



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

350 Eastern, Kingman, AZ 86401

Kingman Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Scott Rhoades
 Schedule : 08:00 AM to 04:30 PM
 Grades : K-6
 Web Address : www.kusd.org/hualapai/
 Phone Number : (928) 753-1919
 Fax Number : (928) 753-1418
 E-mail : srhoades@kusd.org

Mission

All students will successfully develop the foundational knowledge, lifeskills and behaviors essential to become lifelong learners and responsible citizens of our democratic society. Hualapai is dedicated to celebrating the journey through life.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
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 All students will demonstrate one year's growth.
- ü Hualapai will increase the number of students meeting or exceeding the standard on the AIMS and TerraNova tests.

Enrollment

October 1, 2005 School Year Student Enrollment : 855
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- ü Gifted/Accelerated Curriculum Classes
- ü On-site Special Education
- ü All Day Kindergarten
- ü Regional Center for ASDB

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Hualapai Elementary will provide a safe and healthy environment where the intellectual, social and emotional needs of all children can be met. Students will be actively engaged in meaningful experiences. Learning will be frequently assessed.

Parents

Parents are expected to ensure school attendance, review homework; communicate regularly with the school; maintain high expectations; keep informed of school activities; enforce dress standards; and provide proper nourishment and rest.

Transportation Policy

Regular school bus transportation is provided to and from school for the following reasons: Students with disabilities who require transportation and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Mohave Community College Chess Tournament--3rd Place	2002
ü Wal-Mart Teacher of the Year	2004
ü 1st-place Rough Ashlar Masonic Lodge Essay Contest	2005
ü 1st-place Rough Ashlar Masonic Lodge Essay Contest	2004

