

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

500 Maple, 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. Steve Hite
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 Web Address : www.kusd.org/pc/pchome.html
 Phone Number : (928) 753-2472
 Fax Number : (928) 753-7895
 E-mail : shite@kusd.org

Mission

We, the staff at Palo Christi Elementary School, are dedicated to providing instruction that allows all students to reach their fullest potential for lifelong success: Believe, Achieve, Succeed.

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 meet their standards-based requirements.
- ü All students will work at their grade levels.

Enrollment

October 1, 2005 School Year Student Enrollment : 360
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 43

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Kindergarten Enrichment Program--All Day
- ü Art Masters K-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/21/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

Parents have received a letter to inform them of the criteria our school utilizes to give award certificates for high achievement. Monthly calendars are sent with each student to apprise parents of school activities.

Parents

We ask each parent to provide the basic necessities for each of their children. We provide breakfast and lunch programs. Parents are required to meet with teachers before the end of the first nine-week grading period.

Transportation Policy

Students who live more than one mile from school are provided regular school bus transportation. Students are expected to follow the bus guidelines. Bus services are not required to be provided except as indicated in an Individual Education Plan.

School Honors

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

Award/Honor	Year
ü Who's Who in American Education	1999
ü Make a Difference Day National Recognition	2001

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	44	589	80010	100	98	99	433	432	447	9	13	10	27	24	18	59	56	53	5	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	280	38935	100	99	99	434	432	447	7	12	9	20	24	19	73	58	55	NA	7	17
Male	29	309	40974	100	98	98	433	432	448	10	14	11	31	24	18	52	55	52	7	7	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	10	101	34545	100	100	99	NA	423	432	NA	18	14	NA	29	24	NA	50	53	NA	4	9
Asian/Pacific Islander	--	10	2068	--	100	99	--	NA	474	--	NA	4	--	NA	10	--	NA	50	--	NA	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	34	460	35142	100	98	99	432	434	465	12	12	5	26	24	11	56	57	56	6	7	28
Students with Disabilities	NC	82	10161	NC	92	93	NC	397	419	NC	40	28	NC	35	28	NC	23	36	NC	1	8
Students without Disabilities	38	507	69849	100	99	100	441	438	451	5	9	7	21	22	17	68	61	56	5	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	27	300	39029	100	98	98	430	427	432	11	15	14	30	26	25	56	54	52	4	4	9
Non-Economically Disadvantaged	17	289	40981	100	99	100	439	438	462	6	11	6	24	21	13	65	58	54	6	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	44	589	79438	100	98	98	452	444	451	9	10	9	18	27	24	64	57	56	9	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	279	38775	100	98	99	466	451	457	7	6	7	7	23	22	73	65	58	13	5	13
Male	29	310	40560	100	98	97	444	438	446	10	14	12	24	31	25	59	50	54	7	5	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	10	101	34297	100	100	98	NA	436	434	NA	13	14	NA	32	31	NA	47	50	NA	9	5
Asian/Pacific Islander	--	10	2063	--	100	99	--	NA	475	--	NA	3	--	NA	15	--	NA	63	--	NA	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	34	460	34887	100	98	98	448	445	471	9	10	4	21	27	15	65	58	63	6	5	18
Students with Disabilities	NC	82	9588	NC	92	88	NC	399	416	NC	41	30	NC	41	32	NC	17	34	NC	NA	5
Students without Disabilities	38	507	69850	100	99	100	461	451	456	5	5	7	13	25	23	71	64	59	11	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	27	300	38685	100	98	97	443	438	435	11	13	14	22	30	32	63	53	50	4	4	5
Non-Economically Disadvantaged	17	289	40753	100	99	99	466	451	467	6	7	5	12	24	16	65	62	62	18	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	44	588	79971	100	98	99	395	411	423	14	9	8	61	53	41	25	37	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	279	38974	100	98	99	404	426	437	7	3	5	73	46	33	20	48	57	NA	3	4
Male	29	309	40895	100	98	98	390	398	410	17	14	10	55	58	47	28	27	41	NA	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	10	100	34481	100	99	99	NA	407	410	NA	10	10	NA	56	46	NA	34	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	34	461	35150	100	98	99	389	412	437	18	8	5	56	52	35	26	37	56	NA	2	5
Students with Disabilities	NC	81	10258	NC	91	94	NC	353	377	NC	33	23	NC	57	51	NC	10	25	NC	NA	1
Students without Disabilities	38	507	69713	100	99	100	405	421	429	8	5	5	63	52	39	29	41	52	NA	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	27	299	38994	100	98	98	393	407	409	19	10	10	63	54	47	19	34	41	NA	1	1
Non-Economically Disadvantaged	17	289	40977	100	99	100	399	416	437	6	7	5	59	51	34	35	39	56	NA	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	42	582	80147	95	98	99	464	465	482	17	16	11	17	21	17	55	52	49	12	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	269	39281	94	99	99	456	464	483	29	17	9	18	22	17	35	49	50	18	13	24
Male	25	313	40780	96	98	98	469	466	482	8	14	12	16	21	17	68	54	48	8	10	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	91	33494	NC	99	99	NC	464	466	NC	13	15	NC	24	23	NC	55	49	NC	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	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	33	466	36122	94	98	99	468	465	501	15	16	5	18	21	10	52	51	50	15	12	35
Students with Disabilities	11	102	10295	92	92	92	429	426	443	45	42	33	27	30	26	18	25	33	9	2	8
Students without Disabilities	31	480	69852	97	100	100	476	473	488	6	10	7	13	20	16	68	57	51	13	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	16	311	38371	94	97	97	453	456	465	19	20	15	25	25	23	50	48	49	6	8	13
Non-Economically Disadvantaged	26	271	41776	96	100	100	470	475	498	15	11	6	12	18	11	58	56	49	15	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	43	581	79686	98	98	98	464	460	470	12	14	11	28	28	24	53	53	57	7	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	269	39163	94	99	99	458	466	475	18	11	9	24	26	22	59	55	60	NA	9	10
