

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

625 Marina Blvd., Bullhead City, AZ 86442

### Mohave Accelerated Learning Center

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
2004-05	Performing
2003-04	Performing

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

##### High School Achievement Profile (a)

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

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

#### No Child Left Behind

##### Adequate Yearly Progress (b)

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

##### School Improvement Status (b)

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

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

#### School Overview

Principal/Administrator : Ms. Vickie J. Christensen  
 Schedule : 07:00 AM to 08:00 PM  
 Grades : 6-12  
 Web Address :  
 Phone Number : (928) 704-9345  
 Fax Number : (928) 704-4977  
 E-mail : vickie.christensen@usa.net

#### Mission

Our mission as a school is to use community partnerships, technology, and gifted educators to provide a nurturing learning environment to prepare students academically and socially for life after high school.

#### School / Academic Goals

- ü Adherence to the AZ Academic Standards and Goals 2000 skills will be maintained for student learning throughout our curriculum. Students will be taught to use the most modern technology which enable students to succeed in their future career choices.
- ü Students are provided with self-paced programs and re-teaching to ensure acquisition of skills before proceeding to the next level of instruction. (Mastery Learning). Instruction is based on recent brain research on Multiple Intelligences.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 302  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 315

Instructional Programs

- ü Some Technology-based Learning
- ü On-site Special Education
- ü ELL/Bilingual Instruction
- ü Community Partnerships

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/22/2006

Shared Responsibilities

School

Students are measured for success based upon AIMS and the Star math tests, as well as with computer-driven tests and traditional testing measurements with a 70% mastery. Other assessments are provided as needed.

Parents

Student attendance is extremely important. Uniform policies need to be enforced. Support school with behavior codes and rules. Have student at programs requested by instructors. Volunteer one hour per month at school.

Transportation Policy

School provides no transportation, parents must provide transportation to and from school.

School Honors

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

Award/Honor	Year
ü 1st Place in Conference for Our Cross Country Team	2006
ü Scholarships Provided to 100% of Graduates	2006
ü Leadership Group was Thanked by City for Services	2006
ü Tele Channel 67 educational station in operation	2006

