



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1797 E La Entrada, Bullhead City, AZ 86426

Mohave Valley 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 LEARNS<sup>1</sup>

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.

School Overview

Principal/Administrator : Mr. David E. Berard  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address :  
 Phone Number : (928) 704-3600  
 Fax Number : (928) 704-3663  
 E-mail : berardd@mvesd16.org

Mission

Camp Mohave Elementary School's mission is to provide a safe, positive and creative atmosphere, which offers the best possible educational opportunities to the students we serve.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Schoolwide scores on the Terra Nova portion of the dual purpose test will increase by 3 percentile points over the previous year in the subtest areas of math, reading and language arts.
- ü Communication lines between the school and homes will increase to four times a week in grades three through six with the use of our school agendas.
- ü Teachers will make available a list of grade level academic standards for parents to take home to review, enabling them to be knowledgeable of what is being taught and what they may do to assist the child at home.
- ü Increase communication between Principal, office personnel and teachers.

Enrollment

October 1, 2005 School Year Student Enrollment : 399  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü Computer-based Instruction--Reading/Math
- ü Half-day Kindergarten Program
- ü ESL Instruction
- ü School-to-Work
- ü Four days a week four week summer school
- ü Character Education
- ü Accelerated Reader
- ü Accelerated Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	7/24/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide a learning program appropriate to the child's age and academic level; enhance the self-image through a learning environment that provides positive encouragement; provide for the safety, health and welfare of the student.

Parents

Parental responsibilities of students enrolled in Camp Mohave School include encouraging students to take maximum advantage of educational opportunities and seek to achieve a meaningful education, promote regular student attendance.

Transportation Policy

Students residing beyond one mile of the school are provided bus services to and from school. With the exception of the students who live under a mile away, but would have to cross a major street or highway are bussed. Students are expected to follow all of the Governing Board's approved bus riding rules.

School Honors

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

Award/Honor	Year
ü Bring Up Grades Successfully	2006
ü Students of the Month	2006
ü Students of the Year	2006

