



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3401 N. Fourth Street, Flagstaff, AZ 86004

Flagstaff 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 Performing
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Dawn M. Trubakoff
Schedule : 07:30 AM to 05:00 PM
Grades : K-6
Web Address : www.fusd1.org
Phone Number : (928) 773-4090
Fax Number : (928) 773-4100
E-mail : dtrubakoff@fusd1.org

Mission

Puente de Hozho's ('Bridge of Beauty') mission is to provide all students 'The Power of Two,' or the ability to speak, read, and write in English and Spanish or Navajo. We have three goals: academic excellence, bilingualism, and cultural enrichment.

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

- Each year students will gain at least one level on an oral proficiency test in their second language (i.e., Spanish, Navajo, or English)
Each year at least 70% of the ELL students will gain 3 or more NCEs on the reading and mathematics components of the Stanford 9.

Enrollment

October 1, 2005 School Year Student Enrollment : 446
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 454

Instructional Programs

- Dual Language (Spanish/English)
- Navajo Immersion
- Culturally Integrated Arts
- Culturally Integrated Technology

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/16/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Puente de Hozho School is responsible for: ensuring that all students receive a high quality, standards-based education in two languages in a safe environment and communicating with parents in a variety of ways in a language that they can comprehend.

Parents

Parents are expected to: ensure that their child attends school regularly and on time; encourage their child to use their new language; praise their child for his or her efforts to speak the language; support their child with homework in both languages; embrace all students regardless of ethnicity and participate in school as a volunteer.

Transportation Policy

Transportation is provided to students. In the morning, students ride the regular school bus to their home school and then ride a transfer bus to Puente de Hozho. In the afternoon, buses transport our students directly to their home bus stops. Parents can choose to transport their own child to and from Puente.

School Honors

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

Award/Honor	Year
• Martin Luther King Jr. Poster/Bookmark Contest	2002
• Navajo Language Arts Fair	2003
• Navajo Language Arts Fair	2005

