



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1 mile North of Bashas on Navajo Route, Pinon, AZ 86510

Pinon Unified District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Gerae Peten
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-5
Web Address : www.pusdatasa.org
Phone Number : (928) 725-2201
Fax Number : (928) 725-2216
E-mail : gpeten@pusdatasa.org

Mission

Pinon Elementary School is committed to upholding the following:
I am responsible for
My attitude
My actions
My achievements
My aspirations.
My success tomorrow depends on my decisions today. Using these principles, I will continue to grow and learn.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Impl)
2004-05 Restructure(Plan)
2003-04 Corrective Action

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

School / Academic Goals

- To ensure that Pinon Elementary School design and deliver instructional programs to advance academic achievement of all students.
To promote and increase parental involvement by 30% in order to boost the social, emotional and academic growth of children.
To ensure that all students meet AYP in reading, writing, and math.

Enrollment

October 1, 2005 School Year Student Enrollment : 599
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Accelerated School Model
- Ü Dual Language Instruction
- Ü Special Education Preschool
- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü SEI/GLAD Instructional Strategies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Exhibiting child centered educational accountability: provide high quality instructional programs; Open Court and AR Reading, Project GLAD, Dual Language program; listen/respond to parent/community concerns and provide a safe school environment. The Elementary school is implementing the Accelerated Schools process for addressing school improvement.

Parents

Work in partnership with the school: communicate student achievement, self-esteem and community service. Actively participate and encourage student attendance, homework, visit classrooms, and attend parent conferences/meetings. The school celebrates completion of various tasks by recognizing student attendance, achievements, parent volunteer, etc.

Transportation Policy

Our minimum bus route is one and one-half miles. Our maximum bus route is 30 miles one way over unpaved roads. The roads are designated BIA routes. District boundaries include 616,042 acres. Eighty percent of bus routes are dirt roads.

