

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2689 Jagerson Avenue, Kingman, AZ 86409

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	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	Not 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. Dawn McGill  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : K-6  
 2005 Enrollment : 732  
 Web Address : [www.kusd.org/cerbat/index.html](http://www.kusd.org/cerbat/index.html)  
 Phone Number : (928) 757-5100  
 Fax Number : (928) 757-4911  
 E-mail : [dmcgill@kusd.org](mailto:dmcgill@kusd.org)

### Mission

Cerbat's mission is to provide a nurturing environment where students become learners with academic and social skills and a healthy self-esteem. Students will be provided the best educational experience possible to ensure academic success. We believe every child can learn and experience success.

### School / Academic Goals

- ü Students and teachers work together to achieve academic success and improve student achievement. Seventy-five percent of the third and fifth grade students will Meet/Exceed standards on AIMS test, 2006.
- ü Staff maintains high expectations for students. Teachers are trained in TESA (Teacher Expectations Student Achievement). One-hundred percent of the teachers will be trained in TESA.
- ü Parent involvement will increase by three percent. Five Parent Nights will help support this goal as well as volunteers for tutoring our at risk students.
- ü 75% of Kindergarten through third grade students will reach benchmark on the DIBELS assessment.

### Enrollment

October 1, 2004 School Year Student Enrollment : 683  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- ü All Day Kindergarten
- ü Gifted Classes
- ü On-Site Special Education
- ü School Wide Title I
- ü After School Tutoring
- ü Traditional Classrooms
- ü Multi-Age Classrooms
- ü District #20 Cross Categorical Classroom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/21/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Cerbat is committed to providing a safe, highly intellectual environment with high standards and expectations for all students. Monthly calendars, breakfast and lunch menus, school/parent newsletters, and other pertinent information are distributed to families. There are regularly scheduled Special Education Family Nights, RIF (Reading is Fundamental) programs for first grade students and families, Meet your Teacher Night and Spring Open House.

Parents

Parents are expected to ensure student attendance, support the importance of education and provide homework support. Students should be clean, well-nourished and rested. Parents are expected to attend all conferences, meetings, programs, and school related events. They are expected to support school policies including dress and behavior codes and communicate regularly with the school.

Transportation Policy

Students one mile or more from the school are transported. Transportation in our district is a privilege and students are expected to follow all District #20 bus rules. Any child attending Cerbat School who is not within the school boundaries must be transported by the parents or guardians. School district transportation will not be provided.

School Honors

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

Award/Honor	Year
ü Rural Mohave County Teacher of the Year	2003
ü Wal-Mart Regional Teacher of the Year	2003
ü Silver Apple Award	2002

