	63	100	20	20	49	100	21	50	52
6	Reading	87	18	NA	56	100	43	43	51	100	27	52	56
	Language	87	10	10	48	100	31	31	47	100	20	48	50
	Mathematics	87	30	30	66	100	35	35	52	100	22	46	58

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

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

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	1	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.	5
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	40%

Resources Available at School Site

Special Facilities

- Ü Computers in All Classes
- Ü Library

Extracurricular Activities

- Ü Hualapai Dance Group
- Ü Student Council: Grades 3-6
- Ü Volleyball: Girls
- Ü Basketball: B/G
- Ü Field Day (Yearly)

Social Services

- Ü Parenting Classes/GED Classes
- Ü Classes--Mohave Community College
- Ü Rural Health Department
- Ü Rec. Activities/Social Services

School Achievements/Accomplishments 2005-06

Our goal for 2004-2005 was for all students to make academic progress. The majority of pre-school - 6th grade students have made academic progress.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	75	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

Continue to inform parents/guardians about the zero-tolerance position dealing with threats, fighting, drugs at school. Local law enforcement have a school resource officer to visit school. Fire drills once a month. Safe playground equipment planned.

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) :

3

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	Dr. Gene Thomas	(928) 769-2613
Transportation Policy	Bob Goldenstein	(928) 769-2202
Community Resources	Jorigine Bender	(928) 769-2613
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Ginny Hamblin	(928) 769-2613

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

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

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

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.