

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2550 Tesota Way, Bullhead City, AZ 86442

Bullhead City Elementary 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 Plus
2004-05	Performing Plus
2003-04	Performing

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

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 Overview

Principal/Administrator : Mr. Joe Buzzelli
 Schedule : 11:00 AM to 04:30 PM
 Grades : K-5
 Web Address : www.bullheadscool.com
 Phone Number : (928) 758-6858
 Fax Number : (928) 758-5202
 E-mail : jbuzzelli@bullheadscool.com

Mission

The Bullhead City School District #15's mission is to provide comprehensive, success-oriented learning activities for children in our school. K - 5 is on a new reading first program along with Fast ForWord and New Century program for intensive learning in reading, math and writing.

School / Academic Goals

- ü Students will be able to comprehend and interpret reading skills and able to do basic math skills. We are on a school plan to have 100% at benchmark by 2013. This is the goal for math, reading and writing.
- ü Provide a positive learning environment that allows for each student to develop his/her academic and moral potential.
- ü Foster patriotism, a respect for home and family, and pride in one's cultural heritage. Our Character Counts program follows and develops the six traits of good character
- ü Development of the six traits of character education with special emphasis on student team, teacher team, parent team and community wide character counts team.

Enrollment

October 1, 2005 School Year Student Enrollment : 527
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü Character Development
- ü On-site Special Education
- ü Speech
- ü Gifted (G.A.T.E.)
- ü Title I
- ü Title I Afterschool tutoring program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The curriculum and instruction provided to students align with the Arizona Academic Standards. The staff remains committed to providing a safe learning environment that allows students to set high standards of performance. In addition, staff members are also committed to a parent/teacher partnership.

Parents

Parents will support their child's education by reinforcing the learning objectives taught at school. Read to their children every night. Listen to their children read every night. In addition, parents need to stay in contact with their child's teacher.

Transportation Policy

Busing is a privilege, not a right. Pupils being transported are under the authority of the bus driver. Pupils who refuse to obey the directions of the bus driver promptly, or refuse to obey regulations, shall forfeit their privilege.