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	33	33	79327	100	100	98	489	489	518	30	30	19	24	24	20	39	39	46	6	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38961	100	100	98	481	481	520	40	40	16	33	33	20	13	13	48	13	13	16
Male	18	18	40295	100	100	97	497	497	516	22	22	21	17	17	19	61	61	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	12	12	32327	92	92	98	473	473	499	33	33	27	42	42	25	25	25	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	21	21	36373	100	100	98	499	499	538	29	29	10	14	14	14	48	48	52	10	10	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	30	30	70006	100	100	100	495	495	524	23	23	14	27	27	19	43	43	49	7	7	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	28	28	37097	100	100	97	491	491	498	32	32	27	21	21	25	39	39	41	7	7	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	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	33	33	79501	100	100	98	473	473	497	15	15	10	42	42	25	42	42	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39062	100	100	99	474	474	502	13	13	8	53	53	23	33	33	64	NA	NA	5
Male	18	18	40368	100	100	98	473	473	491	17	17	13	33	33	27	50	50	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	12	12	32389	92	92	98	457	457	478	17	17	16	58	58	34	25	25	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	21	21	36446	100	100	99	483	483	516	14	14	4	33	33	15	52	52	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	30	30	70090	100	100	100	479	479	502	7	7	7	47	47	24	47	47	65	NA	NA	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	28	28	37183	100	100	97	476	476	479	14	14	16	39	39	34	46	46	49	NA	NA	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	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	33	33	80000	100	100	99	528	528	564	6	6	3	15	15	11	79	79	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39288	100	100	99	561	561	579	NA	NA	2	7	7	6	93	93	77	NA	NA	16
Male	18	18	40644	100	100	98	500	500	549	11	11	4	22	22	15	67	67	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	12	12	32672	92	92	99	491	491	548	17	17	4	25	25	14	58	58	76	NA	NA	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	21	21	36602	100	100	99	549	549	579	NA	NA	2	10	10	7	90	90	75	NA	NA	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	30	30	70081	100	100	100	545	545	571	NA	NA	2	17	17	7	83	83	79	NA	NA	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	28	28	37534	100	100	98	526	526	547	7	7	4	18	18	15	75	75	76	NA	NA	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	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	31	31	78546	100	100	97	501	501	543	39	39	15	23	23	18	39	39	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	38645	100	100	98	489	489	545	42	42	13	33	33	18	25	25	54	NA	NA	15
Male	19	19	39792	100	100	97	509	509	542	37	37	17	16	16	17	47	47	50	NA	NA	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	12	12	31177	100	100	97	480	480	524	67	67	22	8	8	23	25	25	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	19	19	36450	100	100	97	514	514	563	21	21	7	32	32	12	47	47	57	NA	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	26	26	70453	100	100	100	510	510	549	27	27	11	27	27	17	46	46	56	NA	NA	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	25	25	34694	100	100	96	500	500	524	40	40	23	24	24	23	36	36	48	NA	NA	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	31	31	79045	100	100	98	488	488	512	13	13	10	39	39	25	48	48	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	38860	100	100	98	488	488	519	17	17	7	25	25	22	58	58	62	NA	NA	8
Male	19	19	40075	100	100	97	488	488	505	11	11	12	47	47	28	42	42	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	12	12	31314	100	100	98	476	476	493	17	17	16	42	42	34	42	42	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	19	19	36730	100	100	98	496	496	532	11	11	4	37	37	16	53	53	68	NA	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	26	26	70493	100	100	100	498	498	517	8	8	7	35	35	24	58	58	62	NA	NA	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	25	25	34922	100	100	96	490	490	493	12	12	15	36	36	34	52	52	48	NA	NA	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	31	31	79657	100	100	99	530	530	566	3	3	3	29	29	8	68	68	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	39120	100	100	99	549	549	580	NA	NA	2	17	17	4	83	83	92	NA	NA	2
Male	19	19	40423	100	100	98	518	518	553	5	5	5	37	37	12	58	58	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	12	12	31642	100	100	99	523	523	552	NA	NA	5	42	42	11	58	58	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	19	19	36929	100	100	99	534	534	579	5	5	2	21	21	5	74	74	91	NA	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	26	26	70588	100	100	100	539	539	573	4	4	2	23	23	5	73	73	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	25	25	35341	100	100	97	527	527	551	4	4	5	32	32	12	64	64	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	37	37	78400	95	95	97	518	518	554	35	35	21	41	41	19	22	22	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38686	85	85	98	505	505	554	41	41	20	41	41	20	18	18	49	NA	NA	12
Male	20	20	39636	100	100	96	528	528	554	30	30	23	40	40	18	25	25	46	5	5	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	15	15	30732	100	100	97	503	503	534	47	47	31	40	40	24	13	13	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	21	21	37038	91	91	97	530	530	575	24	24	11	43	43	14	29	29	56	5	5	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	31	31	70560	97	97	99	527	527	560	26	26	17	45	45	19	26	26	50	3	3	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	29	29	33014	85	85	95	510	510	534	38	38	31	41	41	24	21	21	40	NA	NA	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	37	37	79179	95	95	98	511	511	519	8	8	11	30	30	27	59	59	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38974	85	85	99	505	505	524	12	12	8	35	35	25	47	47	61	6	6	5
Male	20	20	40124	100	100	97	515	515	513	5	5	13	25	25	28	70	70	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	15	15	30987	100	100	98	495	495	498	7	7	17	47	47	36	47	47	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	21	21	37467	91	91	98	522	522	539	10	10	5	14	14	17	71	71	70	5	5	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	31	31	70612	97	97	99	519	519	524	6	6	7	23	23	25	68	68	62	3	3	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	29	29	33345	85	85	96	507	507	499	7	7	17	34	34	36	55	55	46	3	3	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	37	37	79734	95	95	99	511	511	554	8	8	3	41	41	19	51	51	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39243	85	85	99	515	515	568	NA	NA	2	53	53	12	47	47	85	NA	NA	1
Male	20	20	40413	100	100	98	507	507	541	15	15	4	30	30	26	55	55	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	15	15	31254	100	100	99	508	508	539	7	7	5	40	40	25	53	53	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	21	21	37668	91	91	99	514	514	569	10	10	1	38	38	13	52	52	85	NA	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	31	31	70791	97	97	100	528	528	561	NA	NA	2	42	42	15	58	58	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	29	29	33718	85	85	97	507	507	538	10	10	5	34	34	26	55	55	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

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	48	48	71130	98	98	95	665	665	701	58	58	23	15	15	13	27	27	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	35465	92	92	96	669	669	702	57	57	21	9	9	13	35	35	53	NA	NA	13
Male	23	23	35648	96	96	94	663	663	701	57	57	24	22	22	12	22	22	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	14	14	25103	88	88	95	664	664	685	50	50	34	14	14	16	36	36	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	26	26	36075	93	93	95	669	669	715	58	58	12	15	15	9	27	27	58	NA	NA	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	45	45	65268	100	100	98	666	666	705	58	58	19	13	13	12	29	29	54	NA	NA	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	24	24	22957	100	100	93	670	670	685	46	46	34	25	25	17	29	29	44	NA	NA	5
Non-Economically Disadvantaged	24	24	48173	96	96	96	661	661	709	71	71	17	4	4	11	25	25	55	NA	NA	18