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	59	794	80010	98	99	99	435	448	447	14	9	10	24	17	18	51	57	53	12	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	386	38935	100	99	99	429	450	447	21	8	9	26	18	19	39	54	55	13	20	17
Male	21	406	40974	95	99	98	446	447	448	NA	10	11	19	16	18	71	59	52	10	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	18	161	34545	95	98	99	409	436	432	22	11	14	39	24	24	33	53	53	6	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	16	170	3979	100	98	96	421	430	424	19	17	17	31	24	30	50	52	47	NA	7	6
White	22	431	35142	100	100	99	468	460	465	NA	5	5	9	11	11	64	61	56	27	23	28
Students with Disabilities	NC	163	10161	NC	99	93	NC	421	419	NC	25	28	NC	28	28	NC	40	36	NC	7	8
Students without Disabilities	51	631	69849	98	99	100	442	455	451	8	5	7	25	14	17	53	61	56	14	20	19
Limited English Proficient Students	14	111	14013	93	97	97	399	407	413	36	30	24	36	38	34	29	31	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	346	39029	97	98	98	412	432	432	18	14	14	39	26	25	43	51	52	NA	9	9
Non-Economically Disadvantaged	31	448	40981	100	100	100	457	461	462	10	6	6	10	10	13	58	61	54	23	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	59	778	79438	98	97	98	448	455	451	19	8	9	24	22	24	42	57	56	15	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	380	38775	100	97	99	446	462	457	21	6	7	26	23	22	37	57	58	16	14	13
Male	21	396	40560	95	97	97	452	449	446	14	11	12	19	22	25	52	56	54	14	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	18	158	34297	95	96	98	417	441	434	22	11	14	50	30	31	22	54	50	6	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	16	167	3940	100	96	95	424	433	429	31	13	14	19	34	36	50	51	47	NA	2	3
White	22	422	34887	100	98	98	492	469	471	5	6	4	9	16	15	50	60	63	36	18	18
Students with Disabilities	NC	147	9588	NC	89	88	NC	418	416	NC	27	30	NC	34	32	NC	35	34	NC	4	5
Students without Disabilities	51	631	69850	98	99	100	458	463	456	12	4	7	24	20	23	47	62	59	18	14	12
Limited English Proficient Students	14	106	13856	93	92	96	397	404	407	36	26	27	57	50	43	7	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	28	337	38685	97	95	97	415	435	435	32	14	14	36	33	32	29	48	50	4	5	5
Non-Economically Disadvantaged	31	441	40753	100	99	99	477	471	467	6	4	5	13	14	16	55	64	62	26	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	60	786	79971	100	98	99	420	426	423	7	8	8	50	39	41	38	50	49	5	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	383	38974	100	98	99	423	442	437	11	4	5	39	30	33	42	61	57	8	4	4
Male	22	401	40895	100	98	98	416	410	410	NA	10	10	68	48	47	32	39	41	NA	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	19	163	34481	100	99	99	373	411	410	16	12	10	68	47	46	16	39	43	NA	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	16	168	3995	100	97	96	413	413	409	6	10	10	56	45	47	38	43	42	NA	1	1
White	22	424	35150	100	98	99	467	437	437	NA	5	5	27	34	35	59	58	56	14	4	5
Students with Disabilities	NC	154	10258	NC	93	94	NC	379	377	NC	25	23	NC	47	51	NC	27	25	NC	1	1
Students without Disabilities	52	632	69713	100	100	100	432	436	429	NA	3	5	52	37	39	42	56	52	6	3	3
Limited English Proficient Students	15	111	13985	100	97	97	367	378	382	20	22	18	60	54	54	20	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	29	343	38994	100	97	98	388	411	409	14	10	10	59	47	47	28	41	41	NA	1	1
Non-Economically Disadvantaged	31	443	40977	100	99	100	450	437	437	NA	5	5	42	33	34	48	57	56	10	5	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	52	829	80147	100	99	99	442	478	482	27	12	11	29	16	17	38	50	49	6	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	388	39281	100	99	99	440	482	483	30	11	9	35	16	17	30	48	50	5	24	24
Male	32	439	40780	100	98	98	444	474	482	25	14	12	25	16	17	44	51	48	6	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	32	186	33494	100	97	99	429	458	466	41	22	15	28	19	23	28	49	49	3	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	13	197	4117	100	99	96	454	452	456	8	18	19	23	26	27	69	51	46	NA	4	8
White	NC	418	36122	NC	100	99	NC	499	501	NC	6	5	NC	10	10	NC	50	50	NC	34	35
Students with Disabilities	NC	196	10295	NC	97	92	NC	443	443	NC	33	33	NC	24	26	NC	36	33	NC	8	8
Students without Disabilities	44	633	69852	100	100	100	446	489	488	23	6	7	27	14	16	45	55	51	5	26	26
Limited English Proficient Students	22	127	12722	100	98	97	420	427	441	36	37	27	41	31	33	23	31	37	NA	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	37	363	38371	100	98	97	430	455	465	30	20	15	32	23	23	38	50	49	NA	7	13
Non-Economically Disadvantaged	15	466	41776	100	100	100	472	496	498	20	7	6	20	10	11	40	50	49	20	33	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	52	822	79686	100	98	98	436	469	470	21	11	11	46	24	24	33	56	57	NA	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	385	39163	100	98	99	436	478	475	25	8	9	45	22	22	30	60	60	NA	11	10
Male	32	435	40438	100	97	97	436	460	465	19	15	13	47	26	25	34	53	54	NA	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	32	186	33299	100	97	98	429	451	452	31	20	17	41	31	32	28	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	13	193	4087	100	97	96	435	443	446	8	13	16	62	42	38	31	43	44	NA	1	2
White	NC	415	35914	NC	99	98	NC	488	489	NC	7	5	NC	13	15	NC	67	67	NC	13	14
Students with Disabilities	NC	189	9808	NC	94	87	NC	433	432	NC	31	35	NC	37	32	NC	30	30	NC	3	3
Students without Disabilities	44	633	69878	100	100	100	440	479	475	18	6	8	45	20	23	36	64	61	NA	10	9
Limited English Proficient Students	22	124	12594	100	95	96	413	418	422	27	34	34	68	51	45	5	15	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	37	358	38095	100	96	97	426	446	452	24	19	17	51	36	32	24	44	48	NA	2	3
Non-Economically Disadvantaged	15	464	41591	100	100	99	462	486	486	13	6	6	33	15	16	53	66	65	NA	13	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	52	824	80372	100	98	99	447	474	475	4	4	4	56	31	30	40	63	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	387	39452	100	99	99	458	491	488	NA	2	3	50	21	22	50	74	72	NA	3	3
Male	32	435	40836	100	97	98	441	460	464	6	6	6	59	40	37	34	53	56	NA	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	32	187	33608	100	98	99	436	457	462	6	9	6	63	36	36	31	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	13	198	4128	100	99	97	457	461	464	NA	4	4	54	39	39	46	56	56	NA	1	1
White	NC	412	36213	NC	98	99	NC	488	489	NC	2	2	NC	26	22	NC	70	72	NC	3	3
Students with Disabilities	NC	192	10526	NC	95	94	NC	441	427	NC	8	15	NC	56	53	NC	35	31	NC	1	1
Students without Disabilities	44	632	69846	100	99	100	456	484	482	NA	2	3	57	24	26	43	72	69	NA	2	2
Limited English Proficient Students	22	127	12747	100	98	97	422	435	432	5	10	12	86	56	52	9	33	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	37	365	38521	100	98	98	438	458	461	5	5	6	62	41	38	32	54	55	NA	0	1
Non-Economically Disadvantaged	15	459	41851	100	98	100	471	487	489	NA	3	3	40	24	22	60	70	72	NA	3	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	20	833	79306	100	99	99	472	505	504	40	11	13	20	18	20	30	53	49	10	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	408	38845	100	100	99	472	507	505	33	9	11	27	18	20	33	54	50	7	18	18
Male	NC	425	40383	NC	99	98	NC	503	504	NC	13	14	NC	17	19	NC	52	47	NC	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	NC	174	32673	NC	100	99	NC	484	487	NC	22	18	NC	21	25	NC	49	46	NC	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	NC	192	4034	NC	99	97	NC	486	479	NC	16	22	NC	27	29	NC	49	43	NC	8	7
White	NC	429	36234	NC	99	99	NC	521	523	NC	4	6	NC	13	13	NC	57	52	NC	26	28
Students with Disabilities	NC	150	10286	NC	97	91	NC	462	462	NC	38	41	NC	31	27	NC	28	27	NC	3	5
Students without Disabilities	15	683	69020	100	100	100	487	514	510	20	6	9	27	15	18	40	59	52	13	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	363	37437	100	98	97	449	484	486	62	19	19	23	25	26	8	50	46	8	7	9
Non-Economically Disadvantaged	NC	470	41869	NC	100	100	NC	521	521	NC	6	7	NC	13	14	NC	56	51	NC	26	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	20	830	79000	100	99	98	491	495	489	25	8	10	15	20	24	40	61	58	20	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	407	38774	100	99	99	498	500	494	20	6	7	13	17	22	40	63	61	27	14	10
Male	NC	423	40150	NC	99	98	NC	489	485	NC	10	12	NC	22	25	NC	59	55	NC	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	NC	173	32508	NC	100	98	NC	475	472	NC	15	15	NC	29	33	NC	50	49	NC	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	NC	190	4016	NC	98	96	NC	473	467	NC	14	14	NC	32	37	NC	53	46	NC	2	2
White	NC	429	36135	NC	99	98	NC	513	508	NC	3	4	NC	10	14	NC	69	67	NC	18	15
Students with Disabilities	NC	147	9991	NC	95	88	NC	449	449	NC	33	33	NC	37	36	NC	29	29	NC	1	2
Students without Disabilities	15	683	69009	100	100	100	515	504	495	7	3	6	13	16	22	53	68	62	27	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	360	37234	100	97	97	462	474	472	38	14	15	23	30	33	38	53	50	NA	3	3
Non-Economically Disadvantaged	NC	470	41766	NC	100	99	NC	511	505	NC	4	5	NC	12	16	NC	67	65	NC	17	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	20	834	79611	100	100	99	477	498	496	15	6	7	50	38	37	30	56	56	5	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	412	39016	100	100	99	483	513	511	7	4	4	60	29	29	27	66	66	7	1	1
Male	NC	422	40519	NC	99	98	NC	483	482	NC	9	10	NC	46	44	NC	45	46	NC	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	NC	173	32855	NC	100	99	NC	478	481	NC	12	10	NC	44	43	NC	45	47	NC	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	NC	191	3992	NC	99	96	NC	481	478	NC	10	10	NC	45	46	NC	45	44	NC	NA	0
White	NC	432	36380	NC	100	99	NC	515	511	NC	3	4	NC	31	30	NC	66	65	NC	0	1
Students with Disabilities	NC	148	10664	NC	96	94	NC	445	440	NC	20	23	NC	59	54	NC	21	22	NC	NA	1
Students without Disabilities	15	686	68947	100	100	100	502	509	504	NA	3	4	53	33	34	40	63	61	7	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	362	37626	100	98	98	454	479	479	23	10	10	46	47	45	31	44	45	NA	NA	0
Non-Economically Disadvantaged	NC	472	41985	NC	100	100	NC	513	511	NC	4	4	NC	31	30	NC	65	65	NC	1	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	13	742	79327	100	98	98	477	516	518	38	18	19	23	20	20	38	48	46	NA	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	377	38961	NC	98	98	NC	519	520	NC	15	16	NC	22	20	NC	48	48	NC	15	16
Male	NC	365	40295	NC	98	97	NC	513	516	NC	21	21	NC	19	19	NC	48	44	NC	13	16
African American	--	17	4247	--	100	98	--	490	499	--	29	27	--	29	24	--	35	41	--	6	8
Hispanic	NC	153	32327	NC	97	98	NC	497	499	NC	31	27	NC	22	25	NC	43	41	NC	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	169	4391	NC	97	96	NC	495	489	NC	21	32	NC	33	27	NC	40	36	NC	6	4
White	NC	395	36373	NC	99	98	NC	533	538	NC	11	10	NC	15	14	NC	53	52	NC	21	25
Students with Disabilities	NC	142	9321	NC	95	87	NC	464	467	NC	54	54	NC	28	22	NC	17	21	NC	1	3
Students without Disabilities	11	600	70006	100	99	100	486	528	524	27	9	14	27	19	19	45	55	49	NA	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	306	37097	100	97	97	NA	498	498	NA	24	27	NA	26	25	NA	44	41	NA	6	7
Non-Economically Disadvantaged	NC	436	42230	NC	99	99	NC	529	535	NC	14	11	NC	17	15	NC	50	50	NC	20	24