Male	26	312	40438	100	98	97	468	455	465	8	16	13	31	30	25	50	51	54	12	3	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	90	33299	NC	98	98	NC	458	452	NC	16	17	NC	23	32	NC	59	47	NC	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	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	34	466	35914	97	98	98	468	461	489	9	13	5	29	29	15	53	52	67	9	6	14
Students with Disabilities	12	101	9808	100	91	87	434	420	432	33	36	35	50	47	32	8	17	30	8	1	3
Students without Disabilities	31	480	69878	97	100	100	476	468	475	3	9	8	19	24	23	71	60	61	6	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	17	310	38095	100	96	97	454	449	452	18	16	17	24	36	32	59	46	48	NA	2	3
Non-Economically Disadvantaged	26	271	41591	96	100	99	471	472	486	8	11	6	31	20	16	50	61	65	12	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	43	585	80372	98	99	99	462	468	475	2	5	4	44	31	30	53	63	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	271	39452	94	99	99	467	483	488	NA	2	3	53	27	22	47	69	72	NA	2	3
Male	26	314	40836	100	99	98	459	455	464	4	7	6	38	35	37	58	57	56	NA	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	92	33608	NC	100	99	NC	466	462	NC	3	6	NC	34	36	NC	61	57	NC	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	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	34	468	36213	97	99	99	460	468	489	3	4	2	47	32	22	50	63	72	NA	1	3
Students with Disabilities	12	104	10526	100	94	94	423	412	427	8	19	15	67	54	53	25	26	31	NA	1	1
Students without Disabilities	31	481	69846	97	100	100	477	479	482	NA	1	3	35	27	26	65	71	69	NA	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	17	313	38521	100	97	98	445	457	461	6	6	6	47	37	38	47	55	55	NA	1	1
Non-Economically Disadvantaged	26	272	41851	96	100	100	473	480	489	NA	3	3	42	25	22	58	71	72	NA	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	59	606	79306	100	99	99	491	490	504	14	17	13	22	24	20	54	48	49	10	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	312	38845	100	99	99	493	493	505	8	14	11	28	26	20	56	48	50	8	12	18
Male	34	294	40383	100	99	98	489	488	504	18	19	14	18	23	19	53	48	47	12	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	11	99	32673	100	100	99	477	481	487	18	21	18	27	25	25	55	44	46	NA	9	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	10	4034	--	100	97	--	NA	479	--	NA	22	--	NA	29	--	NA	43	--	NA	7
White	47	479	36234	100	98	99	494	493	523	13	16	6	21	24	13	53	49	52	13	11	28
Students with Disabilities	NC	97	10286	NC	95	91	NC	450	462	NC	49	41	NC	26	27	NC	24	27	NC	1	5
Students without Disabilities	50	509	69020	100	100	100	499	498	510	8	11	9	22	24	18	58	52	52	12	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	29	322	37437	100	98	97	478	480	486	24	22	19	21	29	26	48	43	46	7	7	9
Non-Economically Disadvantaged	30	284	41869	100	99	100	503	502	521	3	11	7	23	20	14	60	54	51	13	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	58	606	79000	100	99	98	484	481	489	10	12	10	33	28	24	52	54	58	5	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	311	38774	96	99	99	492	486	494	4	9	7	29	25	22	63	59	61	4	7	10
Male	34	295	40150	100	99	98	478	477	485	15	16	12	35	31	25	44	48	55	6	5	8
African American	--	10	4153	--	91	98	--	NA	476	--	NA	13	--	NA	30	--	NA	53	--	NA	4
Hispanic	11	99	32508	100	100	98	476	467	472	9	13	15	36	37	33	55	48	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	10	4016	--	100	96	--	NA	467	--	NA	14	--	NA	37	--	NA	46	--	NA	2
White	47	480	36135	100	99	98	486	485	508	11	11	4	32	26	14	51	56	67	6	7	15
Students with Disabilities	NC	98	9991	NC	96	88	NC	440	449	NC	44	33	NC	32	36	NC	24	29	NC	NA	2
Students without Disabilities	49	508	69009	98	99	100	493	489	495	2	6	6	35	27	22	57	60	62	6	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	28	322	37234	100	98	97	474	470	472	18	17	15	32	32	33	43	48	50	7	3	3
Non-Economically Disadvantaged	30	284	41766	100	99	99	493	494	505	3	7	5	33	23	16	60	61	65	3	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	59	607	79611	100	99	99	480	487	496	12	10	7	46	42	37	42	48	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	313	39016	100	99	99	505	500	511	4	6	4	36	37	29	60	56	66	NA	1	1
Male	34	294	40519	100	99	98	461	474	482	18	14	10	53	46	44	29	39	46	NA	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	11	99	32855	100	100	99	496	478	481	9	14	10	36	37	43	55	48	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	10	3992	--	100	96	--	NA	478	--	NA	10	--	NA	46	--	NA	44	--	NA	0
White	47	480	36380	100	99	99	475	489	511	13	9	4	49	42	30	38	48	65	NA	1	1
Students with Disabilities	NC	98	10664	NC	96	94	NC	427	440	NC	31	23	NC	56	54	NC	13	22	NC	NA	1
Students without Disabilities	50	509	68947	100	100	100	492	498	504	6	6	4	46	39	34	48	55	61	NA	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	29	323	37626	100	99	98	469	473	479	14	14	10	52	46	45	34	40	45	NA	0	0
Non-Economically Disadvantaged	30	284	41985	100	99	100	491	503	511	10	5	4	40	37	30	50	57	65	NA	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	53	584	79327	96	100	98	509	507	518	21	22	19	25	21	20	34	47	46	21	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	277	38961	100	100	98	522	506	520	11	21	16	37	24	20	21	48	48	32	8	16
Male	34	307	40295	94	99	97	502	508	516	26	23	21	18	19	19	41	46	44	15	12	16
African American	--	10	4247	--	100	98	--	NA	499	--	NA	27	--	NA	24	--	NA	41	--	NA	8
Hispanic	NC	91	32327	NC	100	98	NC	504	499	NC	23	27	NC	20	25	NC	49	41	NC	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	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	43	467	36373	96	99	98	511	507	538	23	22	10	23	22	14	30	46	52	23	10	25
Students with Disabilities	11	101	9321	92	99	87	440	448	467	73	75	54	18	11	22	9	13	21	NA	1	3
Students without Disabilities	42	483	70006	98	100	100	527	519	524	7	11	14	26	23	19	40	54	49	26	12	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	25	287	37097	100	99	97	499	498	498	28	28	27	28	21	25	24	44	41	20	7	7
Non-Economically Disadvantaged	28	297	42230	93	100	99	518	515	535	14	16	11	21	22	15	43	49	50	21	13	24