School Honors

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

Award/Honor	Year
ü LUKE - VFW - Award & Military Moms Iraqi Freedom Award	2005
ü Colorado River Reading Award to 3 Teachers	2005
ü Two teachers nominated for Educator Awards & School	2006
ü School named State School of the Month by A.D.E.	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	389	80010	97	95	99	447	428	447	8	16	10	18	26	18	57	50	53	17	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	182	38935	100	98	99	455	428	447	2	15	9	17	27	19	64	51	55	17	7	17
Male	46	207	40974	94	92	98	439	429	448	13	16	11	20	26	18	50	50	52	17	8	19
African American	NC	13	4201	NC	93	99	NC	416	430	NC	31	17	NC	15	23	NC	46	51	NC	8	9
Hispanic	19	161	34545	100	95	99	433	417	432	11	20	14	37	34	24	37	42	53	16	4	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	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	63	202	35142	95	94	99	447	437	465	8	12	5	14	21	11	63	58	56	14	9	28
Students with Disabilities	NC	30	10161	NC	63	93	NC	392	419	NC	47	28	NC	20	28	NC	30	36	NC	3	8
Students without Disabilities	83	359	69849	97	99	100	449	431	451	7	13	7	19	27	17	55	52	56	18	8	19
Limited English Proficient Students	NC	47	14013	NC	89	97	NC	401	413	NC	32	24	NC	38	34	NC	30	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	37	297	39029	95	94	98	433	421	432	14	19	14	19	29	25	59	48	52	8	4	9
Non-Economically Disadvantaged	51	92	40981	98	97	100	457	451	462	4	7	6	18	17	13	55	58	54	24	18	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	84	381	79438	92	93	98	449	435	451	6	10	9	24	35	24	67	55	56	4	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	179	38775	100	96	99	460	441	457	2	8	7	17	29	22	76	61	58	5	2	13
Male	42	202	40560	86	90	97	438	430	446	10	11	12	31	40	25	57	49	54	2	0	9
African American	NC	13	4178	NC	93	98	NC	425	439	NC	15	13	NC	23	29	NC	62	52	NC	NA	6
Hispanic	19	157	34297	100	93	98	434	422	434	21	16	14	21	41	31	53	42	50	5	1	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	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	59	198	34887	89	93	98	452	444	471	2	5	4	27	31	15	69	63	63	2	1	18
Students with Disabilities	NC	22	9588	NC	46	88	NC	402	416	NC	32	30	NC	36	32	NC	32	34	NC	NA	5
Students without Disabilities	83	359	69850	97	99	100	449	436	456	6	8	7	24	35	23	66	56	59	4	1	12
Limited English Proficient Students	NC	45	13856	NC	85	96	NC	400	407	NC	31	27	NC	44	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	33	288	38685	85	91	97	437	428	435	12	12	14	33	39	32	52	49	50	3	1	5
Non-Economically Disadvantaged	51	93	40753	98	98	99	457	456	467	2	2	5	18	23	16	76	73	62	4	2	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	87	391	79971	96	95	99	410	399	423	13	12	8	41	51	41	46	36	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	182	38974	100	98	99	427	414	437	10	10	5	24	38	33	67	50	57	NA	2	4
Male	45	209	40895	92	93	98	395	386	410	16	14	10	58	62	47	27	24	41	NA	NA	2
African American	NC	13	4203	NC	93	99	NC	372	411	NC	23	11	NC	23	45	NC	54	43	NC	NA	2
Hispanic	19	161	34481	100	95	99	385	383	410	21	16	10	47	57	46	32	27	43	NA	1	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	62	204	35150	94	95	99	414	410	437	11	9	5	40	50	35	48	41	56	NA	1	5
Students with Disabilities	NC	31	10258	NC	65	94	NC	334	377	NC	29	23	NC	52	51	NC	19	25	NC	NA	1
Students without Disabilities	84	360	69713	98	99	100	410	403	429	13	11	5	40	51	39	46	38	52	NA	1	3
Limited English Proficient Students	NC	47	13985	NC	89	97	NC	350	382	NC	30	18	NC	53	54	NC	17	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	35	296	38994	90	94	98	385	390	409	23	14	10	46	54	47	31	31	41	NA	1	1
Non-Economically Disadvantaged	52	95	40977	100	100	100	427	426	437	6	6	5	38	41	34	56	52	56	NA	1	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	77	408	80147	94	93	99	500	470	482	1	11	11	10	22	17	58	53	49	30	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	212	39281	98	95	99	496	469	483	3	11	9	10	19	17	58	58	50	30	12	24
Male	37	196	40780	90	89	98	505	472	482	NA	10	12	11	24	17	59	48	48	30	17	24
African American	NC	11	4249	NC	100	99	NC	472	464	NC	NA	17	NC	27	22	NC	73	48	NC	NA	13
Hispanic	18	146	33494	95	92	99	485	456	466	6	16	15	11	31	23	61	43	49	22	10	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	500	515	NC	NA	4	NC	18	8	NC	55	44	NC	27	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	49	237	36122	92	92	99	504	477	501	NA	8	5	10	16	10	57	58	50	33	18	35
Students with Disabilities	NC	28	10295	NC	48	92	NC	454	443	NC	18	33	NC	21	26	NC	57	33	NC	4	8
Students without Disabilities	72	380	69852	100	99	100	502	471	488	1	10	7	10	22	16	58	53	51	31	16	26
Limited English Proficient Students	NC	56	12722	NC	85	97	NC	434	441	NC	23	27	NC	46	33	NC	30	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	286	38371	94	92	97	494	465	465	3	12	15	14	24	23	59	51	49	24	13	13
Non-Economically Disadvantaged	48	122	41776	94	95	100	504	482	498	NA	7	6	8	16	11	58	58	49	33	20	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	76	402	79686	93	91	98	488	468	470	4	8	11	12	28	24	74	59	57	11	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	211	39163	98	95	99	481	471	475	5	6	9	13	26	22	73	64	60	10	4	10
Male	36	191	40438	88	87	97	495	464	465	3	10	13	11	29	25	75	55	54	11	5	7
African American	NC	11	4228	NC	100	98	NC	465	458	NC	NA	15	NC	45	28	NC	55	53	NC	NA	4
Hispanic	16	143	33299	84	90	98	473	456	452	13	13	17	6	32	32	81	52	47	NA	3	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	502	490	NC	NA	5	NC	18	13	NC	64	68	NC	18	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	50	234	35914	94	91	98	492	473	489	2	6	5	12	25	15	74	64	67	12	5	14
Students with Disabilities	NC	21	9808	NC	36	87	NC	441	432	NC	10	35	NC	57	32	NC	33	30	NC	NA	3
Students without Disabilities	72	381	69878	100	99	100	489	469	475	3	8	8	11	26	23	75	61	61	11	5	9
Limited English Proficient Students	NC	56	12594	NC	85	96	NC	424	422	NC	27	34	NC	52	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	28	283	38095	90	91	97	480	462	452	11	10	17	11	30	32	68	57	48	11	4	3
Non-Economically Disadvantaged	48	119	41591	94	92	99	492	481	486	NA	4	6	13	22	16	77	66	65	10	8	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	75	413	80372	91	94	99	492	471	475	4	4	4	11	32	30	83	63	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	215	39452	98	97	99	496	483	488	5	3	3	13	24	22	80	72	72	3	0	3
Male	35	198	40836	85	90	98	487	458	464	3	5	6	9	41	37	86	53	56	3	1	1
African American	NC	11	4264	NC	100	99	NC	478	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	16	145	33608	84	91	99	471	468	462	13	5	6	13	33	36	69	61	57	6	1	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	515	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	49	243	36213	92	95	99	496	470	489	2	4	2	10	34	22	86	62	72	2	1	3
Students with Disabilities	NC	32	10526	NC	55	94	NC	416	427	NC	13	15	NC	69	53	NC	19	31	NC	NA	1
Students without Disabilities	72	381	69846	100	99	100	497	475	482	3	3	3	8	29	26	86	67	69	3	1	2
Limited English Proficient Students	NC	57	12747	NC	86	97	NC	449	432	NC	9	12	NC	42	52	NC	49	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	28	290	38521	90	93	98	473	466	461	11	5	6	11	35	38	75	60	55	4	0	1
Non-Economically Disadvantaged	47	123	41851	92	95	100	503	481	489	NA	2	3	11	27	22	87	70	72	2	2	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	87	414	79306	90	93	99	502	486	504	13	13	13	16	30	20	55	49	49	16	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	209	38845	95	95	99	501	483	505	11	13	11	18	32	20	58	51	50	13	4	18
Male	49	205	40383	86	90	98	503	490	504	14	13	14	14	29	19	53	47	47	18	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	13	166	32673	93	94	99	471	475	487	38	19	18	8	29	25	46	49	46	8	2	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	71	229	36234	89	92	99	509	494	523	7	8	6	17	31	13	58	50	52	18	10	28
Students with Disabilities	NC	16	10286	NC	35	91	NC	436	462	NC	56	41	NC	25	27	NC	13	27	NC	6	5
Students without Disabilities	81	398	69020	99	99	100	506	488	510	9	11	9	16	31	18	58	51	52	17	7	21
Limited English Proficient Students	NC	44	10291	NC	88	96	NC	449	458	NC	39	38	NC	41	34	NC	20	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	32	305	37437	84	92	97	483	482	486	25	14	19	13	32	26	56	49	46	6	5	9
Non-Economically Disadvantaged	55	109	41869	93	95	100	513	499	521	5	10	7	18	25	14	55	50	51	22	15	27

