



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1 Mile North of Pinon on Navajo Rte.41, 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	Performing

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

School Overview

Principal/Administrator : Mrs. Dorothy R. Yazzie  
 Schedule : 07:30 AM to 05:00 PM  
 Grades : 6-8  
 Web Address : www.pusdatasa.org  
 Phone Number : (928) 725-2310  
 Fax Number : (928) 725-2370  
 E-mail : dryazzie@pusdatasa.org

Mission

Pinon Accelerated Middle School's mission is to afford all students the maximum opportunity for high academic achievement in preparation for high school.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü 44% of our 8th grade students will meet AIMS Reading AMO by Spring'07. 49% of our 7th grade students will meet AIMS Reading AMO by Spring'07. 45% of our 6th grade students will meet AIMS Reading AMO by Spring'07.
- ü 34% of our 8th grade students will meet AIMS Math AMO by Spring'07. 57% of our 7th grade students will meet the AIMS Math AMO by Spring'07. 43% of our 6th grade students will meet the AIMS Math AMO by Spring'07.
- ü 61% of our 8th grade students will meet AIMS Writing AMO by Spring'07. 79% of our 7th grade students will meet AIMS Writing AMO by Spring'07. 92% of our 6th grade students will meet the AIMS Writing AMO by Spring'07.
- ü Our ELL students will meet the AMOA by Spring'07. Our special education subgroup will meet the AMO.

Enrollment

October 1, 2005 School Year Student Enrollment : 350  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- Ü Accelerated School Philosophy
- Ü Marzano's/SEI Teaching Strategies
- Ü SRA Corrective Reading Program
- Ü Connected Mathematics program
- Ü Study Island for AIMS Practice Test
- Ü Using NWEA Data to Guide Instruction
- Ü Inclusion
- Ü Peace Maker

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Powerschool training to access their child's grades and attendance. Parent notification letter on the status of school on AYP/AZLearns. Improve communication between home and school. Provide training in parenting skills, school improvement plan, and NCLB/AZLearns. Involvement in the development of ASIP and Accelerated School Reform implementation.

Parents

Parent will form a parent committee to provide input on behalf of parents and their child on school improvement needs. Parents will support the school in their children's learning by attending parent/teacher conferences, and Report Card Parties. They will be actively involved in their children's education by visiting the classes, assisting with homework, and knowing the student handbook content. Parents will attend parent skills classes and other training provided.

Transportation Policy

Student transportation is an extended privilege to students, and is not a statutory requirement except for necessary transportation of handicapped students as indicated in their IEP. Students will comply with the bus riding rules to ensure their safety and well-being for all.

School Honors

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

Award/Honor	Year
Ü Discovery Channel Young Scientist placement	2006
Ü Northern Arizona Science Fair Winners - 1st & 2nd Place	2005
Ü Poetry Writing Winner	2003

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	117	79327	98	98	98	470	470	518	41	41	19	36	36	20	23	23	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38961	98	98	98	474	474	520	39	39	16	38	38	20	23	23	48	NA	NA	16
Male	61	61	40295	98	98	97	466	466	516	43	43	21	34	34	19	23	23	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	117	117	4391	98	98	96	470	470	489	41	41	32	36	36	27	23	23	36	NA	NA	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	12	12	9321	86	86	87	433	433	467	75	75	54	8	8	22	17	17	21	NA	NA	3
Students without Disabilities	105	105	70006	100	100	100	473	473	524	37	37	14	39	39	19	24	24	49	NA	NA	18
Limited English Proficient Students	43	43	9431	100	100	95	447	447	466	65	65	53	26	26	27	9	9	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	107	107	37097	98	98	97	469	469	498	41	41	27	36	36	25	23	23	41	NA	NA	7
Non-Economically Disadvantaged	10	10	42230	100	100	99	NA	NA	535	NA	NA	11	NA	NA	15	NA	NA	50	NA	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	117	79501	98	98	98	457	457	497	20	20	10	56	56	25	25	25	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39062	98	98	99	463	463	502	11	11	8	61	61	23	29	29	64	NA	NA	5
Male	61	61	40368	98	98	98	451	451	491	28	28	13	51	51	27	21	21	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	117	117	4401	98	98	96	457	457	473	20	20	17	56	56	40	25	25	43	NA	NA	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	12	12	9411	86	86	88	428	428	453	58	58	36	17	17	36	25	25	26	NA	NA	1
Students without Disabilities	105	105	70090	100	100	100	460	460	502	15	15	7	60	60	24	25	25	65	NA	NA	5
Limited English Proficient Students	43	43	9401	100	100	94	436	436	443	42	42	40	51	51	46	7	7	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	107	107	37183	98	98	97	457	457	479	21	21	16	54	54	34	25	25	49	NA	NA	1
Non-Economically Disadvantaged	10	10	42318	100	100	99	NA	NA	513	NA	NA	5	NA	NA	17	NA	NA	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	116	80000	97	97	99	539	539	564	7	7	3	11	11	11	82	82	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39288	98	98	99	556	556	579	9	9	2	2	2	6	89	89	77	NA	NA	16
Male	60	60	40644	97	97	98	523	523	549	5	5	4	20	20	15	75	75	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	116	116	4424	97	97	97	539	539	549	7	7	3	11	11	14	82	82	77	NA	NA	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	12	12	9919	86	86	93	467	467	505	25	25	9	33	33	35	42	42	54	NA	NA	2
Students without Disabilities	104	104	70081	99	99	100	545	545	571	5	5	2	9	9	7	87	87	79	NA	NA	12
Limited English Proficient Students	43	43	9571	100	100	96	497	497	502	16	16	10	23	23	29	60	60	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	106	106	37534	97	97	98	538	538	547	8	8	4	11	11	15	81	81	76	NA	NA	5
Non-Economically Disadvantaged	10	10	42466	100	100	100	NA	NA	578	NA	NA	2	NA	NA	7	NA	NA	75	NA	NA	16