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	49	186	80010	100	95	99	440	451	447	2	4	10	27	19	18	59	61	53	12	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	101	38935	100	98	99	441	451	447	NA	3	9	30	18	19	52	62	55	17	17	17
Male	26	85	40974	100	91	98	438	449	448	4	6	11	23	20	18	65	59	52	8	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	13	33	34545	100	94	99	423	442	432	8	3	14	38	24	24	46	64	53	8	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	10	3979	--	91	96	--	NA	424	--	NA	17	--	NA	30	--	NA	47	--	NA	6
White	34	135	35142	100	95	99	447	455	465	NA	4	5	21	16	11	65	61	56	15	19	28
Students with Disabilities	NC	23	10161	NC	72	93	NC	438	419	NC	17	28	NC	26	28	NC	43	36	NC	13	8
Students without Disabilities	41	163	69849	100	99	100	439	452	451	2	2	7	27	18	17	59	63	56	12	17	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	23	107	39029	100	92	98	429	440	432	4	7	14	35	24	25	48	59	52	13	10	9
Non-Economically Disadvantaged	26	79	40981	100	99	100	449	464	462	NA	1	6	19	11	13	69	63	54	12	24	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	49	185	79438	100	94	98	447	460	451	6	6	9	35	21	24	51	62	56	8	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	100	38775	100	97	99	458	467	457	4	6	7	26	15	22	57	67	58	13	12	13
Male	26	85	40560	100	91	97	438	452	446	8	6	12	42	28	25	46	56	54	4	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	13	33	34297	100	94	98	424	447	434	15	9	14	38	27	31	46	58	50	NA	6	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	10	3940	--	91	95	--	NA	429	--	NA	14	--	NA	36	--	NA	47	--	NA	3
White	34	134	34887	100	94	98	457	466	471	3	5	4	32	17	15	53	66	63	12	12	18
Students with Disabilities	NC	22	9588	NC	69	88	NC	434	416	NC	18	30	NC	27	32	NC	50	34	NC	5	5
Students without Disabilities	41	163	69850	100	99	100	450	463	456	7	4	7	34	20	23	49	64	59	10	12	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	23	106	38685	100	91	97	430	448	435	13	8	14	43	28	32	39	58	50	4	6	5
Non-Economically Disadvantaged	26	79	40753	100	99	99	462	476	467	NA	4	5	27	11	16	62	67	62	12	18	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	49	190	79971	100	97	99	424	432	423	8	9	8	41	33	41	47	53	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	102	38974	100	99	99	454	449	437	4	7	5	22	23	33	65	64	57	9	7	4
Male	26	88	40895	100	95	98	397	413	410	12	13	10	58	45	47	31	41	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	13	34	34481	100	97	99	401	414	410	15	12	10	38	35	46	46	50	43	NA	3	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	10	3995	--	91	96	--	NA	409	--	NA	10	--	NA	47	--	NA	42	--	NA	1
White	34	139	35150	100	98	99	432	436	437	6	9	5	41	34	35	47	53	56	6	4	5
Students with Disabilities	NC	28	10258	NC	88	94	NC	391	377	NC	29	23	NC	46	51	NC	25	25	NC	NA	1
Students without Disabilities	41	162	69713	100	99	100	426	439	429	10	6	5	34	31	39	51	58	52	5	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	23	110	38994	100	95	98	411	420	409	13	13	10	43	36	47	43	50	41	NA	1	1
Non-Economically Disadvantaged	26	80	40977	100	100	100	434	449	437	4	5	5	38	29	34	50	58	56	8	9	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	68	224	80147	100	98	99	464	472	482	13	10	11	22	18	17	56	60	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	111	39281	100	98	99	465	474	483	16	11	9	19	15	17	56	59	50	9	14	24
Male	36	113	40780	100	98	98	464	469	482	11	10	12	25	21	17	56	61	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	22	57	33494	100	100	99	459	463	466	9	14	15	27	21	23	64	60	49	NA	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	12	4117	--	92	96	--	446	456	--	8	19	--	42	27	--	50	46	--	NA	8
White	43	146	36122	98	98	99	468	478	501	16	10	5	16	14	10	53	62	50	14	15	35
Students with Disabilities	NC	25	10295	NC	86	92	NC	435	443	NC	32	33	NC	36	26	NC	32	33	NC	NA	8
Students without Disabilities	63	199	69852	100	100	100	466	476	488	13	8	7	22	16	16	56	64	51	10	13	26
Limited English Proficient Students	NC	13	12722	NC	100	97	NC	419	441	NC	46	27	NC	31	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	115	38371	97	97	97	455	458	465	14	15	15	28	23	23	55	56	49	3	6	13
Non-Economically Disadvantaged	39	109	41776	100	100	100	471	486	498	13	6	6	18	13	11	56	65	49	13	17	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	68	221	79686	100	97	98	462	467	470	12	10	11	28	28	24	54	52	57	6	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	108	39163	100	96	99	464	471	475	9	6	9	25	29	22	66	57	60	NA	8	10
Male	36	113	40438	100	98	97	460	463	465	14	15	13	31	27	25	44	48	54	11	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	22	56	33299	100	98	98	460	456	452	14	16	17	27	29	32	50	50	47	9	5	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	12	4087	--	92	96	--	439	446	--	NA	16	--	75	38	--	25	44	--	NA	2
White	43	144	35914	98	97	98	464	475	489	12	10	5	26	21	15	58	58	67	5	12	14
Students with Disabilities	NC	23	9808	NC	79	87	NC	423	432	NC	35	35	NC	43	32	NC	22	30	NC	NA	3
Students without Disabilities	63	198	69878	100	99	100	465	471	475	10	8	8	27	26	23	57	56	61	6	10	9
Limited English Proficient Students	NC	12	12594	NC	92	96	NC	405	422	NC	50	34	NC	33	45	NC	17	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	29	112	38095	97	94	97	456	455	452	10	13	17	34	37	32	52	46	48	3	4	3
Non-Economically Disadvantaged	39	109	41591	100	100	99	466	479	486	13	8	6	23	19	16	56	59	65	8	14	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	67	225	80372	99	99	99	436	458	475	12	7	4	48	40	30	40	53	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	113	39452	100	100	99	431	461	488	19	10	3	41	30	22	41	59	72	NA	1	3
Male	35	112	40836	97	97	98	441	455	464	6	4	6	54	49	37	40	46	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	22	56	33608	100	98	99	420	446	462	18	9	6	50	43	36	32	48	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	13	4128	--	100	97	--	439	464	--	8	4	--	54	39	--	38	56	--	NA	1
White	42	147	36213	95	99	99	442	464	489	10	7	2	48	37	22	43	56	72	NA	1	3
Students with Disabilities	NC	28	10526	NC	97	94	NC	406	427	NC	21	15	NC	64	53	NC	14	31	NC	NA	1
Students without Disabilities	62	197	69846	98	99	100	438	465	482	11	5	3	45	36	26	44	58	69	NA	1	2
Limited English Proficient Students	NC	12	12747	NC	92	97	NC	397	432	NC	25	12	NC	67	52	NC	8	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	28	115	38521	93	97	98	432	449	461	14	9	6	50	43	38	36	49	55	NA	NA	1
Non-Economically Disadvantaged	39	110	41851	100	100	100	439	467	489	10	5	3	46	36	22	44	57	72	NA	1	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	212	79306	100	100	99	501	495	504	5	11	13	33	31	20	49	45	49	13	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	104	38845	100	100	99	504	495	505	3	12	11	33	31	20	47	46	50	17	12	18
Male	25	108	40383	100	99	98	499	494	504	8	10	14	32	31	19	52	44	47	8	14	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	NC	42	32673	NC	100	99	NC	488	487	NC	5	18	NC	43	25	NC	50	46	NC	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	17	4034	NC	94	97	NC	451	479	NC	41	22	NC	35	29	NC	24	43	NC	NA	7
White	42	144	36234	100	100	99	503	501	523	7	10	6	29	26	13	50	47	52	14	17	28
Students with Disabilities	NC	31	10286	NC	97	91	NC	462	462	NC	35	41	NC	42	27	NC	16	27	NC	6	5
Students without Disabilities	48	181	69020	100	100	100	505	500	510	4	7	9	31	29	18	50	50	52	15	14	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	12	90	37437	100	97	97	474	486	486	25	13	19	50	37	26	17	40	46	8	10	9
Non-Economically Disadvantaged	43	122	41869	100	100	100	509	501	521	NA	9	7	28	27	14	58	49	51	14	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	55	210	79000	100	99	98	479	483	489	13	8	10	35	34	24	45	52	58	7	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	103	38774	100	100	99	484	487	494	7	4	7	43	35	22	40	54	61	10	7	10
Male	25	107	40150	100	98	98	474	480	485	20	11	12	24	34	25	52	50	55	4	6	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	NC	42	32508	NC	100	99	NC	469	472	NC	10	15	NC	40	33	NC	50	49	NC	NA	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	17	4016	NC	94	96	NC	458	467	NC	24	14	NC	41	37	NC	35	46	NC	NA	2
White	42	142	36135	100	99	98	487	491	508	5	5	4	38	32	14	48	54	67	10	9	15
Students with Disabilities	NC	29	9991	NC	91	88	NC	452	449	NC	21	33	NC	52	36	NC	28	29	NC	NA	2
Students without Disabilities	48	181	69009	100	100	100	484	488	495	8	6	6	35	31	22	48	56	62	8	7	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	12	90	37234	100	97	97	453	476	472	25	7	15	58	43	33	17	49	50	NA	1	3
Non-Economically Disadvantaged	43	120	41766	100	100	99	487	489	505	9	8	5	28	28	16	53	54	65	9	10	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	55	212	79611	100	100	99	463	476	496	15	11	7	55	50	37	31	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	104	39016	100	100	99	480	493	511	3	4	4	50	41	29	47	55	66	NA	NA	1
Male	25	108	40519	100	99	98	444	459	482	28	18	10	60	59	44	12	23	46	NA	NA	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	NC	42	32855	NC	100	99	NC	469	481	NC	12	10	NC	50	43	NC	38	47	NC	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	16	3992	NC	89	96	NC	456	478	NC	19	10	NC	69	46	NC	13	44	NC	NA	0
White	42	145	36380	100	100	99	472	480	511	12	10	4	52	48	30	36	42	65	NA	NA	1
Students with Disabilities	NC	32	10664	NC	100	94	NC	441	440	NC	34	23	NC	44	54	NC	22	22	NC	NA	1
Students without Disabilities	48	180	68947	100	100	100	469	482	504	13	7	4	52	52	34	35	42	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	90	37626	100	97	98	458	471	479	25	14	10	50	51	45	25	34	45	NA	NA	0
Non-Economically Disadvantaged	43	122	41985	100	100	100	465	480	511	12	8	4	56	50	30	33	42	65	NA	NA	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	217	79327	100	100	98	536	520	518	5	13	19	12	22	20	65	52	46	18	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	112	38961	100	100	98	536	523	520	3	7	16	6	19	20	80	65	48	11	9	16
Male	31	105	40295	100	99	97	537	516	516	6	19	21	19	25	19	48	37	44	26	19	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	40	32327	NC	100	98	NC	506	499	NC	20	27	NC	25	25	NC	43	41	NC	13	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	13	4391	--	100	96	--	484	489	--	46	32	--	15	27	--	31	36	--	8	4
White	56	161	36373	100	99	98	543	527	538	NA	8	10	11	20	14	70	57	52	20	15	25
Students with Disabilities	NC	26	9321	NC	100	87	NC	467	467	NC	62	54	NC	19	22	NC	19	21	NC	NA	3
Students without Disabilities	63	191	70006	100	99	100	538	527	524	5	6	14	10	22	19	67	56	49	19	16	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	92	37097	100	99	97	526	504	498	7	21	27	NA	24	25	87	47	41	7	9	7
Non-Economically Disadvantaged	51	125	42230	100	100	99	539	531	535	4	7	11	16	20	15	59	55	50	22	18	24