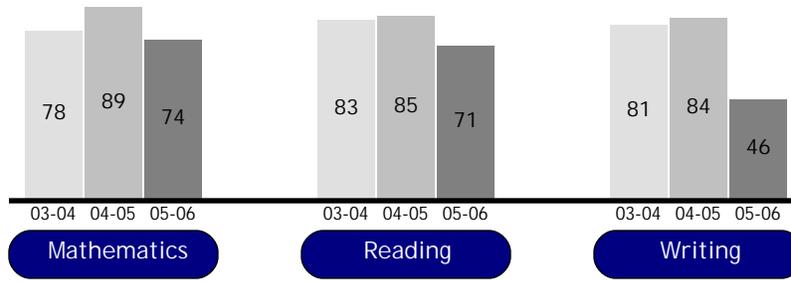
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	416	79000	90	93	98	494	482	489	6	6	10	21	31	24	64	56	58	9	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	208	38774	93	95	99	501	483	494	3	4	7	19	33	22	65	57	61	14	6	10
Male	50	208	40150	88	92	98	489	482	485	8	9	12	22	30	25	64	56	55	6	5	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	13	165	32508	93	94	98	472	470	472	8	10	15	54	39	33	38	48	49	NA	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	72	231	36135	90	93	98	498	491	508	6	4	4	15	26	14	68	63	67	11	8	15
Students with Disabilities	NC	17	9991	NC	37	88	NC	447	449	NC	18	33	NC	41	36	NC	35	29	NC	6	2
Students without Disabilities	81	399	69009	99	100	100	497	484	495	4	6	6	21	31	22	65	57	62	10	6	10
Limited English Proficient Students	NC	43	10199	NC	86	95	NC	443	439	NC	26	35	NC	51	47	NC	23	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	31	305	37234	82	92	97	479	478	472	3	7	15	35	34	33	58	54	50	3	4	3
Non-Economically Disadvantaged	56	111	41766	95	97	99	502	493	505	7	5	5	13	23	16	68	62	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	88	417	79611	91	93	99	492	486	496	6	6	7	38	42	37	57	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	212	39016	98	96	99	509	495	511	3	5	4	28	38	29	69	57	66	NA	NA	1
Male	49	205	40519	86	90	98	479	477	482	8	8	10	45	47	44	47	44	46	NA	0	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	13	166	32855	93	94	99	479	475	481	8	9	10	46	46	43	46	45	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	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	72	230	36380	90	92	99	493	492	511	6	5	4	36	40	30	58	54	65	NA	0	1
Students with Disabilities	NC	19	10664	NC	41	94	NC	447	440	NC	21	23	NC	53	54	NC	21	22	NC	5	1
Students without Disabilities	81	398	68947	99	99	100	495	488	504	5	6	4	36	42	34	59	52	61	NA	NA	1
Limited English Proficient Students	NC	42	10362	NC	84	97	NC	433	438	NC	21	22	NC	50	57	NC	29	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	32	307	37626	84	92	98	471	482	479	13	7	10	47	46	45	41	47	45	NA	0	0
Non-Economically Disadvantaged	56	110	41985	95	96	100	504	499	511	2	5	4	32	33	30	66	62	65	NA	NA	1

