

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16500 E Hwy 66, Peach Springs, AZ 86434

Peach Springs 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Eugene F. Thomas
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-12
 Web Address :
 Phone Number : (928) 769-2202
 Fax Number : (928) 769-2412
 E-mail : genethomas@psusd.k12.az.us

Mission

We the community of Music Mountain Junior/Senior High School, believe that education is the most important key to our students' success. Students will: Demonstrate both academic and personal growth; demonstrate the skills of lifelong learners.

School / Academic Goals

- ü All students will continue to show one year of academic growth in reading and writing, and score at/or above the 50th percentile on the Stanford 9 Achievement Test.
- ü The structure and community of Music Mountain will be enhanced through the implementation of school improvement and accreditation processes.

Enrollment

October 1, 2005 School Year Student Enrollment : 67
 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 AZ Standards and Performance Objectives
- ü Student Achievement--AZ Standards-based
- ü Life Skills Program
- ü Alternative Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school's commitment to parents will include positive lines of communication between school/all parents; create opportunity for parents to volunteer; keep parents informed of school activities; help parents feel welcome at school.

Parents

The school believes that the parents' responsibilities include providing encouragement and a place at home to study; having the student in school every day unless ill; supporting their children for student success at school.

Transportation Policy

All students living within the district boundaries will be provided transportation to and from school daily. Extracurricular busing will be provided for students involved in after school activities.

School Honors

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

Award/Honor	Year
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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	20	60	78546	95	100	97	498	504	543	45	30	15	20	37	18	35	33	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	30	38645	100	100	98	NA	515	545	NA	20	13	NA	33	18	NA	47	54	NA	NA	15
Male	10	30	39792	91	100	97	NA	493	542	NA	40	17	NA	40	17	NA	20	50	NA	NA	15
African American	--	NC	4205	--	NC	97	--	NC	524	--	NC	22	--	NC	22	--	NC	49	--	NC	7
Hispanic	--	NC	31177	--	NC	97	--	NC	524	--	NC	22	--	NC	23	--	NC	48	--	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	19	46	4689	95	100	95	500	499	515	42	33	28	21	39	25	37	28	43	NA	NA	4
White	NC	11	36450	NC	100	97	NC	523	563	NC	18	7	NC	27	12	NC	55	57	NC	NA	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	14	53	70453	93	100	100	514	508	549	29	25	11	21	38	17	50	38	56	NA	NA	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	17	25	34694	94	100	96	498	504	524	47	40	23	18	20	23	35	40	48	NA	NA	7
Non-Economically Disadvantaged	NC	35	43852	NC	100	99	NC	503	559	NC	23	10	NC	49	13	NC	29	56	NC	NA	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	18	58	79045	86	100	98	492	486	512	6	12	10	56	45	25	39	43	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	30	38860	100	100	98	NA	498	519	NA	10	7	NA	30	22	NA	60	62	NA	NA	8
Male	NC	28	40075	NC	100	97	NC	473	505	NC	14	12	NC	61	28	NC	25	54	NC	NA	6
African American	--	NC	4250	--	NC	98	--	NC	500	--	NC	12	--	NC	31	--	NC	54	--	NC	3
Hispanic	--	NC	31314	--	NC	98	--	NC	493	--	NC	16	--	NC	34	--	NC	48	--	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	18	45	4719	90	100	96	492	481	489	6	11	15	56	56	39	39	33	45	NA	NA	2
White	--	10	36730	--	100	98	--	NA	532	--	NA	4	--	NA	16	--	NA	68	--	NA	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	13	52	70493	87	100	100	504	488	517	NA	12	7	54	44	24	46	44	62	NA	NA	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	15	23	34922	83	100	96	489	483	493	7	13	15	60	48	34	33	39	48	NA	NA	3
Non-Economically Disadvantaged	NC	35	44123	NC	100	99	NC	488	527	NC	11	6	NC	43	18	NC	46	66	NC	NA	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	20	60	79657	95	100	99	524	551	566	10	3	3	20	12	8	70	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	30	39120	100	100	99	NA	567	580	NA	3	2	NA	7	4	NA	90	92	NA	NA	2
Male	10	30	40423	91	100	98	NA	534	553	NA	3	5	NA	17	12	NA	80	83	NA	NA	1
African American	--	NC	4290	--	NC	99	--	NC	560	--	NC	4	--	NC	9	--	NC	86	--	NC	1
Hispanic	--	NC	31642	--	NC	99	--	NC	552	--	NC	5	--	NC	11	--	NC	84	--	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	19	46	4760	95	100	97	537	551	547	5	2	5	21	11	14	74	87	81	NA	NA	0
White	NC	11	36929	NC	100	99	NC	540	579	NC	9	2	NC	18	5	NC	73	91	NC	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	14	53	70588	93	100	100	557	562	573	NA	NA	2	14	9	5	86	91	91	NA	NA	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	17	25	35341	94	100	97	514	528	551	12	8	5	18	12	12	71	80	83	NA	NA	0
Non-Economically Disadvantaged	NC	35	44316	NC	100	100	NC	567	578	NC	NA	2	NC	11	5	NC	89	90	NC	NA	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	12	57	78400	92	100	97	469	509	554	100	54	21	NA	25	19	NA	21	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	23	38686	NC	100	98	NC	516	554	NC	48	20	NC	26	20	NC	26	49	NC	NA	12
Male	NC	34	39636	NC	100	96	NC	505	554	NC	59	23	NC	24	18	NC	18	46	NC	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	NC	30732	--	NC	97	--	NC	534	--	NC	31	--	NC	24	--	NC	40	--	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	12	40	4536	92	100	95	469	498	528	100	60	35	NA	33	25	NA	8	37	NA	NA	4
White	--	15	37038	--	NA	97	--	537	575	--	40	11	--	7	14	--	53	56	--	NA	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	NC	49	70560	NC	100	99	NC	515	560	NC	51	17	NC	24	19	NC	24	50	NC	NA	14
Limited English Proficient Students	NC	15	8956	NC	NA	95	NC	495	502	NC	67	56	NC	33	25	NC	NA	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	10	24	33014	83	100	95	NA	501	534	NA	54	31	NA	33	24	NA	13	40	NA	NA	5
Non-Economically Disadvantaged	NC	33	45386	NC	330	99	NC	516	569	NC	55	15	NC	18	15	NC	27	52	NC	NA	18