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	87	552	79306	99	98	99	415	436	445	7	12	10	29	22	18	58	53	51	6	13	20
All Students (Prior Year)	75	503	75509	91	98	100	515	511	521	10	12	13	30	29	23	35	36	33	25	23	31
Female	46	257	38691	98	99	99	432	436	446	8	13	10	30	24	18	57	48	52	5	14	20
Male	41	295	40583	100	98	99	395	437	445	6	11	11	28	19	18	59	58	50	6	12	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	16	80	32869	100	99	99	404	425	429	7	15	15	13	18	25	80	57	51	0	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	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	66	445	36197	99	98	99	417	438	463	8	12	5	34	23	11	51	53	53	8	13	31
Students with Disabilities	14	85	10321	100	100	100	301	386	389	17	34	30	67	35	27	17	28	34	0	3	9
Students without Disabilities	73	467	69060	99	97	98	439	445	454	5	8	7	21	19	17	67	58	54	7	15	22
Limited English Proficient Students	NC	14	15509	NC	100	100	NC	304	406	NC	36	20	NC	50	30	NC	14	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	56	316	39415	85	90	96	434	432	431	6	16	15	27	22	25	61	52	50	6	10	10
Non-Economically Disadvantaged	31	236	39966	100	100	100	366	442	459	10	7	6	35	21	12	50	55	52	5	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	87	556	79395	99	0	99	413	436	446	10	13	9	39	27	25	49	54	55	1	6	11
All Students (Prior Year)	75	504	75492	91	98	100	521	515	519	3	12	12	21	21	16	56	49	47	20	19	24
Female	46	259	38743	98	0	100	434	444	451	11	12	7	38	26	24	49	53	57	3	10	12
Male	41	297	40618	100	0	99	390	429	440	9	13	11	41	29	27	50	55	53	0	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	16	80	32915	100	0	99	401	426	426	7	15	15	33	28	35	60	54	47	0	3	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	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	66	448	36221	99	0	99	416	438	465	11	12	4	42	27	15	45	54	63	2	7	17
Students with Disabilities	14	86	10331	100	0	100	305	384	388	17	29	25	58	43	37	25	28	34	0	0	4
Students without Disabilities	73	470	69139	99	0	99	436	446	454	9	10	7	35	25	24	54	59	58	2	7	11
Limited English Proficient Students	NC	14	15545	NC	0	100	NC	302	399	NC	36	21	NC	50	42	NC	14	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	317	39484	85	0	96	432	430	429	12	17	14	37	30	35	49	51	47	2	3	4
Non-Economically Disadvantaged	31	239	39986	100	0	100	367	445	461	5	7	4	45	24	16	50	59	63	0	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	87	550	78869	99	98	99	428	439	442	1	7	6	26	23	21	68	60	63	4	11	10
All Students (Prior Year)	75	500	75053	91	97	99	596	606	597	0	4	7	15	12	12	85	77	72	0	7	9
Female	46	257	38536	98	99	99	459	462	458	3	4	4	16	16	15	76	65	67	5	16	14
Male	41	293	40302	100	97	99	393	419	428	0	10	8	38	29	26	59	55	60	3	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	16	78	32606	100	96	98	435	431	426	0	8	8	20	22	27	73	59	60	7	11	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	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	66	445	36078	99	98	99	426	440	459	2	7	4	28	24	16	66	59	66	4	11	14
Students with Disabilities	14	84	10246	100	100	100	340	366	367	0	23	18	17	33	39	75	42	40	8	2	4
Students without Disabilities	73	466	68697	99	97	98	447	452	454	2	4	4	28	21	18	67	63	67	4	12	11
Limited English Proficient Students	NC	14	15339	NC	100	100	NC	279	399	NC	21	11	NC	36	31	NC	36	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	314	39106	85	90	95	449	428	427	2	9	8	24	28	28	69	56	59	4	6	5
Non-Economically Disadvantaged	31	236	39837	100	100	100	378	454	457	0	4	4	30	16	14	65	64	67	5	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	87	587	78906	99	100	99	475	488	498	21	18	13	19	22	19	51	45	48	9	15	20
All Students (Prior Year)	113	584	76019	97	100	100	481	495	499	19	10	14	44	46	39	14	16	14	24	28	33
Female	38	280	38644	100	100	99	491	493	500	13	16	12	17	20	19	60	51	49	10	14	19
Male	49	308	40236	98	98	99	463	483	497	26	20	15	21	23	19	45	41	46	8	16	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	17	82	31938	100	99	99	489	484	481	15	22	19	15	22	25	62	43	46	8	13	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	13	4593	--	100	100	--	481	467	--	20	26	--	20	29	--	60	39	--	0	6
White	68	480	36483	99	100	99	472	488	517	22	17	7	20	22	13	49	45	51	9	15	30
Students with Disabilities	15	102	10664	100	100	100	393	420	430	64	56	42	18	33	27	18	10	26	0	0	5
Students without Disabilities	72	487	68310	97	99	98	491	501	509	12	11	9	19	19	18	58	53	51	11	18	22
Limited English Proficient Students	NC	11	12573	NC	100	100	NC	297	454	NC	33	27	NC	33	30	NC	33	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	317	38679	80	85	96	478	480	483	21	20	20	21	27	25	48	43	45	10	10	10
Non-Economically Disadvantaged	38	272	40295	100	100	100	470	497	513	19	16	7	15	14	13	58	49	50	8	20	30

