



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3436 E. Rio Virgin Road, Beaver Dam, AZ 86432

Littlefield Unified District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Riley Frei
Schedule : 7:00 AM to 5:00 PM
Grades : K-8
2005 Enrollment : 294
Web Address :
Phone Number : (928) 347-5796
Fax Number : (928) 347-5795
E-mail : rileyfrei@yahoo.com

Mission

We believe all students are capable of learning. As a community of educators we are committed to helping all students reach their full potential by providing them with the necessary educational and social skills to become productive members of society.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- All students will be reading at grade level by third grade.
All students will demonstrate at least one year's growth on an annual basis.
There will be a ten percent reduction of office referrals from last year's discipline summary.

Enrollment

October 1, 2004 School Year Student Enrollment : 381
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Û ESL Instruction
- Û Title 1 Reading
- Û Special Education
- Û Gifted and Talented Education
- Û Full-day Kindergarten
- Û Music Education
- Û Tutoring Program
- Û Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/22/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

The school will promote citizenship and civic responsibility; provide challenging and meaningful learning experience; demonstrate and reward achievement; report on student progress at least every four weeks; provide special services to students with special needs; record, track and report attendance; distribute all school business information in a timely manner; teach academic curricula as outlined by the State.

Parents

Parents will ensure students are physically and mentally prepared to learn in the school setting; collaborate with school officials regarding learning programs; monitor individual student academic performance; assist school in promoting positive behavioral support services; work with individual teachers in meeting special needs of students; develop, teach, and reinforce school policies and procedures.

Transportation Policy

The school will offer transportation services to students living within designated district boundaries including the following locales: Beaver Dam, Desert Springs/Farm Road, Littlefield, Scenic, Hughes Bench, and Fairview. Students riding buses are expected to follow all school rules in addition to individual bus rules while riding the bus. The school will also provide special transportation services to students when designated in an Individualized Education Program.