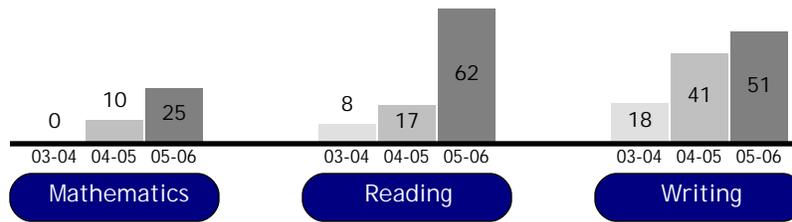
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	73018	100	100	97	661	661	703	25	25	6	33	33	23	41	41	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	36181	96	96	97	667	667	708	21	21	4	33	33	21	46	46	65	NA	NA	9
Male	27	27	36816	100	100	96	656	656	699	30	30	7	33	33	24	37	37	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	17	17	25801	100	100	96	658	658	683	29	29	10	29	29	34	41	41	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	29	29	37024	100	100	97	662	662	721	24	24	2	34	34	12	41	41	73	NA	NA	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	46	46	65848	100	100	98	664	664	708	22	22	4	37	37	20	41	41	67	NA	NA	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	26	26	23912	100	100	94	667	667	681	15	15	10	42	42	36	42	42	52	NA	NA	2
Non-Economically Disadvantaged	25	25	49106	100	100	98	654	654	714	36	36	4	24	24	16	40	40	69	NA	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	50	50	72810	98	98	96	642	642	685	22	22	6	42	42	30	36	36	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	36111	96	96	97	641	641	695	25	25	4	29	29	23	46	46	65	NA	NA	8
Male	26	26	36678	100	100	95	643	643	674	19	19	9	54	54	36	27	27	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	17	17	25735	100	100	96	631	631	669	35	35	10	29	29	41	35	35	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	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	28	28	36915	97	97	97	645	645	697	18	18	3	46	46	21	36	36	67	NA	NA	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	45	45	65739	98	98	98	645	645	689	20	20	4	42	42	27	38	38	62	NA	NA	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	26	26	23814	100	100	94	666	666	667	8	8	10	50	50	41	42	42	47	NA	NA	2
Non-Economically Disadvantaged	24	24	48996	96	96	97	616	616	693	38	38	4	33	33	24	29	29	64	NA	NA	7

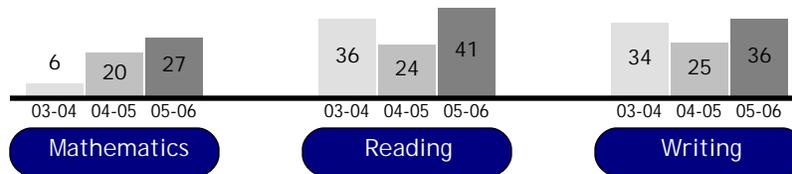
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
6	Reading	85	39	NA	56	100	30	30	51	100	39	39	56
	Language	85	23	23	48	100	20	20	47	100	41	41	50
	Mathematics	93	49	49	66	100	29	29	52	100	46	46	58
7	Reading	100	21	NA	54	100	30	30	50	100	39	39	54
	Language	100	14	14	58	100	32	32	52	100	41	41	58
	Mathematics	100	22	22	62	100	32	32	50	100	28	28	54
8	Reading	91	31	NA	55	93	24	24	51	95	46	46	58
	Language	93	15	15	52	93	23	23	50	95	43	43	56
	Mathematics	91	24	24	61	93	25	25	53	95	41	41	58
9	Reading	100	26	NA	42	--	--	--	51	100	27	27	52
	Language	100	20	20	42	--	--	--	50	100	25	25	50
	Mathematics	100	46	46	63	--	--	--	50	100	27	27	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	45%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Computer Lab (40)
- Ü Television Studio for Channel 67

Extracurricular Activities

- Ü Cross Country Team
- Ü Conference Basketball
- Ü Softball
- Ü Chess Team
- Ü Girls Volleyball
- Ü 8 Man Football
- Ü Golf
- Ü Soccer

Social Services

- Ü Community Task Force Partnership
- Ü Bullhead City Library Partnership
- Ü Applied Leadership Class

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 50% of high school graduates received scholarships for college.
  
- ü More vocational training is a focus of Mohave Accelerated Learning Center's high school program.
  
- ü Added a complete sports program. Football Basketball Cross Country Vollei ball.
  
- ü All classrooms showed growth on their Star Reading and Math scores from the beginning of the school year

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	87	95	94	95
Promotion Rate <sup>5</sup>	59	89	88	73
Graduation Rate <sup>6</sup>	68	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

Local police/School Resource Officer and judge on school board. Uniforms help us to easily recognize any outsiders on campus. Procedures for fire alarm/evacuation/lock-down. Zero tolerance for alcohol, tobacco, drugs, harassment, and violence.

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) :

12
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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		
Transportation Policy	V. Christensen	(928) 704-9345
Community Resources	Bob Bradford	(928) 704-9345
School Nutrition Programs	Diane Shultz	(928) 704-9345
Parent Organization		
Student Health/Nurse	Anna Urais	(928) 704-9345

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.

Footnotes

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.