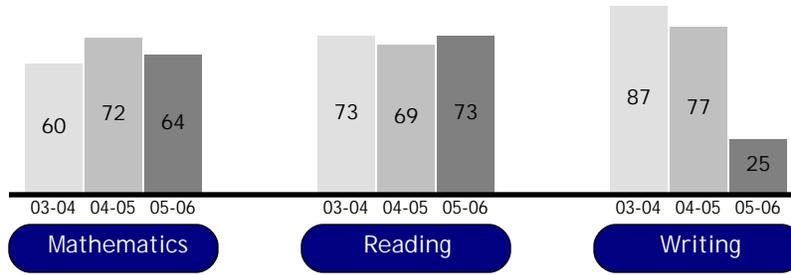
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	584	79501	96	100	98	483	491	497	13	11	10	34	28	25	49	58	60	4	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	277	39062	100	100	99	512	496	502	NA	6	8	16	27	23	74	63	64	11	3	5
Male	34	307	40368	94	99	98	466	487	491	21	14	13	44	29	27	35	54	57	NA	3	3
African American	--	10	4279	--	100	99	--	NA	485	--	NA	14	--	NA	30	--	NA	54	--	NA	2
Hispanic	NC	91	32389	NC	100	98	NC	490	478	NC	9	16	NC	30	34	NC	60	48	NC	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	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	43	467	36446	96	99	99	484	491	516	14	11	4	30	28	15	53	57	73	2	3	7
Students with Disabilities	11	101	9411	92	99	88	440	440	453	36	44	36	55	39	36	9	18	26	NA	NA	1
Students without Disabilities	42	483	70090	98	100	100	494	501	502	7	4	7	29	26	24	60	67	65	5	3	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	25	287	37183	100	99	97	472	481	479	16	14	16	44	33	34	36	51	49	4	1	1
Non-Economically Disadvantaged	28	297	42318	93	100	99	492	501	513	11	7	5	25	23	17	61	65	70	4	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	53	582	80000	96	99	99	555	559	564	NA	4	3	19	9	11	74	79	75	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	277	39288	100	100	99	599	570	579	NA	4	2	NA	5	6	84	80	77	16	11	16
Male	34	305	40644	94	98	98	531	550	549	NA	4	4	29	12	15	68	78	74	3	6	7
African American	--	10	4307	--	100	99	--	NA	551	--	NA	4	--	NA	13	--	NA	75	--	NA	7
Hispanic	NC	90	32672	NC	99	99	NC	554	548	NC	6	4	NC	7	14	NC	77	76	NC	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	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	43	466	36602	96	99	99	557	559	579	NA	4	2	19	9	7	72	79	75	9	8	16
Students with Disabilities	11	100	9919	92	98	93	482	489	505	NA	11	9	55	40	35	45	48	54	NA	1	2
Students without Disabilities	42	482	70081	98	100	100	574	573	571	NA	2	2	10	2	7	81	85	79	10	10	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	25	285	37534	100	99	98	540	547	547	NA	5	4	24	10	15	76	80	76	NA	5	5
Non-Economically Disadvantaged	28	297	42466	93	100	100	569	571	578	NA	3	2	14	8	7	71	78	75	14	12	16