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	43	43	79306	100	100	99	416	416	445	11	11	10	39	39	18	45	45	51	5	5	20
All Students (Prior Year)	38	38	75509	100	100	100	511	511	521	12	12	13	53	53	23	12	12	33	24	24	31
Female	22	22	38691	100	100	99	425	425	446	5	5	10	50	50	18	40	40	52	5	5	20
Male	21	21	40583	100	100	99	407	407	445	17	17	11	28	28	18	50	50	50	6	6	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	27	27	32869	100	100	99	406	406	429	8	8	15	52	52	25	40	40	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	14	14	36197	100	100	99	436	436	463	18	18	5	18	18	11	45	45	53	18	18	31
Students with Disabilities	10	10	10321	100	100	100	365	365	389	22	22	30	56	56	27	11	11	34	11	11	9
Students without Disabilities	33	33	69060	94	94	98	432	432	454	7	7	7	34	34	17	55	55	54	3	3	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	32	39415	94	94	96	426	426	431	6	6	15	45	45	25	42	42	50	6	6	10
Non-Economically Disadvantaged	11	11	39966	100	100	100	373	373	459	29	29	6	14	14	12	57	57	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79395	100	0	99	433	433	446	0	0	9	37	37	25	58	58	55	5	5	11
All Students (Prior Year)	37	37	75492	97	97	100	511	511	519	18	18	12	29	29	16	29	29	47	24	24	24
Female	22	22	38743	100	0	100	444	444	451	0	0	7	30	30	24	70	70	57	0	0	12
Male	21	21	40618	100	0	99	420	420	440	0	0	11	44	44	27	44	44	53	11	11	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	27	27	32915	100	0	99	424	424	426	0	0	15	40	40	35	56	56	47	4	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	14	14	36221	100	0	99	449	449	465	0	0	4	36	36	15	55	55	63	9	9	17
Students with Disabilities	10	10	10331	100	0	100	393	393	388	0	0	25	44	44	37	44	44	34	11	11	4
Students without Disabilities	33	33	69139	94	0	99	445	445	454	0	0	7	34	34	24	62	62	58	3	3	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	32	39484	94	0	96	443	443	429	0	0	14	39	39	35	55	55	47	6	6	4
Non-Economically Disadvantaged	11	11	39986	100	0	100	386	386	461	0	0	4	29	29	16	71	71	63	0	0	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	43	43	78869	100	100	99	438	438	442	5	5	6	16	16	21	71	71	63	8	8	10
All Students (Prior Year)	38	38	75053	100	100	99	594	594	597	0	0	7	12	12	12	82	82	72	6	6	9
Female	22	22	38536	100	100	99	462	462	458	5	5	4	10	10	15	70	70	67	15	15	14
Male	21	21	40302	100	100	99	412	412	428	6	6	8	22	22	26	72	72	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	27	27	32606	100	100	98	440	440	426	0	0	8	20	20	27	76	76	60	4	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	14	14	36078	100	100	99	443	443	459	9	9	4	9	9	16	73	73	66	9	9	14
Students with Disabilities	10	10	10246	100	100	100	343	343	367	11	11	18	56	56	39	33	33	40	0	0	4
Students without Disabilities	33	33	68697	94	94	98	468	468	454	3	3	4	3	3	18	83	83	67	10	10	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	32	39106	94	94	95	455	455	427	3	3	8	13	13	28	74	74	59	10	10	5
Non-Economically Disadvantaged	11	11	39837	100	100	100	362	362	457	14	14	4	29	29	14	57	57	67	0	0	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	78906	100	100	99	446	446	498	31	31	13	45	45	19	19	19	48	5	5	20
All Students (Prior Year)	46	46	76019	100	100	100	472	472	499	28	28	14	48	48	39	12	12	14	12	12	33
Female	18	18	38644	100	100	99	426	426	500	24	24	12	53	53	19	24	24	49	0	0	19
Male	25	25	40236	100	100	99	460	460	497	36	36	15	40	40	19	16	16	46	8	8	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	27	27	31938	100	100	99	451	451	481	35	35	19	50	50	25	15	15	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	15	15	36483	100	100	99	438	438	517	20	20	7	40	40	13	27	27	51	13	13	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	36	36	68310	100	100	98	462	462	509	26	26	9	49	49	18	20	20	51	6	6	22
Limited English Proficient Students	11	11	12573	100	100	100	432	432	454	36	36	27	44	44	30	20	20	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	31	38679	97	97	96	460	460	483	29	29	20	48	48	25	16	16	45	6	6	10
Non-Economically Disadvantaged	12	12	40295	100	100	100	407	407	513	36	36	7	36	36	13	27	27	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	78908	100	0	99	443	443	484	17	17	10	55	55	23	29	29	58	0	0	9
All Students (Prior Year)	46	46	76020	100	100	100	502	502	503	32	32	25	28	28	23	28	28	40	12	12	12
Female	18	18	38648	100	0	99	429	429	489	6	6	8	59	59	22	35	35	61	0	0	10
Male	25	25	40233	100	0	99	453	453	479	24	24	12	52	52	25	24	24	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	27	27	31940	100	0	99	450	450	465	19	19	16	62	62	32	19	19	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	15	15	36502	100	0	99	435	435	502	7	7	4	47	47	14	47	47	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	36	36	68312	100	0	98	459	459	493	14	14	7	54	54	21	31	31	62	0	0	10
Limited English Proficient Students	11	11	12556	100	0	100	428	428	436	24	24	24	56	56	40	20	20	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	31	38662	97	0	96	456	456	468	19	19	16	52	52	32	29	29	49	0	0	3
Non-Economically Disadvantaged	12	12	40315	100	0	100	407	407	498	9	9	5	64	64	15	27	27	66	0	0	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	43	43	78750	100	100	99	459	459	500	10	10	6	45	45	29	45	45	63	0	0	2
All Students (Prior Year)	46	46	75673	100	100	100	506	506	530	12	12	12	20	20	25	68	68	58	0	0	4
Female	18	18	38586	100	100	99	460	460	515	0	0	4	47	47	22	53	53	71	0	0	3
Male	25	25	40135	100	100	99	458	458	486	16	16	8	44	44	35	40	40	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	27	27	31841	100	100	99	456	456	483	12	12	8	46	46	36	42	42	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	15	15	36440	100	100	99	470	470	516	0	0	3	47	47	22	53	53	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	36	36	68196	100	100	98	475	475	513	9	9	3	40	40	25	51	51	69	0	0	3
Limited English Proficient Students	11	11	12504	100	100	100	429	429	451	16	16	12	48	48	44	36	36	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	31	38558	97	97	96	465	465	485	10	10	8	48	48	37	42	42	54	0	0	1
Non-Economically Disadvantaged	12	12	40260	100	100	100	443	443	514	9	9	3	36	36	21	55	55	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78250	95	95	99	524	524	548	34	34	21	29	29	18	37	37	48	0	0	13
All Students (Prior Year)	31	31	75001	100	100	99	440	440	468	57	57	37	35	35	36	9	9	16	0	0	10
Female	26	26	38071	96	96	99	518	518	549	35	35	20	30	30	19	35	35	49	0	0	12
Male	13	13	40126	87	87	99	537	537	547	33	33	23	25	25	17	42	42	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	19	19	29129	100	100	99	516	516	527	44	44	32	31	31	23	25	25	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	19	19	38320	90	90	99	531	531	568	29	29	12	24	24	14	47	47	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	37	37	68996	93	93	99	525	525	561	34	34	16	31	31	18	34	34	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	30	30	33388	100	100	94	524	524	530	37	37	32	23	23	22	40	40	40	0	0	5
Non-Economically Disadvantaged	10	10	44937	83	83	100	525	525	561	20	20	13	60	60	15	20	20	54	0	0	18