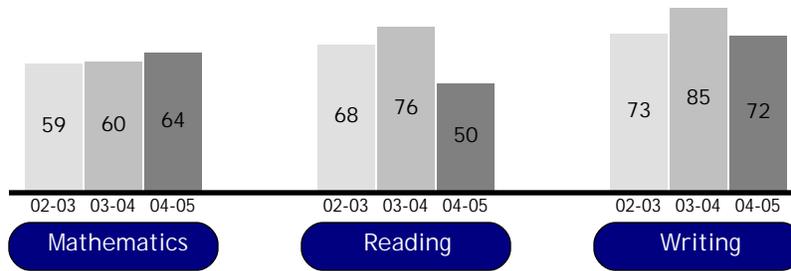
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	589	78908	100	0	99	467	481	484	12	11	10	33	24	23	54	57	58	1	7	9
All Students (Prior Year)	112	580	76020	96	100	100	501	503	503	32	23	25	21	25	23	35	41	40	12	10	12
Female	38	280	38648	100	0	99	482	486	489	10	9	8	33	25	22	53	60	61	3	6	10
Male	50	310	40233	100	0	99	455	476	479	13	13	12	33	24	25	54	54	55	0	8	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	17	82	31940	100	0	99	488	477	465	0	6	16	31	35	32	62	54	49	8	4	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	13	4569	--	0	100	--	474	457	--	20	18	--	20	39	--	60	41	--	0	2
White	69	482	36502	100	0	99	462	480	502	14	12	4	34	23	14	52	58	67	0	7	15
Students with Disabilities	15	102	10665	100	0	100	394	415	423	45	47	30	18	32	36	36	19	31	0	1	2
Students without Disabilities	73	489	68312	99	0	98	481	493	493	5	4	7	36	23	21	57	64	62	2	8	10
Limited English Proficient Students	NC	11	12556	NC	0	100	NC	297	436	NC	11	24	NC	44	40	NC	44	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	50	319	38662	82	0	96	473	474	468	9	12	16	37	28	32	51	59	49	2	2	3
Non-Economically Disadvantaged	38	272	40315	100	0	100	457	488	498	15	10	5	27	21	15	58	55	66	0	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	89	582	78750	100	99	99	471	491	500	6	8	6	49	30	29	45	59	63	0	3	2
All Students (Prior Year)	111	576	75673	95	100	100	497	525	530	12	10	12	38	30	25	51	57	58	0	3	4
Female	38	277	38586	100	100	99	491	506	515	3	5	4	33	24	22	63	67	71	0	3	3
Male	51	306	40135	100	98	99	455	476	486	8	11	8	62	35	35	31	52	56	0	2	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	17	80	31841	100	96	99	493	488	483	0	8	8	46	38	36	54	53	55	0	2	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	13	4586	--	100	100	--	510	481	--	0	8	--	30	37	--	70	54	--	0	1
White	70	477	36440	100	99	99	465	490	516	7	9	3	50	29	22	43	60	71	0	3	4
Students with Disabilities	15	100	10622	100	100	100	367	382	415	36	39	21	36	43	50	27	16	28	0	1	1
Students without Disabilities	74	484	68196	100	99	98	490	512	513	0	2	3	52	27	25	48	68	69	0	3	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	275	451	NC	13	12	NC	25	44	NC	50	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	50	314	38558	82	84	96	476	481	485	5	10	8	53	35	37	42	54	54	0	1	1
Non-Economically Disadvantaged	39	270	40260	100	100	100	461	502	514	8	6	3	42	23	21	50	66	72	0	4	4