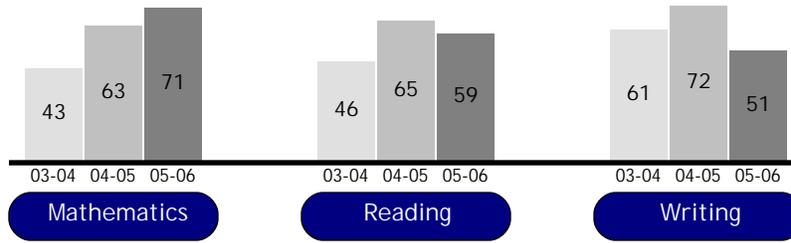
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	217	79501	100	100	98	508	498	497	6	7	10	15	29	25	74	61	60	5	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	112	39062	100	100	99	513	505	502	6	5	8	14	26	23	71	63	64	9	6	5
Male	31	105	40368	100	99	98	502	490	491	6	9	13	16	31	27	77	60	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	40	32389	NC	100	98	NC	480	478	NC	20	16	NC	28	34	NC	53	48	NC	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	13	4401	--	100	96	--	478	473	--	15	17	--	46	40	--	38	43	--	NA	1
White	56	161	36446	100	99	99	514	504	516	2	3	4	14	27	15	79	65	73	5	4	7
Students with Disabilities	NC	26	9411	NC	100	88	NC	456	453	NC	27	36	NC	58	36	NC	12	26	NC	4	1
Students without Disabilities	63	191	70090	100	99	100	509	504	502	3	4	7	16	25	24	78	68	65	3	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	15	92	37183	100	99	97	504	485	479	7	12	16	20	38	34	73	50	49	NA	NA	1
Non-Economically Disadvantaged	51	125	42318	100	100	99	509	507	513	6	3	5	14	22	17	75	70	70	6	6	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	66	217	80000	100	100	99	567	541	564	2	5	3	6	14	11	86	76	75	6	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	112	39288	100	100	99	577	554	579	3	4	2	NA	6	6	89	83	77	9	6	16
Male	31	105	40644	100	99	98	554	527	549	NA	5	4	13	23	15	84	70	74	3	3	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	40	32672	NC	100	99	NC	503	548	NC	18	4	NC	18	14	NC	63	76	NC	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	13	4424	--	100	97	--	523	549	--	8	3	--	15	14	--	77	77	--	NA	5
White	56	161	36602	100	99	99	575	551	579	NA	1	2	4	14	7	89	80	75	7	5	16
Students with Disabilities	NC	26	9919	NC	100	93	NC	489	505	NC	4	9	NC	50	35	NC	46	54	NC	NA	2
Students without Disabilities	63	191	70081	100	99	100	568	548	571	2	5	2	5	9	7	87	81	79	6	5	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	15	92	37534	100	99	98	571	523	547	NA	8	4	7	18	15	93	72	76	NA	2	5
Non-Economically Disadvantaged	51	125	42466	100	100	100	565	554	578	2	2	2	6	11	7	84	80	75	8	6	16