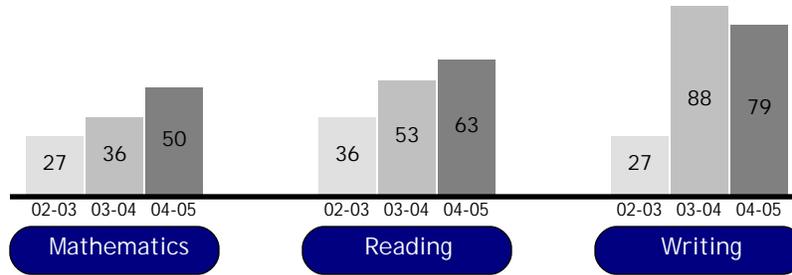
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78302	95	0	99	484	484	512	20	20	11	43	43	25	37	37	57	0	0	7
All Students (Prior Year)	31	31	74918	100	100	99	458	458	497	74	74	32	9	9	19	17	17	35	0	0	15
Female	26	26	38082	96	0	99	482	482	518	13	13	8	52	52	24	35	35	61	0	0	7
Male	13	13	40166	87	0	99	488	488	507	33	33	14	25	25	26	42	42	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	19	19	29152	100	0	99	477	477	492	13	13	17	63	63	34	25	25	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	19	19	38347	90	0	99	494	494	531	24	24	5	24	24	17	53	53	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	37	37	69024	93	0	99	486	486	524	16	16	7	47	47	23	38	38	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	30	30	33398	100	0	94	483	483	495	20	20	18	47	47	35	33	33	46	0	0	2
Non-Economically Disadvantaged	10	10	44979	83	0	100	488	488	525	20	20	6	20	20	18	60	60	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78094	90	90	99	516	516	545	0	0	3	39	39	18	61	61	77	0	0	2
All Students (Prior Year)	31	31	74503	100	100	99	444	444	491	17	17	9	39	39	32	43	43	51	0	0	8
Female	25	25	38025	93	93	99	527	527	558	0	0	2	27	27	13	73	73	82	0	0	2
Male	12	12	40013	80	80	99	494	494	534	0	0	5	64	64	23	36	36	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	17	17	29068	89	89	99	514	514	523	0	0	5	36	36	27	64	64	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	19	19	38265	90	90	99	529	529	564	0	0	2	35	35	11	65	65	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	35	35	68892	88	88	98	524	524	559	0	0	2	33	33	14	67	67	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	29	29	33296	97	97	94	515	515	527	0	0	5	38	38	27	62	62	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