School Honors

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

Award/Honor	Year
Ü 93 Students Were on the Honor Roll	2004
Ü 34 Students Were on the Principal's Honor Roll	2004
Ü 2nd Place Spelling Bee Chinle Agency Winner	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	80010	100	100	99	411	411	447	15	15	10	45	45	18	39	39	53	1	1	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	38935	100	100	99	411	411	447	14	14	9	41	41	19	45	45	55	NA	NA	17
Male	56	56	40974	100	100	98	410	410	448	16	16	11	48	48	18	34	34	52	2	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	99	99	3979	100	100	96	410	410	424	15	15	17	45	45	30	38	38	47	1	1	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	92	92	69849	100	100	100	413	413	451	11	11	7	47	47	17	41	41	56	1	1	19
Limited English Proficient Students	45	45	14013	100	100	97	403	403	413	18	18	24	53	53	34	27	27	39	2	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	93	93	39029	100	100	98	409	409	432	15	15	14	48	48	25	35	35	52	1	1	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79438	100	100	98	412	412	451	14	14	9	56	56	24	29	29	56	1	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	38775	100	100	99	423	423	457	7	7	7	50	50	22	41	41	58	2	2	13
Male	56	56	40560	100	100	97	404	404	446	20	20	12	61	61	25	20	20	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	99	99	3940	100	100	95	411	411	429	14	14	14	57	57	36	29	29	47	NA	NA	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	92	92	69850	100	100	100	415	415	456	12	12	7	55	55	23	32	32	59	1	1	12
Limited English Proficient Students	45	45	13856	100	100	96	394	394	407	24	24	27	62	62	43	13	13	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	93	93	38685	100	100	97	410	410	435	15	15	14	57	57	32	28	28	50	NA	NA	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	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	100	100	79971	100	100	99	370	370	423	20	20	8	52	52	41	28	28	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	38974	100	100	99	389	389	437	14	14	5	48	48	33	39	39	57	NA	NA	4
Male	56	56	40895	100	100	98	355	355	410	25	25	10	55	55	47	20	20	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	99	99	3995	100	100	96	369	369	409	20	20	10	53	53	47	27	27	42	NA	NA	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	92	92	69713	100	100	100	372	372	429	18	18	5	53	53	39	28	28	52	NA	NA	3
Limited English Proficient Students	45	45	13985	100	100	97	353	353	382	24	24	18	56	56	54	20	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	93	93	38994	100	100	98	369	369	409	20	20	10	52	52	47	28	28	41	NA	NA	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	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	110	110	80147	99	99	99	438	438	482	27	27	11	36	36	17	35	35	49	1	1	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	39281	100	100	99	435	435	483	38	38	9	29	29	17	31	31	50	2	2	24
Male	65	65	40780	98	98	98	440	440	482	20	20	12	42	42	17	38	38	48	NA	NA	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	110	110	4117	99	99	96	438	438	456	27	27	19	36	36	27	35	35	46	1	1	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	101	101	69852	100	100	100	440	440	488	24	24	7	39	39	16	37	37	51	1	1	26
Limited English Proficient Students	56	56	12722	100	100	97	425	425	441	38	38	27	39	39	33	23	23	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	99	99	38371	99	99	97	436	436	465	30	30	15	35	35	23	33	33	49	1	1	13
Non-Economically Disadvantaged	11	11	41776	100	100	100	452	452	498	NA	NA	6	45	45	11	55	55	49	NA	NA	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	110	110	79686	99	99	98	426	426	470	32	32	11	47	47	24	21	21	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	39163	100	100	99	434	434	475	24	24	9	51	51	22	24	24	60	NA	NA	10
Male	65	65	40438	98	98	97	421	421	465	37	37	13	45	45	25	18	18	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	110	110	4087	99	99	96	426	426	446	32	32	16	47	47	38	21	21	44	NA	NA	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	101	101	69878	100	100	100	428	428	475	29	29	8	49	49	23	23	23	61	NA	NA	9
Limited English Proficient Students	56	56	12594	100	100	96	410	410	422	50	50	34	39	39	45	11	11	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	99	99	38095	99	99	97	424	424	452	34	34	17	47	47	32	18	18	48	NA	NA	3
Non-Economically Disadvantaged	11	11	41591	100	100	99	449	449	486	9	9	6	45	45	16	45	45	65	NA	NA	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	110	110	80372	99	99	99	460	460	475	2	2	4	49	49	30	48	48	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	39452	100	100	99	468	468	488	2	2	3	36	36	22	60	60	72	2	2	3
Male	65	65	40836	98	98	98	455	455	464	2	2	6	58	58	37	40	40	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	110	110	4128	99	99	97	460	460	464	2	2	4	49	49	39	48	48	56	1	1	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	101	101	69846	100	100	100	465	465	482	NA	NA	3	49	49	26	50	50	69	1	1	2
Limited English Proficient Students	56	56	12747	100	100	97	452	452	432	NA	NA	12	59	59	52	41	41	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	99	99	38521	99	99	98	458	458	461	2	2	6	52	52	38	46	46	55	NA	NA	1
Non-Economically Disadvantaged	11	11	41851	100	100	100	476	476	489	NA	NA	3	27	27	22	64	64	72	9	9	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	107	107	79306	99	99	99	471	471	504	21	21	13	39	39	20	38	38	49	2	2	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38845	98	98	99	472	472	505	19	19	11	37	37	20	44	44	50	NA	NA	18
Male	55	55	40383	100	100	98	470	470	504	22	22	14	42	42	19	33	33	47	4	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	107	107	4034	99	99	97	471	471	479	21	21	22	39	39	29	38	38	43	2	2	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	10	10	10286	91	91	91	NA	NA	462	NA	NA	41	NA	NA	27	NA	NA	27	NA	NA	5
Students without Disabilities	97	97	69020	100	100	100	474	474	510	16	16	9	40	40	18	41	41	52	2	2	21
Limited English Proficient Students	38	38	10291	97	97	96	452	452	458	32	32	38	55	55	34	13	13	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	99	99	37437	98	98	97	470	470	486	20	20	19	39	39	26	39	39	46	1	1	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