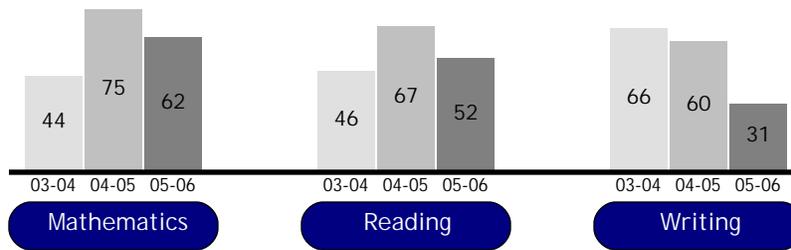
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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?	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	100	55	NA	58	90	47	55	47	100	48	50	46
	Language	100	32	41	50	90	54	61	47	100	58	50	48
	Mathematics	100	48	56	64	90	45	58	50	100	46	54	52
3	Reading	100	38	NA	55	100	45	46	44	100	41	50	46
	Language	100	37	48	61	100	43	44	44	100	43	50	46
	Mathematics	100	44	57	61	100	44	47	51	100	43	54	52
4	Reading	100	52	NA	56	98	46	46	48	100	44	48	52
	Language	100	44	45	52	98	46	46	49	100	44	48	52
	Mathematics	100	61	59	61	98	53	50	53	100	48	52	58
5	Reading	98	56	NA	55	99	51	49	50	100	52	54	56
	Language	98	50	36	49	99	47	47	50	100	46	48	54
	Mathematics	98	56	47	63	99	53	48	49	100	50	46	52
6	Reading	100	47	NA	56	98	51	47	51	100	63	54	56
	Language	100	37	42	48	98	51	45	47	100	59	50	50
	Mathematics	100	52	59	66	98	59	50	52	100	75	61	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Truancy/Attendance
- Ü Student Handbook/Agenda
- Ü Safe Schools
- Ü Academic Standards
- Ü Technology
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü A Bank of Ten Computers in the Library
- Ü Five Computers in each 3rd-6th Grade
- Ü Three Computers in each 1st & 2nd Grade