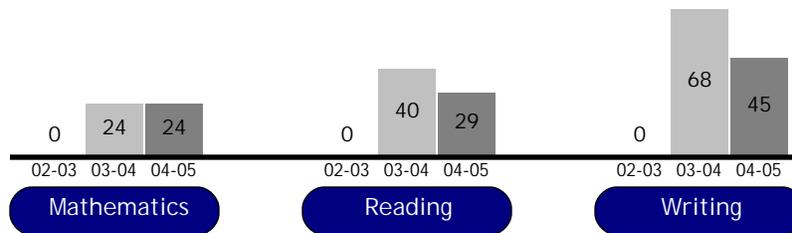
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

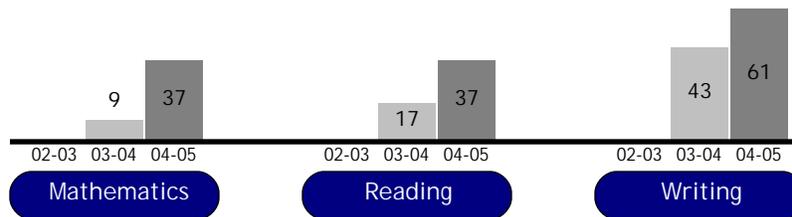
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	37	37	50	86	66	NA	58	100	42	42	47
	Language	97	18	18	43	86	40	40	50	100	45	45	47
	Mathematics	97	35	35	57	86	65	65	64	100	53	53	50
3	Reading	100	21	21	47	100	43	NA	55	98	44	44	44
	Language	100	30	30	54	100	55	55	61	98	46	46	44
	Mathematics	100	28	28	54	100	44	44	61	98	45	45	51
4	Reading	100	42	42	52	93	35	NA	56	98	39	39	48
	Language	100	38	38	48	93	24	24	52	98	40	40	49
	Mathematics	100	59	59	57	93	46	46	61	98	44	44	53
5	Reading	97	32	32	50	100	60	NA	55	100	32	32	50
	Language	100	23	23	46	100	42	42	49	100	33	33	50
	Mathematics	100	32	32	57	100	53	53	63	100	26	26	49
6	Reading	97	41	41	53	100	59	NA	56	100	43	43	51
	Language	100	29	29	45	100	40	40	48	100	35	35	47
	Mathematics	100	49	49	62	100	57	57	66	100	39	39	52
7	Reading	100	27	27	51	100	34	NA	54	93	39	39	50
	Language	100	27	27	54	100	26	26	58	93	39	39	52
	Mathematics	100	51	51	58	100	43	43	62	93	36	36	50
8	Reading	100	41	41	53	100	31	NA	55	95	35	35	51
	Language	100	28	28	49	100	33	33	52	95	38	38	50
	Mathematics	100	47	47	58	100	40	40	61	95	37	37	53

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

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

School Site Council

Council Composition

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	23.50
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	1	1	0	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	18
Percent of teachers in the school with Emergency/Provisional Certification	75%
Percent of core classes not taught by Hightly Qualified Teachers	38%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Club Sol (Cultural Diversity)
- Ü Girls Basketball
- Ü Stand Up (Tobacco Prevention)
- Ü Student Council/Gifted and Talented
- Ü Boys Basketball

Social Services

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	37	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	88	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

The school is actively promoting a drug and tobacco prevention program. A local Sherriff's Deputy is in the school on a regular basis teaching the DARE Program to 5th graders. The Mohave County Tobacco Use Prevention Program is also being implemented at the 4th and 6th grade levels. A schoolwide Progressive Discipline Plan is in place and effectively minimizes behavioral incidents.

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

2
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Barlow Quinton	(928) 347-5796
Community Resources	Riley Frei	(928) 347-5796
School Nutrition Programs	Susan Burch	(928) 347-5796
Parent Organization	Nickie McNulty	(928) 347-5796
Student Health/Nurse	Diane Sirikul	(928) 347-5796

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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