



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2901 Detroit Avenue, Kingman, AZ 86401

Kingman Unified School 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)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Mary Ann L Smith
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 772
 Web Address : www.kusd.org/manzanita/
 Phone Number : (928) 753-6197
 Fax Number : (928) 753-7756
 E-mail : msmith@kusd.org

Mission

All students have the right to a quality education: learning is a lifelong process; learning is an individual process; and education is an interactive process.

School / Academic Goals

- Ü Increase academic achievement. Increase test scores. Reading skills groups for Looping and regular 1-2-3. Special schedule to max learning time. Our school goal in language arts is to improve writing skills and scores.
- Ü Schoolwide 'Read-it' program. Lower grade RIF program. Reading Challenges two times each year. Math competition and national comparison for improving math skills. Schoolwide science fair to increase science knowledge.
- Ü Continue to improve in all academic areas. Maintain and increase test scores in all grades and subjects. Continue to maintain high scores in math.
- Ü Increase our volunteer programs to assist students in achieving academic success. Keep fostering and increasing grandparent volunteers.

Enrollment

October 1, 2004 School Year Student Enrollment : 698
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 120

Instructional Programs

- Ü Gifted - Self-contained (Grades 4-6)
- Ü Skills Groups (Grades 1-3)
- Ü Full-day Kindergarten
- Ü Special Education/At-risk Preschool
- Ü Walk to Read K-3
- Ü Title I Reading and Math
- Ü Self Contained Special Ed 4-6
- Ü Special Ed Inclusion K-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Behavior guidelines are given to all students and parents to maximize safety. Accomplishments are acknowledged. Academic programs foster maximum learning. We have special classes of band, music, PE, computer lab, library, chess and student council.

Parents

To read and discuss behavior guidelines with their child and sign a statement that they have done so; ensure consistent attendance and to be on time; provide up-to-date immunizations. Parents are encouraged to be active in their child's education.

Transportation Policy

Students from outside our boundaries are attendance exceptions and parents must provide transportation. Activity bus runs one hour after school. Riding the bus is a privilege and bus demerits are given to students for inappropriate behavior.

School Honors

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

Award/Honor	Year
Ü Arizona A+ School	2001
Ü Runner-up for the Arizona Golden Bell Award Twice	2003
Ü Intel Innovations in Teaching Award	2000
Ü NAEYC Accreditation (Preschool)	2000

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	102	552	79306	97	98	99	458	436	445	3	12	10	10	22	18	73	53	51	14	13	20
All Students (Prior Year)	81	503	75509	96	98	100	510	511	521	8	12	13	35	29	23	33	36	33	24	23	31
Female	45	257	38691	100	99	99	449	436	446	5	13	10	14	24	18	74	48	52	7	14	20
Male	57	295	40583	95	98	99	465	437	445	2	11	11	6	19	18	71	58	50	20	12	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	13	80	32869	93	99	99	468	425	429	0	15	15	0	18	25	80	57	51	20	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	11	4264	NC	100	100	NC	420	419	NC	13	19	NC	13	30	NC	75	45	NC	0	6
White	83	445	36197	98	98	99	457	438	463	4	12	5	12	23	11	71	53	53	13	13	31
Students with Disabilities	11	85	10321	100	100	100	421	386	389	25	34	30	38	35	27	25	28	34	13	3	9
Students without Disabilities	91	467	69060	97	97	98	462	445	454	1	8	7	7	19	17	77	58	54	14	15	22
Limited English Proficient Students	--	14	15509	--	100	100	--	304	406	--	36	20	--	50	30	--	14	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	38	316	39415	88	90	96	454	432	431	6	16	15	12	22	25	68	52	50	15	10	10
Non-Economically Disadvantaged	64	236	39966	100	100	100	460	442	459	2	7	6	9	21	12	75	55	52	14	17	30