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	150	589	80010	99	98	99	433	432	447	17	13	10	23	24	18	50	56	53	10	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	280	38935	100	99	99	432	432	447	17	12	9	23	24	19	51	58	55	10	7	17
Male	79	309	40974	99	98	98	433	432	448	18	14	11	23	24	18	49	55	52	10	7	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	23	101	34545	100	100	99	410	423	432	35	18	14	30	29	24	30	50	53	4	4	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	119	460	35142	99	98	99	437	434	465	14	12	5	23	24	11	51	57	56	12	7	28
Students with Disabilities	14	82	10161	93	92	93	394	397	419	50	40	28	21	35	28	29	23	36	NA	1	8
Students without Disabilities	136	507	69849	100	99	100	437	438	451	14	9	7	23	22	17	52	61	56	11	8	19
Limited English Proficient Students	NC	15	14013	NC	100	97	NC	399	413	NC	27	24	NC	60	34	NC	13	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	300	39029	98	98	98	426	427	432	14	15	14	32	26	25	48	54	52	5	4	9
Non-Economically Disadvantaged	94	289	40981	100	99	100	437	438	462	19	11	6	17	21	13	51	58	54	13	10	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	151	589	79438	100	98	98	446	444	451	12	10	9	29	27	24	51	57	56	8	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	279	38775	100	98	99	455	451	457	8	6	7	23	23	22	61	65	58	8	5	13
Male	80	310	40560	100	98	97	437	438	446	15	14	12	35	31	25	43	50	54	8	5	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	23	101	34297	100	100	98	425	436	434	22	13	14	43	32	31	22	47	50	13	9	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	120	460	34887	100	98	98	449	445	471	11	10	4	27	27	15	55	58	63	8	5	18
Students with Disabilities	15	82	9588	100	92	88	390	399	416	60	41	30	20	41	32	20	17	34	NA	NA	5
Students without Disabilities	136	507	69850	100	99	100	452	451	456	7	5	7	30	25	23	54	64	59	9	6	12
Limited English Proficient Students	NC	15	13856	NC	100	96	NC	401	407	NC	33	27	NC	47	43	NC	20	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	57	300	38685	100	98	97	436	438	435	14	13	14	35	30	32	47	53	50	4	4	5
Non-Economically Disadvantaged	94	289	40753	100	99	99	452	451	467	11	7	5	26	24	16	53	62	62	11	7	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	149	588	79971	99	98	99	421	411	423	9	9	8	40	53	41	46	37	49	5	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	279	38974	100	98	99	432	426	437	4	3	5	31	46	33	59	48	57	6	3	4
Male	78	309	40895	98	98	98	411	398	410	14	14	10	47	58	47	33	27	41	5	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	22	100	34481	96	99	99	400	407	410	14	10	10	50	56	46	36	34	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	120	461	35150	100	98	99	424	412	437	8	8	5	39	52	35	46	37	56	7	2	5
Students with Disabilities	14	81	10258	93	91	94	356	353	377	36	33	23	50	57	51	14	10	25	NA	NA	1
Students without Disabilities	135	507	69713	99	99	100	428	421	429	7	5	5	39	52	39	49	41	52	6	2	3
Limited English Proficient Students	NC	15	13985	NC	100	97	NC	360	382	NC	33	18	NC	67	54	NC	NA	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	57	299	38994	100	98	98	408	407	409	14	10	10	40	54	47	44	34	41	2	1	1
Non-Economically Disadvantaged	92	289	40977	98	99	100	429	416	437	7	7	5	39	51	34	47	39	56	8	3	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	126	582	80147	100	98	99	461	465	482	12	16	11	27	21	17	53	52	49	8	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	269	39281	100	99	99	463	464	483	15	17	9	26	22	17	48	49	50	11	13	24
Male	64	313	40780	100	98	98	460	466	482	9	14	12	28	21	17	58	54	48	5	10	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	16	91	33494	100	99	99	453	464	466	19	13	15	25	24	23	56	55	49	NA	8	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	102	466	36122	100	98	99	461	465	501	12	16	5	26	21	10	53	51	50	9	12	35
Students with Disabilities	14	102	10295	100	92	92	436	426	443	36	42	33	36	30	26	29	25	33	NA	2	8
Students without Disabilities	112	480	69852	100	100	100	464	473	488	9	10	7	26	20	16	56	57	51	9	13	26
Limited English Proficient Students	NC	13	12722	NC	87	97	NC	424	441	NC	38	27	NC	38	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	47	311	38371	100	97	97	449	456	465	19	20	15	30	25	23	49	48	49	2	8	13
Non-Economically Disadvantaged	79	271	41776	100	100	100	469	475	498	8	11	6	25	18	11	56	56	49	11	15	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	126	581	79686	100	98	98	461	460	470	13	14	11	30	28	24	48	53	57	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	269	39163	100	99	99	465	466	475	15	11	9	26	26	22	44	55	60	16	9	10
Male	64	312	40438	100	98	97	457	455	465	13	16	13	34	30	25	53	51	54	NA	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	16	90	33299	100	98	98	456	458	452	19	16	17	19	23	32	63	59	47	NA	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	102	466	35914	100	98	98	462	461	489	14	13	5	31	29	15	45	52	67	10	6	14
Students with Disabilities	14	101	9808	100	91	87	417	420	432	36	36	35	50	47	32	14	17	30	NA	1	3
Students without Disabilities	112	480	69878	100	100	100	466	468	475	11	9	8	28	24	23	53	60	61	9	6	9
Limited English Proficient Students	NC	12	12594	NC	80	96	NC	406	422	NC	58	34	NC	33	45	NC	8	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	310	38095	100	96	97	446	449	452	19	16	17	40	36	32	36	46	48	4	2	3
Non-Economically Disadvantaged	79	271	41591	100	100	99	470	472	486	10	11	6	24	20	16	56	61	65	10	9	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	126	585	80372	100	99	99	482	468	475	2	5	4	29	31	30	67	63	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	271	39452	100	99	99	497	483	488	2	2	3	21	27	22	73	69	72	5	2	3
Male	64	314	40836	100	99	98	467	455	464	3	7	6	36	35	37	61	57	56	NA	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	16	92	33608	100	100	99	469	466	462	NA	3	6	38	34	36	63	61	57	NA	2	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	102	468	36213	100	99	99	482	468	489	3	4	2	28	32	22	66	63	72	3	1	3
Students with Disabilities	14	104	10526	100	94	94	419	412	427	21	19	15	50	54	53	29	26	31	NA	1	1
Students without Disabilities	112	481	69846	100	100	100	489	479	482	NA	1	3	26	27	26	71	71	69	3	1	2
Limited English Proficient Students	NC	14	12747	NC	93	97	NC	423	432	NC	7	12	NC	71	52	NC	21	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	47	313	38521	100	97	98	475	457	461	2	6	6	30	37	38	68	55	55	NA	1	1
Non-Economically Disadvantaged	79	272	41851	100	100	100	486	480	489	3	3	3	28	25	22	66	71	72	4	1	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	132	606	79306	99	99	99	490	490	504	20	17	13	23	24	20	45	48	49	11	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	312	38845	98	99	99	483	493	505	22	14	11	30	26	20	36	48	50	13	12	18
Male	68	294	40383	99	99	98	496	488	504	19	19	14	18	23	19	53	48	47	10	10	19
African American	NC	11	4171	NC	100	98	NC	485	485	NC	27	20	NC	9	26	NC	55	44	NC	9	10
Hispanic	18	99	32673	100	100	99	470	481	487	33	21	18	28	25	25	28	44	46	11	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	100	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	106	479	36234	97	98	99	494	493	523	19	16	6	21	24	13	49	49	52	11	11	28
Students with Disabilities	21	97	10286	100	95	91	433	450	462	76	49	41	19	26	27	5	24	27	NA	1	5
Students without Disabilities	111	509	69020	98	100	100	501	498	510	10	11	9	24	24	18	52	52	52	14	13	21
Limited English Proficient Students	NC	15	10291	NC	100	96	NC	438	458	NC	47	38	NC	47	34	NC	7	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	47	322	37437	98	98	97	472	480	486	30	22	19	30	29	26	36	43	46	4	7	9
Non-Economically Disadvantaged	85	284	41869	99	99	100	500	502	521	15	11	7	20	20	14	49	54	51	15	15	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	132	606	79000	99	99	98	483	481	489	14	12	10	30	28	24	47	54	58	10	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	311	38774	98	99	99	482	486	494	13	9	7	27	25	22	50	59	61	11	7	10
Male	68	295	40150	99	99	98	483	477	485	15	16	12	32	31	25	44	48	55	9	5	8
African American	NC	10	4153	NC	91	98	NC	NA	476	NC	NA	13	NC	NA	30	NC	NA	53	NC	NA	4
Hispanic	18	99	32508	100	100	98	461	467	472	17	13	15	39	37	33	39	48	49	6	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	100	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	106	480	36135	97	99	98	487	485	508	12	11	4	28	26	14	49	56	67	10	7	15
Students with Disabilities	21	98	9991	100	96	88	423	440	449	57	44	33	33	32	36	10	24	29	NA	NA	2
Students without Disabilities	111	508	69009	98	99	100	494	489	495	5	6	6	29	27	22	54	60	62	12	7	10
Limited English Proficient Students	NC	15	10199	NC	100	95	NC	430	439	NC	40	35	NC	60	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	47	322	37234	98	98	97	470	470	472	17	17	15	32	32	33	47	48	50	4	3	3
Non-Economically Disadvantaged	85	284	41766	99	99	99	490	494	505	12	7	5	28	23	16	47	61	65	13	9	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	132	607	79611	99	99	99	503	487	496	5	10	7	36	42	37	58	48	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	313	39016	98	99	99	504	500	511	6	6	4	31	37	29	63	56	66	NA	1	1
Male	68	294	40519	99	99	98	501	474	482	3	14	10	40	46	44	54	39	46	3	1	0
African American	NC	11	4188	NC	100	98	NC	488	486	NC	9	9	NC	36	40	NC	55	50	NC	NA	0
Hispanic	18	99	32855	100	100	99	476	478	481	22	14	10	22	37	43	56	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	106	480	36380	97	99	99	509	489	511	1	9	4	37	42	30	60	48	65	2	1	1
Students with Disabilities	21	98	10664	100	96	94	443	427	440	19	31	23	71	56	54	10	13	22	NA	NA	1
Students without Disabilities	111	509	68947	98	100	100	514	498	504	2	6	4	29	39	34	68	55	61	2	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	412	438	NC	33	22	NC	60	57	NC	7	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	47	323	37626	98	99	98	484	473	479	9	14	10	43	46	45	49	40	45	NA	0	0
Non-Economically Disadvantaged	85	284	41985	99	99	100	513	503	511	2	5	4	32	37	30	64	57	65	2	1	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	113	584	79327	100	100	98	512	507	518	17	22	19	19	21	20	57	47	46	8	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	277	38961	100	100	98	508	506	520	14	21	16	23	24	20	60	48	48	4	8	16
Male	56	307	40295	100	99	97	515	508	516	20	23	21	14	19	19	54	46	44	13	12	16
African American	NC	10	4247	NC	100	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	10	91	32327	100	100	98	NA	504	499	NA	23	27	NA	20	25	NA	49	41	NA	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	12	4391	NC	100	96	NC	516	489	NC	8	32	NC	17	27	NC	75	36	NC	NA	4
White	98	467	36373	100	99	98	507	507	538	18	22	10	19	22	14	56	46	52	6	10	25
Students with Disabilities	17	101	9321	100	99	87	446	448	467	88	75	54	6	11	22	6	13	21	NA	1	3
Students without Disabilities	96	483	70006	100	100	100	523	519	524	4	11	14	21	23	19	66	54	49	9	12	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	39	287	37097	98	99	97	497	498	498	26	28	27	8	21	25	67	44	41	NA	7	7
Non-Economically Disadvantaged	74	297	42230	100	100	99	519	515	535	12	16	11	24	22	15	51	49	50	12	13	24