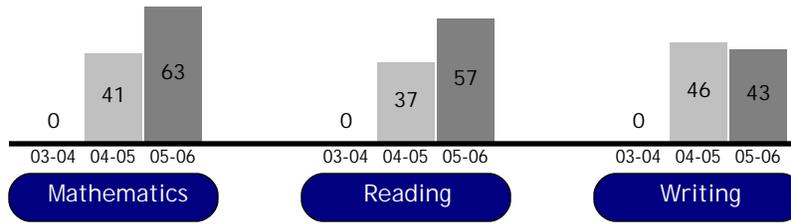
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	742	79501	100	98	98	477	501	497	31	9	10	23	24	25	38	62	60	8	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	377	39062	NC	98	99	NC	506	502	NC	7	8	NC	20	23	NC	67	64	NC	6	5
Male	NC	365	40368	NC	98	98	NC	496	491	NC	10	13	NC	28	27	NC	57	57	NC	5	3
African American	--	17	4279	--	100	99	--	483	485	--	6	14	--	41	30	--	47	54	--	6	2
Hispanic	NC	153	32389	NC	97	98	NC	484	478	NC	16	16	NC	29	34	NC	52	48	NC	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	169	4401	NC	97	96	NC	477	473	NC	13	17	NC	38	40	NC	47	43	NC	1	1
White	NC	395	36446	NC	99	99	NC	518	516	NC	4	4	NC	15	15	NC	73	73	NC	8	7
Students with Disabilities	NC	142	9411	NC	95	88	NC	455	453	NC	31	36	NC	46	36	NC	23	26	NC	1	1
Students without Disabilities	11	600	70090	100	99	100	490	511	502	18	4	7	27	19	24	45	71	65	9	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	306	37183	100	97	97	NA	483	479	NA	13	16	NA	31	34	NA	55	49	NA	1	1
Non-Economically Disadvantaged	NC	436	42318	NC	99	99	NC	514	513	NC	6	5	NC	19	17	NC	67	70	NC	8	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	13	724	80000	100	96	99	511	577	564	23	3	3	NA	6	11	69	74	75	8	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	372	39288	NC	97	99	NC	590	579	NC	2	2	NC	3	6	NC	71	77	NC	23	16
Male	NC	352	40644	NC	95	98	NC	563	549	NC	3	4	NC	10	15	NC	78	74	NC	9	7
African American	--	17	4307	--	100	99	--	559	551	--	NA	4	--	18	13	--	76	75	--	6	7
Hispanic	NC	151	32672	NC	96	99	NC	554	548	NC	7	4	NC	8	14	NC	75	76	NC	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	167	4424	NC	95	97	NC	560	549	NC	2	3	NC	8	14	NC	85	77	NC	5	5
White	NC	381	36602	NC	95	99	NC	594	579	NC	2	2	NC	4	7	NC	70	75	NC	24	16
Students with Disabilities	NC	124	9919	NC	83	93	NC	525	505	NC	6	9	NC	27	35	NC	65	54	NC	2	2
Students without Disabilities	11	600	70081	100	99	100	520	587	571	18	2	2	NA	2	7	73	76	79	9	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	303	37534	100	96	98	NA	557	547	NA	4	4	NA	8	15	NA	82	76	NA	6	5
Non-Economically Disadvantaged	NC	421	42466	NC	96	100	NC	591	578	NC	2	2	NC	5	7	NC	69	75	NC	24	16