0

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	12	57	79179	92	100	98	444	480	519	50	26	11	50	47	27	NA	25	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	23	38974	NC	100	99	NC	492	524	NC	22	8	NC	48	25	NC	26	61	NC	4	5
Male	NC	34	40124	NC	100	97	NC	472	513	NC	29	13	NC	47	28	NC	24	54	NC	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	NC	30987	--	NC	98	--	NC	498	--	NC	17	--	NC	36	--	NC	45	--	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	12	40	4573	92	100	96	444	461	494	50	35	16	50	55	41	NA	10	42	NA	NA	1
White	--	15	37467	--	NA	98	--	532	539	--	NA	5	--	33	17	--	60	70	--	7	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	NC	49	70612	NC	100	99	NC	485	524	NC	27	7	NC	43	25	NC	29	62	NC	2	5
Limited English Proficient Students	NC	15	9013	NC	NA	95	NC	464	461	NC	33	40	NC	60	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	10	24	33345	83	100	96	NA	461	499	NA	33	17	NA	54	36	NA	13	46	NA	NA	1
Non-Economically Disadvantaged	NC	33	45834	NC	330	99	NC	494	533	NC	21	7	NC	42	19	NC	33	67	NC	3	7

0

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	11	56	79734	85	100	99	463	512	554	9	5	3	82	41	19	9	54	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	23	39243	NC	100	99	NC	535	568	NC	4	2	NC	22	12	NC	74	85	NC	NA	1
Male	NC	33	40413	NC	100	98	NC	496	541	NC	6	4	NC	55	26	NC	39	70	NC	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	NC	31254	--	NC	99	--	NC	539	--	NC	5	--	NC	25	--	NC	70	--	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	11	39	4613	85	100	97	463	491	535	9	8	4	82	54	29	9	38	67	NA	NA	0
White	--	15	37668	--	NA	99	--	564	569	--	NA	1	--	13	13	--	87	85	--	NA	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	NC	50	70791	NC	100	100	NC	516	561	NC	4	2	NC	38	15	NC	58	83	NC	NA	0
Limited English Proficient Students	NC	15	9138	NC	NA	97	NC	492	492	NC	13	13	NC	40	46	NC	47	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	23	33718	NC	100	97	NC	491	538	NC	4	5	NC	61	26	NC	35	69	NC	NA	0
Non-Economically Disadvantaged	NC	33	46016	NC	100	100	NC	527	567	NC	6	2	NC	27	14	NC	67	84	NC	NA	1