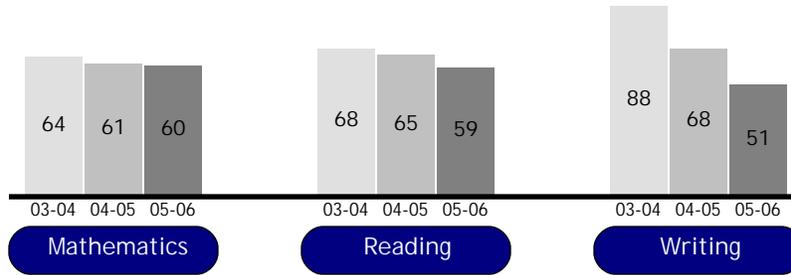
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	584	79501	100	100	98	503	491	497	9	11	10	23	28	25	63	58	60	5	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	277	39062	100	100	99	508	496	502	5	6	8	23	27	23	68	63	64	4	3	5
Male	56	307	40368	100	99	98	498	487	491	13	14	13	23	29	27	57	54	57	7	3	3
African American	NC	10	4279	NC	100	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	10	91	32389	100	100	98	NA	490	478	NA	9	16	NA	30	34	NA	60	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	12	4401	NC	100	96	NC	503	473	NC	NA	17	NC	25	40	NC	75	43	NC	NA	1
White	98	467	36446	100	99	99	500	491	516	10	11	4	24	28	15	59	57	73	6	3	7
Students with Disabilities	17	101	9411	100	99	88	431	440	453	53	44	36	41	39	36	6	18	26	NA	NA	1
Students without Disabilities	96	483	70090	100	100	100	516	501	502	1	4	7	20	26	24	73	67	65	6	3	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	39	287	37183	98	99	97	483	481	479	21	14	16	21	33	34	56	51	49	3	1	1
Non-Economically Disadvantaged	74	297	42318	100	100	99	513	501	513	3	7	5	24	23	17	66	65	70	7	4	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	113	582	80000	100	99	99	566	559	564	4	4	3	8	9	11	81	79	75	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	277	39288	100	100	99	575	570	579	4	4	2	5	5	6	81	80	77	11	11	16
Male	56	305	40644	100	98	98	556	550	549	4	4	4	11	12	15	82	78	74	4	6	7
African American	NC	10	4307	NC	100	99	NC	NA	551	NC	NA	4	NC	NA	13	NC	NA	75	NC	NA	7
Hispanic	10	90	32672	100	99	99	NA	554	548	NA	6	4	NA	7	14	NA	77	76	NA	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	12	4424	NC	100	97	NC	583	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	98	466	36602	100	99	99	563	559	579	4	4	2	9	9	7	80	79	75	7	8	16
Students with Disabilities	17	100	9919	100	98	93	490	489	505	6	11	9	53	40	35	41	48	54	NA	1	2
Students without Disabilities	96	482	70081	100	100	100	579	573	571	3	2	2	NA	2	7	89	85	79	8	10	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	39	285	37534	98	99	98	550	547	547	5	5	4	13	10	15	77	80	76	5	5	5
Non-Economically Disadvantaged	74	297	42466	100	100	100	574	571	578	3	3	2	5	8	7	84	78	75	8	12	16