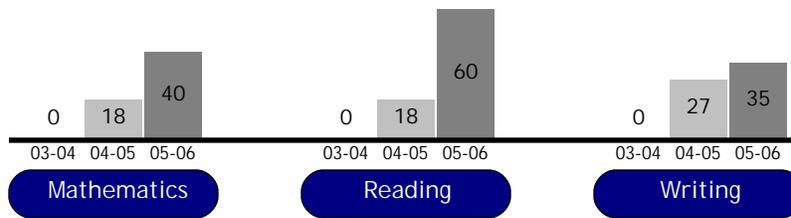
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	56	NA	58	94	41	52	47	100	39	50	46
	Language	98	41	52	50	94	39	51	47	100	34	52	48
	Mathematics	98	63	68	64	97	41	55	50	100	39	50	52
3	Reading	--	--	NA	55	100	32	48	44	100	48	52	46
	Language	--	--	63	61	100	30	43	44	100	39	46	46
	Mathematics	--	--	65	61	100	32	50	51	100	39	56	52
4	Reading	--	--	NA	56	100	61	55	48	100	32	50	52
	Language	--	--	56	52	100	61	54	49	100	25	50	52
	Mathematics	--	--	63	61	100	51	56	53	100	28	56	58
5	Reading	--	--	NA	55	100	27	54	50	100	58	63	56
	Language	--	--	55	49	100	28	52	50	100	46	58	54
	Mathematics	--	--	69	63	100	23	49	49	100	32	54	52
6	Reading	--	--	NA	56	100	35	56	51	100	35	58	56
	Language	--	--	58	48	100	23	50	47	100	35	50	50
	Mathematics	--	--	76	66	100	25	57	52	100	28	58	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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Title I Budget
- Ü Curriculum Input
- Ü Staffing Input
- Ü Professional Development
- Ü Community/Parent Relations
- Ü Programs/Pilots