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

7th 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	124	124	78546	97	97	97	512	512	543	29	29	15	23	23	18	47	47	52	2	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	62	38645	97	97	98	519	519	545	24	24	13	19	19	18	56	56	54	NA	NA	15
Male	62	62	39792	97	97	97	505	505	542	34	34	17	26	26	17	37	37	50	3	3	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	122	122	4689	97	97	95	511	511	515	29	29	28	23	23	25	48	48	43	1	1	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	117	117	70453	100	100	100	515	515	549	26	26	11	24	24	17	49	49	56	2	2	16
Limited English Proficient Students	54	54	9323	95	95	94	486	486	491	57	57	47	19	19	28	24	24	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	115	115	34694	96	96	96	512	512	524	28	28	23	23	23	23	48	48	48	2	2	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

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	129	129	79045	100	100	98	476	476	512	22	22	10	46	46	25	32	32	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	38860	100	100	98	484	484	519	17	17	7	39	39	22	44	44	62	NA	NA	8
Male	65	65	40075	100	100	97	468	468	505	26	26	12	52	52	28	20	20	54	2	2	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	127	127	4719	100	100	96	474	474	489	22	22	15	46	46	39	31	31	45	NA	NA	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	12	12	8552	100	100	87	430	430	463	83	83	35	17	17	40	NA	NA	23	NA	NA	1
Students without Disabilities	117	117	70493	100	100	100	481	481	517	15	15	7	49	49	24	35	35	62	1	1	8
Limited English Proficient Students	57	57	9355	100	100	95	449	449	456	42	42	37	56	56	48	2	2	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	120	120	34922	100	100	96	474	474	493	23	23	15	48	48	34	29	29	48	1	1	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	126	79657	98	98	99	518	518	566	8	8	3	23	23	8	69	69	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	64	39120	100	100	99	539	539	580	5	5	2	11	11	4	84	84	92	NA	NA	2
Male	62	62	40423	97	97	98	497	497	553	11	11	5	35	35	12	53	53	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	124	124	4760	98	98	97	517	517	547	8	8	5	23	23	14	69	69	81	NA	NA	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	11	11	9069	92	92	92	440	440	508	18	18	11	64	64	30	18	18	58	NA	NA	1
Students without Disabilities	115	115	70588	99	99	100	526	526	573	7	7	2	19	19	5	74	74	91	NA	NA	1
Limited English Proficient Students	54	54	9521	95	95	96	472	472	507	17	17	13	39	39	24	44	44	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	117	117	35341	98	98	97	516	516	551	8	8	5	25	25	12	68	68	83	NA	NA	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

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	114	114	78400	98	98	97	515	515	554	46	46	21	30	30	19	23	23	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38686	98	98	98	514	514	554	46	46	20	28	28	20	26	26	49	NA	NA	12
Male	64	64	39636	98	98	96	516	516	554	45	45	23	31	31	18	20	20	46	3	3	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	113	113	4536	98	98	95	513	513	528	46	46	35	30	30	25	23	23	37	1	1	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	108	108	70560	100	100	99	516	516	560	44	44	17	31	31	19	23	23	50	2	2	14
Limited English Proficient Students	52	52	8956	95	95	95	495	495	502	67	67	56	23	23	25	10	10	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	109	109	33014	97	97	95	515	515	534	47	47	31	28	28	24	23	23	40	2	2	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