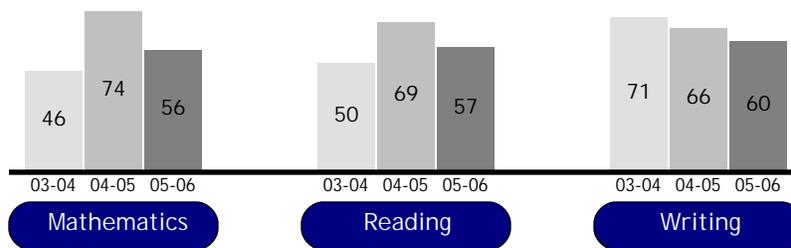
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	54	NA	58	100	49	47	47	99	44	39	46
	Language	100	48	41	50	100	46	45	47	99	43	41	48
	Mathematics	100	58	54	64	100	52	48	50	99	54	44	52
3	Reading	100	47	NA	55	100	44	41	44	100	44	43	46
	Language	100	54	54	61	100	45	41	44	100	41	43	46
	Mathematics	100	54	52	61	100	50	47	51	100	44	43	52
4	Reading	99	70	NA	56	100	49	46	48	100	50	44	52
	Language	99	61	51	52	100	51	46	49	100	48	46	52
	Mathematics	99	66	59	61	99	53	50	53	100	46	48	58
5	Reading	97	53	NA	55	100	57	50	50	99	52	50	56
	Language	100	47	45	49	100	55	49	50	99	46	46	54
	Mathematics	100	59	56	63	100	51	45	49	99	43	44	52
6	Reading	97	61	NA	56	100	51	48	51	100	59	52	56
	Language	97	57	44	48	100	48	45	47	100	56	44	50
	Mathematics	97	76	63	66	100	53	49	52	100	54	48	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Increasing Parental Involvement
- Ü Promoting Awareness of the AZ Tax Credit
- Ü Information Technology Instruction
- Ü Development of Parent Resource Center