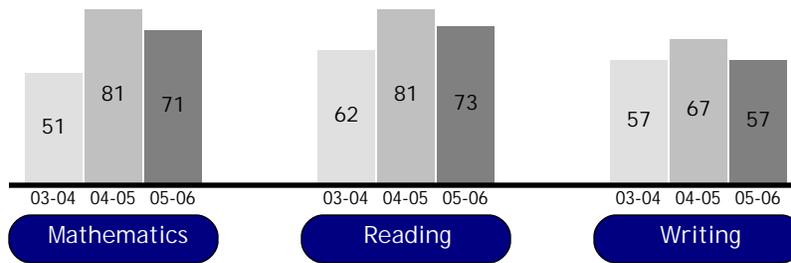
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	58	NA	58	100	53	42	47	100	46	30	46
	Language	89	52	38	50	100	50	41	47	100	46	34	48
	Mathematics	89	66	54	64	98	47	39	50	100	56	32	52
3	Reading	98	59	NA	55	100	53	40	44	93	46	37	46
	Language	98	59	46	61	100	53	41	44	96	48	43	46
	Mathematics	98	70	47	61	100	62	43	51	98	50	39	52
4	Reading	98	60	NA	56	98	50	43	48	93	63	50	52
	Language	98	52	45	52	98	51	44	49	91	68	56	52
	Mathematics	98	70	56	61	99	59	47	53	94	72	52	58
5	Reading	99	59	NA	55	98	56	49	50	89	59	50	56
	Language	99	54	40	49	98	55	48	50	90	63	54	54
	Mathematics	99	67	51	63	98	54	45	49	89	54	41	52

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 15 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü School/Business/Community Relations
- Ü Student Discipline
- Ü Facility Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	92%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Greenhouse
- Ü Tutorial Program Afterschool
- Ü Character Counts School Wide program

Extracurricular Activities

- Ü Student Council
- Ü Beginning Band
- Ü Advanced Band
- Ü Honors Choir
- Ü Art Club
- Ü Yearbook
- Ü Character Counts - Six Traits Program
- Ü After School Recreation Program

Social Services

- Ü Pathways
- Ü Crisis Intervention
- Ü After School Program
- Ü Boys and Girls Club
- Ü P.T.O/PACT

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continuation of a Character Education program that helps students to become well-rounded individuals. School sidewalks were named with the Character Counts traits.

- ü Parents and teachers collaborated to create a safe and productive learning environment for our students during school, afterschool, and on campus special activities.

- ü three teachers have been given community awards and the school was nominated twice for their Character Count effort.

- ü Development of a community aide Character Counts program that is instituting a series of programs for all schools to expand the teaching and utilization of the six traits of character as outlined in our state program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	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

This school has an active Emergency Action Plan that is integrated the with community. We conduct bi-annual bus evacuation drills. Improvements have been made to facilitate the safety of students arriving and departing the school. The entire campus has been secured with decorative fencing restricting access during school hours except through the school office.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Joe Buzzelli	(928) 758-6858
Transportation Policy	Vicki Guy	(928) 758-3961
Community Resources	Mr. Allsbrooks	(928) 758-3961
School Nutrition Programs	Janet Gutoski/Wendy Hardt	(928) 758-3961
Parent Organization	Dr. Mary Remer, President	(928) 758-6858
Student Health/Nurse	Winona Talyumptwea	(928) 758-6858

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.