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

10th 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	11	11	71130	100	100	95	647	647	701	91	91	23	9	9	13	NA	NA	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	35465	NC	NC	96	NC	NC	702	NC	NC	21	NC	NC	13	NC	NC	53	NC	NC	13
Male	NC	NC	35648	NC	NC	94	NC	NC	701	NC	NC	24	NC	NC	12	NC	NC	50	NC	NC	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	11	11	4241	100	100	90	647	647	679	91	91	39	9	9	19	NA	NA	39	NA	NA	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	NC	NC	65268	NC	NC	98	NC	NC	705	NC	NC	19	NC	NC	12	NC	NC	54	NC	NC	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	NC	22957	NC	NC	93	NC	NC	685	NC	NC	34	NC	NC	17	NC	NC	44	NC	NC	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

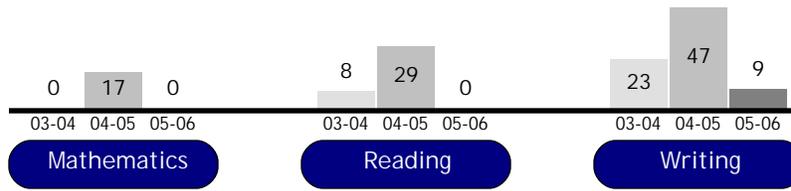
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	73018	100	100	97	635	635	703	36	36	6	45	45	23	18	18	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	36181	NC	NC	97	NC	NC	708	NC	NC	4	NC	NC	21	NC	NC	65	NC	NC	9
Male	NC	NC	36816	NC	NC	96	NC	NC	699	NC	NC	7	NC	NC	24	NC	NC	62	NC	NC	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	11	11	4389	100	100	93	635	635	675	36	36	9	45	45	42	18	18	47	NA	NA	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	NC	NC	65848	NC	NC	98	NC	NC	708	NC	NC	4	NC	NC	20	NC	NC	67	NC	NC	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	23912	NC	NC	94	NC	NC	681	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	NC	NC	4	NC	NC	16	NC	NC	69	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	NC	NC	72810	NC	NC	96	NC	NC	685	NC	NC	6	NC	NC	30	NC	NC	58	NC	NC	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	36111	NC	NC	97	NC	NC	695	NC	NC	4	NC	NC	23	NC	NC	65	NC	NC	8
Male	NC	NC	36678	NC	NC	95	NC	NC	674	NC	NC	9	NC	NC	36	NC	NC	52	NC	NC	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	NC	NC	65739	NC	NC	98	NC	NC	689	NC	NC	4	NC	NC	27	NC	NC	62	NC	NC	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	NC	23814	NC	NC	94	NC	NC	667	NC	NC	10	NC	NC	41	NC	NC	47	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	7

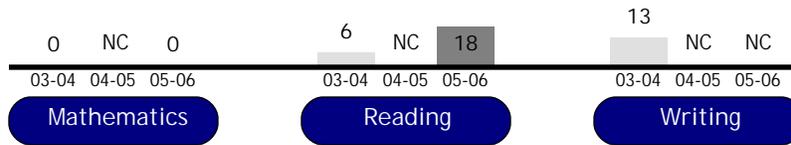
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th 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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
7	Reading	78	11	NA	54	100	22	22	50	100	41	32	54
	Language	83	12	12	58	100	25	25	52	100	32	32	58
	Mathematics	78	16	16	62	100	19	19	50	100	22	28	54
8	Reading	68	19	NA	55	100	26	26	51	100	12	30	58
	Language	74	10	10	52	100	22	22	50	100	12	35	56
	Mathematics	74	19	19	61	100	16	16	53	100	5	30	58
9	Reading	NC	NC	NC	42	61	28	28	51	84	34	44	52
	Language	NC	NC	NC	42	61	33	33	50	84	35	43	50
	Mathematics	NC	NC	NC	63	67	17	17	50	84	14	28	50

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

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

Music Mountain Jr./Sr. High School

School Site Council

Council Composition

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

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Library with View of Music Mountain
- Ü Computers & Printers in All Classrooms

Extracurricular Activities

- Ü Study Skills Classroom
- Ü Student Government
- Ü Vocational Education/Alternative Ed
- Ü Up to 20 Jr./Sr. Sports

Social Services

- Ü Law Enforcement
- Ü Indian Health Services
- Ü Child Protection Team
- Ü Social Services
- Ü Boys and Girls Club

ü Student financial aid and grants available to all students of Native-American heritage wishing to go on to college.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	86	95	94	95
Promotion Rate ⁵	44	89	88	73
Graduation Rate ⁶	31	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

On a schoolwide basis, we are communicating and enforcing expectations that violations of others' safety will be addressed; security staff on duty daily; new local school resource officer; law enforcement present at varsity games.

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	Dr. Gene Thomas	(928) 769-2202
Transportation Policy	Bob Goldenstein	(928) 769-2202
Community Resources	Officer Sam Tsosie	(928) 769-2202
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Ginny Hamblin	(928) 769-2202

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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