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	0	0	0
10 or more years	14	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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 Computer Lab
- Ü Hummingbird/Butterfly Habitat

Extracurricular Activities

- Ü Chess Club
- Ü Hand Chime Choir
- Ü Honor Choir
- Ü Athletic Club
- Ü Orff Club
- Ü Computer Club
- Ü Science Club
- Ü Homework Center

Social Services

- Ü Breakfast/Lunch Program
- Ü LifeSkills Instruction
- Ü Transportation to Day Care
- Ü Law Related Education

School Achievements/Accomplishments 2005-06

ü Hualapai School was featured as a showcase school at the Best of the Best conference in Scottsdale, February, 2003.

ü 1st Place winner of Masonic Lodge #79 essay contest.

ü School performed at or above district average in all achievement tests.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	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

Students routinely practice emergency drills to help them develop the skills necessary to respond in the most appropriate manner should an emergency event occur. KUSD #20 has developed an emergency handbook, providing staff with emergency procedures.

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) :

35

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	Scott Rhoades	(928) 753-1919
Transportation Policy	Cathy Davis	(928) 753-2579
Community Resources	Brandi Aguilar	(928) 753-1919
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Stephanie Angle	(928) 753-1919
Student Health/Nurse	LaDana Cook	(928) 753-1919

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.