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.20
Other Professional Staff	4.50	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	2
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Music Winter Cultural Performance
- Ü American Indian Week
- Ü Spring Cultural Performance
- Ü Hispanoamericano Week
- Ü Pioneer Week
- Ü Ballet Folklorico Dance

Social Services

- Ü Native Americans for Community Action
- Ü Mexican-American Coordinating Council
- Ü Northern Arizona University
- Ü FACTS
- Ü NACA-Pathways
- Ü DARE
- Ü Dental Program
- Ü Big brothers/Buig Sisters

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students in Navajo immersion program scored at the 71st percentile in Reading and at the 84th percentile in Math on the 2003 SAT 9 test.

- ü On the 2004 SAT 9 test, our students scored 21, 10, and 7 percentile points higher than their peers in comparable programs in Reading, Language, and Math, respectively.

- ü Students in the Navajo program earned 7 of the 15 awards for their grade levels at the 2004 Navajo Language Arts Fair.

- ü Students in the dual language Spanish/English gained 20 percentile points on the Math subtest of the 2004 SAT 9.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

We promote behavioral expectations which allow teachers more time to teach and students more time to learn. Students are carefully monitored and supervised. We have a crisis intervention plan and emergency procedures and conduct emergency drills.

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) :

0

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	Dawn Trubakoff	(928) 527-4091
Transportation Policy	Dan McCroy	(928) 773-4171
Community Resources	Ella Mase	(928) 773-4090
School Nutrition Programs	Dan Matello	(928) 527-6091
Parent Organization	Carrie Monroe	(928) 773-4090
Student Health/Nurse	Gail Griffith	(928) 773-4092

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."

ACHIEVEMENT PROFILES

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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** 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.