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	102	556	79395	97	0	99	459	436	446	1	13	9	14	27	25	80	54	55	4	6	11
All Students (Prior Year)	79	504	75492	94	98	100	524	515	519	3	12	12	16	21	16	55	49	47	26	19	24
Female	45	259	38743	100	0	100	462	444	451	0	12	7	14	26	24	79	53	57	7	10	12
Male	57	297	40618	95	0	99	457	429	440	2	13	11	14	29	27	82	55	53	2	3	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	13	80	32915	93	0	99	467	426	426	0	15	15	10	28	35	80	54	47	10	3	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	11	4271	NC	0	100	NC	417	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	83	448	36221	98	0	99	458	438	465	1	12	4	16	27	15	79	54	63	4	7	17
Students with Disabilities	11	86	10331	100	0	100	429	384	388	13	29	25	38	43	37	50	28	34	0	0	4
Students without Disabilities	91	470	69139	97	0	99	462	446	454	0	10	7	12	25	24	83	59	58	5	7	11
Limited English Proficient Students	--	14	15545	--	0	100	--	302	399	--	36	21	--	50	42	--	14	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	38	317	39484	88	0	96	452	430	429	3	17	14	21	30	35	76	51	47	0	3	4
Non-Economically Disadvantaged	64	239	39986	100	0	100	463	445	461	0	7	4	11	24	16	82	59	63	7	11	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	102	550	78869	97	98	99	467	439	442	1	7	6	10	23	21	76	60	63	13	11	10
All Students (Prior Year)	77	500	75053	92	97	99	628	606	597	0	4	7	7	12	12	90	77	72	3	7	9
Female	44	257	38536	98	99	99	477	462	458	0	4	4	7	16	15	76	65	67	17	16	14
Male	58	293	40302	97	97	99	459	419	428	2	10	8	12	29	26	76	55	60	10	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	13	78	32606	93	96	98	470	431	426	0	8	8	10	22	27	80	59	60	10	11	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	11	4245	NC	100	100	NC	430	423	NC	13	9	NC	25	26	NC	50	61	NC	13	4
White	83	445	36078	98	98	99	467	440	459	1	7	4	10	24	16	75	59	66	13	11	14
Students with Disabilities	11	84	10246	100	100	100	439	366	367	0	23	18	25	33	39	75	42	40	0	2	4
Students without Disabilities	91	466	68697	97	97	98	470	452	454	1	4	4	8	21	18	76	63	67	14	12	11
Limited English Proficient Students	--	14	15339	--	100	100	--	279	399	--	21	11	--	36	31	--	36	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	39	314	39106	91	90	95	451	428	427	3	9	8	17	28	28	74	56	59	6	6	5
Non-Economically Disadvantaged	63	236	39837	100	100	100	477	454	457	0	4	4	5	16	14	77	64	67	18	16	15

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	108	587	78906	100	100	99	502	488	498	19	18	13	20	22	19	37	45	48	23	15	20
All Students (Prior Year)	98	584	76019	100	100	100	514	495	499	3	10	14	37	46	39	18	16	14	42	28	33
Female	48	280	38644	100	100	99	496	493	500	17	16	12	22	20	19	46	51	49	15	14	19
Male	60	308	40236	100	98	99	507	483	497	21	20	15	19	23	19	30	41	46	30	16	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	14	82	31938	93	99	99	471	484	481	21	22	19	43	22	25	21	43	46	14	13	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	13	4593	NC	100	100	NC	481	467	NC	20	26	NC	20	29	NC	60	39	NC	0	6
White	88	480	36483	100	100	99	508	488	517	19	17	7	16	22	13	38	45	51	27	15	30
Students with Disabilities	16	102	10664	100	100	100	441	420	430	69	56	42	15	33	27	15	10	26	0	0	5
Students without Disabilities	92	487	68310	100	99	98	512	501	509	11	11	9	21	19	18	41	53	51	27	18	22
Limited English Proficient Students	--	11	12573	--	100	100	--	297	454	--	33	27	--	33	30	--	33	38	--	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	47	317	38679	94	85	96	472	480	483	29	20	20	29	27	25	32	43	45	10	10	10
Non-Economically Disadvantaged	61	272	40295	100	100	100	525	497	513	11	16	7	13	14	13	42	49	50	34	20	30