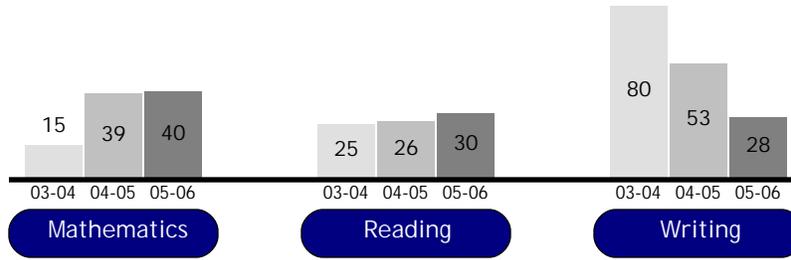
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79000	99	99	98	455	455	489	16	16	10	54	54	24	30	30	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38774	98	98	99	463	463	494	6	6	7	60	60	22	35	35	61	NA	NA	10
Male	55	55	40150	100	100	98	448	448	485	25	25	12	49	49	25	25	25	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	107	107	4016	99	99	96	455	455	467	16	16	14	54	54	37	30	30	46	NA	NA	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	10	10	9991	91	91	88	NA	NA	449	NA	NA	33	NA	NA	36	NA	NA	29	NA	NA	2
Students without Disabilities	97	97	69009	100	100	100	458	458	495	13	13	6	54	54	22	33	33	62	NA	NA	10
Limited English Proficient Students	38	38	10199	97	97	95	433	433	439	32	32	35	66	66	47	3	3	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	99	99	37234	98	98	97	455	455	472	15	15	15	58	58	33	27	27	50	NA	NA	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79611	99	99	99	448	448	496	17	17	7	49	49	37	35	35	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39016	98	98	99	479	479	511	10	10	4	37	37	29	54	54	66	NA	NA	1
Male	55	55	40519	100	100	98	419	419	482	24	24	10	60	60	44	16	16	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	107	107	3992	99	99	96	448	448	478	17	17	10	49	49	46	35	35	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	10	10	10664	91	91	94	NA	NA	440	NA	NA	23	NA	NA	54	NA	NA	22	NA	NA	1
Students without Disabilities	97	97	68947	100	100	100	453	453	504	15	15	4	48	48	34	36	36	61	NA	NA	1
Limited English Proficient Students	38	38	10362	97	97	97	420	420	438	21	21	22	63	63	57	16	16	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	99	99	37626	98	98	98	446	446	479	18	18	10	47	47	45	34	34	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

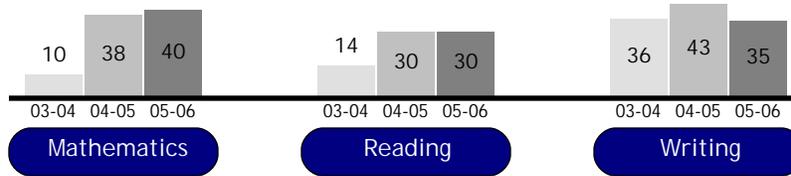
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	31	NA	58	95	30	30	47	100	28	28	46
	Language	92	14	14	50	95	35	35	47	100	32	32	48
	Mathematics	94	19	19	64	95	26	26	50	100	16	16	52
3	Reading	95	22	NA	55	98	21	21	44	98	20	20	46
	Language	100	30	30	61	98	22	22	44	98	18	18	46
	Mathematics	100	29	29	61	98	33	33	51	98	24	24	52
4	Reading	84	19	NA	56	98	27	27	48	98	20	20	52
	Language	90	22	22	52	98	29	29	49	98	22	22	52
	Mathematics	89	25	25	61	98	38	38	53	98	30	30	58
5	Reading	96	17	NA	55	96	25	25	50	98	30	30	56
	Language	100	21	21	49	96	21	21	50	98	21	21	54
	Mathematics	100	30	30	63	95	31	31	49	98	30	30	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/](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	46.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	7	0	0
4 to 6 years	3	6	0	0
7 to 9 years	3	8	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certification.	16
Percent of teachers in the school with Emergency/Provisional Certification	33%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Preschool Center
- Ü Diné Culture Class

Extracurricular Activities

- Ü District After School Tutoring Program
- Ü Student Council
- Ü In-School Intervention Tutoring Program

Social Services

- Ü Recreational Activities
- Ü Breakfast/Lunch Programs
- Ü Traditional Counseling
- Ü Parent Workshops

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü For school year 2004-05, the goal for all K-5 Teachers: All K-5 students will read at or above grade level by the end of school year.
  
- ü Curriculum are aligned with Arizona State Standards. Every child will know the standards they are taught.
  
- ü All K-5 students will achieve mastery in Math by the end of school year.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

Pinon Unified School District initiates, and continues the community involvement outreach program. The school works with seven surrounding communities and various tribal and state entities. Pinon Elementary Schools also supports and is involved in the D.A.R.E. Program, JrROTC and Futures for Children Program. These and other efforts focus on keeping our students in school in order to become high school graduates and on to becoming drug-free young adults.

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) :

4
---

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	Gerae Peten	(928) 725-2200
Transportation Policy	Reggie Tso	(928) 725-2120
Community Resources	Clark Etsitty	(928) 725-2210
School Nutrition Programs	Doris Begay	(928) 725-2103
Parent Organization	Laura Tsosie	(928) 725-2244
Student Health/Nurse	Josephine Mike	(928) 725-2214

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 603 Copies = \$234.00

\*\* 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.