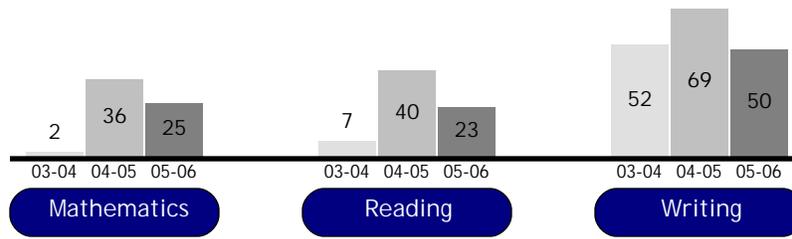
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	79179	99	99	98	473	473	519	26	26	11	50	50	27	23	23	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38974	98	98	99	482	482	524	14	14	8	58	58	25	28	28	61	NA	NA	5
Male	65	65	40124	100	100	97	467	467	513	35	35	13	45	45	28	20	20	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	114	114	4573	99	99	96	472	472	494	26	26	16	51	51	41	23	23	42	NA	NA	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	109	109	70612	100	100	99	475	475	524	23	23	7	52	52	25	25	25	62	NA	NA	5
Limited English Proficient Students	53	53	9013	96	96	95	456	456	461	40	40	40	57	57	48	4	4	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	110	110	33345	98	98	96	472	472	499	27	27	17	50	50	36	23	23	46	NA	NA	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	117	79734	100	100	99	511	511	554	6	6	3	44	44	19	50	50	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39243	100	100	99	518	518	568	6	6	2	33	33	12	61	61	85	NA	NA	1
Male	66	66	40413	100	100	98	505	505	541	6	6	4	52	52	26	42	42	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	116	116	4613	100	100	97	509	509	535	6	6	4	44	44	29	50	50	67	NA	NA	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	109	109	70791	100	100	100	515	515	561	4	4	2	43	43	15	53	53	83	NA	NA	0
Limited English Proficient Students	55	55	9138	100	100	97	493	493	492	7	7	13	53	53	46	40	40	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	112	112	33718	100	100	97	510	510	538	6	6	5	44	44	26	50	50	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	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)

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?	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
6	Reading	89	22	NA	56	93	32	32	51	96	27	27	56
	Language	92	13	13	48	93	30	30	47	96	21	21	50
	Mathematics	91	26	25	66	93	34	34	52	96	27	27	58
7	Reading	91	17	NA	54	100	30	30	50	100	22	22	54
	Language	95	24	24	58	100	31	31	52	100	30	30	58
	Mathematics	94	28	27	62	100	27	27	50	97	34	34	54
8	Reading	96	23	NA	55	100	36	36	51	97	30	30	58
	Language	99	20	18	52	100	38	38	50	99	28	28	56
	Mathematics	99	27	25	61	100	33	33	53	97	28	28	58

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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Raising Student Academic Achievement
- Ü SBR Instructional Skills and Strategies
- Ü Parent/Educator Relations
- Ü Student Management/Relations/Discipline
- Ü Attendance
- Ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	NC

Resources Available at School Site

Special Facilities

- Ü Media/Library
- Ü Computer Lab
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü 21st Century After School Activities
- Ü Middle School Athletic Program
- Ü Science Fairs
- Ü 8th Grade Class Activities
- Ü Supplemental Education Services

Social Services

- Ü Counseling Services
- Ü IHS Health & Mental Health Services
- Ü TANNF/Work Force Program
- Ü NPC Adult Education
- Ü Social Services/Child Protection
- Ü Student Dental Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our students meet the AYP standards in math in 6,7 and 8th grade levels.
  
- ü One of our student placed in Discovery Channel Young Scientist Challenge Fair. He is now attending a private high school in Michigan with a full scholarship, and a celebrity making speeches across U.S.
  
- ü 10 of our students placed in 1st, 2nd and 3rd in Northern Arizona Regional Science & Engineering Fair.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	74	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

We will continue to focus on drug, gang, and violent prevention education with students and parents. We continue the implementation of Code Black/Lock Down for gun/weapon related incidents. We have implemented the District/Communities Emergency Response Management system. We are implementing the Peace Maker program for student discipline.

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) :

42
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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	Dorothy R. Yazzie	(928) 725-2300
Transportation Policy	Tommy McCabe	(928) 725-2120
Community Resources	Kee Gonnie, Jr.	(928) 725-2312
School Nutrition Programs	Donald Chee	(928) 725-2316
Parent Organization	Kee Gonnie Jr.	(928) 725-2312
Student Health/Nurse	Katherine Reynolds	(928) 725-2314

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).

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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.