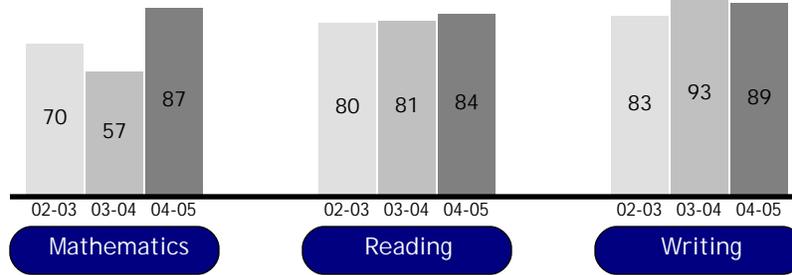
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	589	78908	100	0	99	491	481	484	10	11	10	22	24	23	59	57	58	10	7	9
All Students (Prior Year)	98	580	76020	100	100	100	511	503	503	12	23	25	25	25	23	53	41	40	10	10	12
Female	48	280	38648	100	0	99	491	486	489	5	9	8	29	25	22	59	60	61	7	6	10
Male	60	310	40233	100	0	99	491	476	479	13	13	12	17	24	25	58	54	55	11	8	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	14	82	31940	93	0	99	471	477	465	7	6	16	43	35	32	50	54	49	0	4	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	13	4569	NC	0	100	NC	474	457	NC	20	18	NC	20	39	NC	60	41	NC	0	2
White	88	482	36502	100	0	99	495	480	502	9	12	4	19	23	14	61	58	67	11	7	15
Students with Disabilities	16	102	10665	100	0	100	436	415	423	46	47	30	38	32	36	15	19	31	0	1	2
Students without Disabilities	92	489	68312	100	0	98	500	493	493	4	4	7	20	23	21	65	64	62	11	8	10
Limited English Proficient Students	--	11	12556	--	0	100	--	297	436	--	11	24	--	44	40	--	44	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	47	319	38662	94	0	96	470	474	468	15	12	16	29	28	32	56	59	49	0	2	3
Non-Economically Disadvantaged	61	272	40315	100	0	100	507	488	498	6	10	5	17	21	15	60	55	66	17	14	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	108	582	78750	100	99	99	507	491	500	5	8	6	26	30	29	65	59	63	4	3	2
All Students (Prior Year)	97	576	75673	99	100	100	571	525	530	4	10	12	17	30	25	69	57	58	10	3	4
Female	48	277	38586	100	100	99	517	506	515	2	5	4	24	24	22	68	67	71	5	3	3
Male	60	306	40135	100	98	99	500	476	486	8	11	8	26	35	35	62	52	56	4	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	14	80	31841	93	96	99	475	488	483	7	8	8	50	38	36	36	53	55	7	2	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	13	4586	NC	100	100	NC	510	481	NC	0	8	NC	30	37	NC	70	54	NC	0	1
White	88	477	36440	100	99	99	512	490	516	5	9	3	22	29	22	69	60	71	4	3	4
Students with Disabilities	16	100	10622	100	100	100	415	382	415	23	39	21	77	43	50	0	16	28	0	1	1
Students without Disabilities	92	484	68196	100	99	98	522	512	513	2	2	3	17	27	25	75	68	69	5	3	3
Limited English Proficient Students	--	10	12504	--	100	100	--	275	451	--	13	12	--	25	44	--	50	43	--	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	47	314	38558	94	84	96	486	481	485	10	10	8	29	35	37	59	54	54	2	1	1
Non-Economically Disadvantaged	61	270	40260	100	100	100	524	502	514	2	6	3	23	23	21	70	66	72	6	4	4