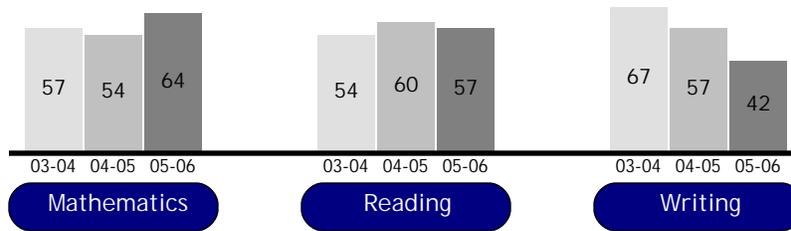
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	96	56	NA	58	100	50	47	47	96	37	39	46
	Language	96	45	41	50	100	47	45	47	96	39	41	48
	Mathematics	96	63	54	64	100	52	48	50	96	37	44	52
3	Reading	100	57	NA	55	95	49	41	44	100	44	43	46
	Language	96	63	54	61	95	50	41	44	100	39	43	46
	Mathematics	98	62	52	61	95	54	47	51	100	44	43	52
4	Reading	93	58	NA	56	97	49	46	48	98	50	44	52
	Language	96	59	51	52	97	51	46	49	98	50	46	52
	Mathematics	98	64	59	61	97	53	50	53	98	52	48	58
5	Reading	95	60	NA	55	100	45	50	50	100	43	50	56
	Language	97	50	45	49	100	48	49	50	100	43	46	54
	Mathematics	97	58	56	63	100	43	45	49	100	46	44	52
6	Reading	96	43	NA	56	97	40	48	51	98	44	52	56
	Language	94	34	44	48	97	42	45	47	98	39	44	50
	Mathematics	96	50	63	66	97	51	49	52	98	43	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)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü 45-15 Day School Calendar
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	6.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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 Nature Trail/AZ Experience Outdoor Class
- Ü Computer Lab.
- Ü Library

Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Computer Club
- Ü Extreme Readers Club

Social Services

- Ü Kingman Downtown Merchants
- Ü Parenting Assistance
- Ü Recreational Activities
- Ü Counseling Services

ü Palo Christi is the oldest continuing Elementary School in Kingman.

ü Palo Christi is the second school in Kingman to start the Art Masters program with the benefit of grants and donations of area organizations.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	83	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Our school has established policy for evacuating or locking-down our building to provide safety for our students. We have installed fencing and gates to provide a locked campus to provide a safe campus for all students and staff.

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	Steve D. Hite	(928) 753-2472
Transportation Policy	David Brown	(928) 753-5928
Community Resources	Linda Chevalier	(928) 753-2472
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Palo Christi PTVO	(928) 753-2472
Student Health/Nurse	Beth Furtchbar	(928) 753-2472

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.

Footnotes

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.