Extracurricular Activities

- Ü Interamural Sports (Grades 5 & 6)
- Ü Homework Club (Grades 1-6)
- Ü Drama Club
- Ü Art Primary
- Ü Art Intermediate
- Ü Newspaper Club
- Ü 4th-6th Grade Band
- Ü Choir

Social Services

- Ü Breakfast Program
- Ü Recreational Activities
- Ü Parenting & Grandparenting Assistance
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Goal #1, bring the Terra Nova portion of the Dual Purpose Achievement Test scores up 3% points in Math, Reading and Language Arts, goal was accomplished.

ü Goal #2, Parent/Teacher contact at least four times a week, was accomplished in grades Kindergarten through six.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	84	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

Our alternative school, Kin. through 6th grade, is open. The administration developed the guidelines for admitting students into our alternative schools. A Crisis Emergency Plan has been implemented and distributed to staff members.

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) :

1
---

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	David E. Berard	(928) 704-3600
Transportation Policy	Steve Novak	(928) 768-8700
Community Resources	Mohave Mental Health	(928) 758-5905
School Nutrition Programs	Mrs. Pendry	(928) 768-2211
Parent Organization	Mrs. Sanger	(928) 704-3600
Student Health/Nurse	Mrs. Brodbeck	(928) 704-3600

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 60 Copies = \$23.00

\*\* 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.