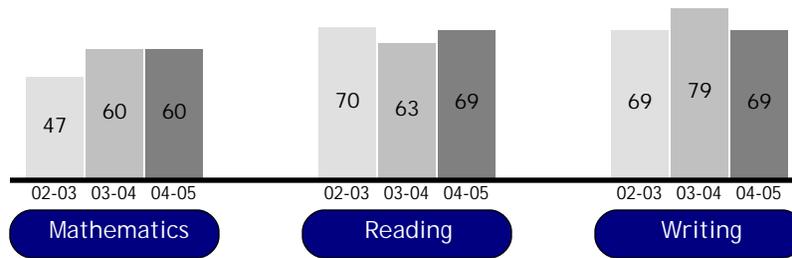
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	66	50	50	95	66	NA	58	99	60	47	47
	Language	99	59	43	43	97	56	41	50	99	61	45	47
	Mathematics	99	59	52	57	97	70	54	64	100	57	48	50
3	Reading	99	55	49	47	99	61	NA	55	97	51	41	44
	Language	99	62	55	54	100	64	54	61	97	46	41	44
	Mathematics	99	58	53	54	100	51	52	61	97	58	47	51
4	Reading	99	59	54	52	99	62	NA	56	100	59	46	48
	Language	100	56	52	48	100	60	51	52	100	55	46	49
	Mathematics	100	64	59	57	100	68	59	61	100	61	50	53
5	Reading	100	60	51	50	98	67	NA	55	100	51	50	50
	Language	99	51	45	46	99	55	45	49	100	49	49	50
	Mathematics	97	63	55	57	99	70	56	63	100	47	45	49
6	Reading	100	69	50	53	100	69	NA	56	100	59	48	51
	Language	100	59	41	45	100	59	44	48	100	59	45	47
	Mathematics	100	83	63	62	100	80	63	66	100	66	49	52

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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Implement School Technology
- Ü Develop Technology Curriculum
- Ü Public Relations
- Ü District Level Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.50
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	4	0	0
10 or more years	9	21	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Gym/Music Rooms
- Ü Title 1
- Ü Remedial/Speech Therapy/OT/Counseling/PT

Extracurricular Activities

- Ü Student Council
- Ü Gifted Class - Primary
- Ü Chess Club
- Ü Drama Club
- Ü School Newspaper/Literary Magazine
- Ü PE Club
- Ü Computer Club
- Ü Photo Club

Social Services

- Ü Used Coat Drive/Clothing/Food Banks
- Ü Fund raising for needy
- Ü Tutoring Programs/RSVP
- Ü Recreational Activities/PLAY
- Ü Crisis Intervention

School Achievements/Accomplishments 2004-05

- ü Recognized as Exemplary School based on the Stanford 9 scores increase. Performed higher than the state average and higher than their own test scores the previous year in reading, language and math.

- ü Awarded the A+ designation by the Arizona Educational Foundation 2001.

- ü 2003-2004 Elementary Arizona Mathematics Teacher of the Year.

- ü First Nationally Board Certified Teacher in the district.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	993	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

The district has developed an Emergency Management Plan. Our entire staff is inserviced regularly on the emergency plan. Safety in all areas is emphasized. Administrators take a zero-tolerance stance. Fire drills, lock-downs are practiced regularly.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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	Mary Ann L. Smith	(928) 753-6197
Transportation Policy	Mary Ann L. Smith	(928) 753-6197
Community Resources	Mary Ann L. Smith	(928) 753-6197
School Nutrition Programs	Judy Sampson	(928) 753-6197
Parent Organization	Mary Ann L. Smith	(928) 753-6197
Student Health/Nurse	Connie Wagner	(928) 753-6197

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** Due to booklet size printing, print copies are produced in multiples of 4.