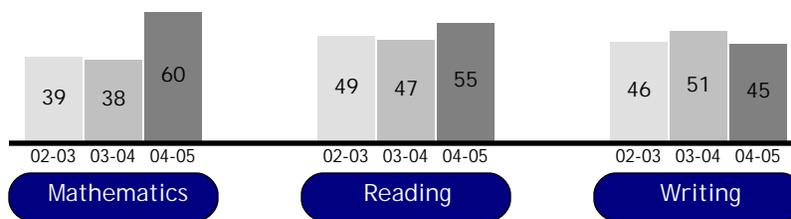
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	42	50	50	96	50	NA	58	98	41	47	47
	Language	98	37	43	43	99	43	41	50	98	42	45	47
	Mathematics	99	50	52	57	98	59	54	64	98	37	48	50
3	Reading	97	40	49	47	93	47	NA	55	95	39	41	44
	Language	100	47	55	54	93	53	54	61	95	37	41	44
	Mathematics	100	41	53	54	93	53	52	61	95	42	47	51
4	Reading	100	45	54	52	94	40	NA	56	96	43	46	48
	Language	98	45	52	48	98	41	51	52	96	46	46	49
	Mathematics	100	52	59	57	98	50	59	61	96	49	50	53
5	Reading	98	47	51	50	96	44	NA	55	99	47	50	50
	Language	95	42	45	46	98	39	45	49	99	46	49	50
	Mathematics	96	52	55	57	97	50	56	63	98	45	45	49
6	Reading	99	46	50	53	93	45	NA	56	94	47	48	51
	Language	99	34	41	45	97	34	44	48	94	44	45	47
	Mathematics	99	60	63	62	97	62	63	66	94	44	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü School Improvement
- Ü Student Discipline
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.30
Other Professional Staff	2.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	7	0	0	0
7 to 9 years	4	1	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	76
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	2%

Resources Available at School Site

Special Facilities

- Ü District Cross Categorical Program
- Ü Kids Kastle Playground
- Ü Computer Lab
- Ü Bridges to Learning Lab

Extracurricular Activities

- Ü Student Council
- Ü Academic Clubs
- Ü R.A.DKIDS Self Empowerment Club
- Ü Cerbat Singers
- Ü Physical Fitness Club
- Ü Chess Club
- Ü Drama Club
- Ü Computer Club

Social Services

- Ü Psychological Services
- Ü DES Services
- Ü Clothing Bank for Students
- Ü Academic & Enrichment Intersessions
- Ü Free and Reduced Meals

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Staff trained in TESA (Teacher Expectations and Student Achievement), Four Blocks to Literacy and Tribes. Increased parent involvement through RIF programs, parent conferences, Family Nights, newsletters and various fundraising and special activities.
- ü GRANTS AWARDED: Wal-Mart \$500 Literacy Grant, \$500 to fund Grandparents Day activities and gifts, \$500 Environmental grant for trees and shrubs.  
Route 66 Rotary Mini Grants:  
K-3 & Special Education Listening centers  
Kdg Science Lab
- ü Desert Scribe Winners: three placed first, second or third plus fifteen Honorable Mentions.
- ü Project Fit America Fitness Course awarded as one of only three courses in Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rate <sup>5</sup>	21	12	12	17
Transfers In Rate <sup>6</sup>	840	28	28	37
Stability Rate <sup>7</sup>	78	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	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

Staff wear ID badges. Visitors must obtain a pass before going to rooms and are not allowed on the playground. Law related classes are taught by school resource and DARE officers. Halls are monitored. Students must be signed out when leaving during the day. When students are picked up after school they must be signed out in the gym by the appropriately designated adult. Verification of identification will be requested.

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) :

5

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 McGill	(928) 757-5100
Transportation Policy	David Brown	(928) 753-5928
Community Resources	Linda Chevalier	(928) 757-5100
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Jerri Rae Moser	(928) 757-5100
Student Health/Nurse	Abi Fruhling	(928) 757-5100

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](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.