

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 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.

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 Overview

Principal/Administrator : Mrs. Dawn McGill
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-6
 Web Address : www.kusd.org/cerbat/index.html
 Phone Number : (928) 757-5100
 Fax Number : (928) 757-4911
 E-mail : 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. "Student and staff success...Whatever it takes!"

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, 2005 School Year Student Enrollment : 708
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 49

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 Andy Devine Educator of the Year	2005
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	94	589	80010	99	98	99	428	432	447	16	13	10	22	24	18	55	56	53	6	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	280	38935	100	99	99	437	432	447	8	12	9	18	24	19	66	58	55	8	7	17
Male	44	309	40974	98	98	98	417	432	448	25	14	11	27	24	18	43	55	52	5	7	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	22	101	34545	100	100	99	429	423	432	9	18	14	41	29	24	41	50	53	9	4	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	66	460	35142	99	98	99	427	434	465	17	12	5	17	24	11	62	57	56	5	7	28
Students with Disabilities	12	82	10161	92	92	93	385	397	419	42	40	28	42	35	28	17	23	36	NA	1	8
Students without Disabilities	82	507	69849	100	99	100	434	438	451	12	9	7	20	22	17	61	61	56	7	8	19
Limited English Proficient Students	NC	15	14013	NC	100	97	NC	399	413	NC	27	24	NC	60	34	NC	13	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	65	300	39029	100	98	98	422	427	432	18	15	14	23	26	25	55	54	52	3	4	9
Non-Economically Disadvantaged	29	289	40981	97	99	100	441	438	462	10	11	6	21	21	13	55	58	54	14	10	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	94	589	79438	99	98	98	439	444	451	11	10	9	31	27	24	57	57	56	1	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	279	38775	100	98	99	456	451	457	2	6	7	22	23	22	76	65	58	NA	5	13
Male	44	310	40560	98	98	97	420	438	446	20	14	12	41	31	25	36	50	54	2	5	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	22	101	34297	100	100	98	442	436	434	5	13	14	41	32	31	50	47	50	5	9	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	66	460	34887	99	98	98	438	445	471	12	10	4	29	27	15	59	58	63	NA	5	18
Students with Disabilities	12	82	9588	92	92	88	389	399	416	42	41	30	42	41	32	17	17	34	NA	NA	5
Students without Disabilities	82	507	69850	100	99	100	445	451	456	6	5	7	29	25	23	63	64	59	1	6	12
Limited English Proficient Students	NC	15	13856	NC	100	96	NC	401	407	NC	33	27	NC	47	43	NC	20	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	65	300	38685	100	98	97	436	438	435	11	13	14	34	30	32	55	53	50	NA	4	5
Non-Economically Disadvantaged	29	289	40753	97	99	99	444	451	467	10	7	5	24	24	16	62	62	62	3	7	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	93	588	79971	98	98	99	414	411	423	4	9	8	61	53	41	34	37	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	279	38974	98	98	99	429	426	437	2	3	5	53	46	33	45	48	57	NA	3	4
Male	44	309	40895	98	98	98	397	398	410	7	14	10	70	58	47	23	27	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	22	100	34481	100	99	99	414	407	410	5	10	10	64	56	46	32	34	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	65	461	35150	97	98	99	415	412	437	3	8	5	62	52	35	35	37	56	NA	2	5
Students with Disabilities	11	81	10258	85	91	94	342	353	377	27	33	23	64	57	51	9	10	25	NA	NA	1
Students without Disabilities	82	507	69713	100	99	100	423	421	429	1	5	5	61	52	39	38	41	52	NA	2	3
Limited English Proficient Students	NC	15	13985	NC	100	97	NC	360	382	NC	33	18	NC	67	54	NC	NA	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	64	299	38994	98	98	98	412	407	409	5	10	10	66	54	47	30	34	41	NA	1	1
Non-Economically Disadvantaged	29	289	40977	97	99	100	419	416	437	3	7	5	52	51	34	45	39	56	NA	3	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	94	582	80147	99	98	99	474	465	482	13	16	11	17	21	17	54	52	49	16	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	269	39281	98	99	99	475	464	483	15	17	9	15	22	17	50	49	50	19	13	24
Male	42	313	40780	100	98	98	472	466	482	10	14	12	19	21	17	60	54	48	12	10	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	18	91	33494	100	99	99	476	464	466	11	13	15	11	24	23	61	55	49	17	8	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	74	466	36122	99	98	99	473	465	501	14	16	5	19	21	10	51	51	50	16	12	35
Students with Disabilities	19	102	10295	95	92	92	425	426	443	37	42	33	21	30	26	42	25	33	NA	2	8
Students without Disabilities	75	480	69852	100	100	100	484	473	488	7	10	7	16	20	16	57	57	51	20	13	26
Limited English Proficient Students	NC	13	12722	NC	87	97	NC	424	441	NC	38	27	NC	38	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	68	311	38371	99	97	97	470	456	465	16	20	15	16	25	23	53	48	49	15	8	13
Non-Economically Disadvantaged	26	271	41776	100	100	100	485	475	498	4	11	6	19	18	11	58	56	49	19	15	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	94	581	79686	99	98	98	458	460	470	9	14	11	36	28	24	52	53	57	3	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	269	39163	98	99	99	462	466	475	6	11	9	38	26	22	52	55	60	4	9	10
Male	42	312	40438	100	98	97	453	455	465	12	16	13	33	30	25	52	51	54	2	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	18	90	33299	100	98	98	464	458	452	NA	16	17	33	23	32	67	59	47	NA	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	74	466	35914	99	98	98	458	461	489	11	13	5	36	29	15	49	52	67	4	6	14
Students with Disabilities	19	101	9808	95	91	87	438	420	432	16	36	35	47	47	32	37	17	30	NA	1	3
Students without Disabilities	75	480	69878	100	100	100	463	468	475	7	9	8	33	24	23	56	60	61	4	6	9
Limited English Proficient Students	NC	12	12594	NC	80	96	NC	406	422	NC	58	34	NC	33	45	NC	8	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	68	310	38095	99	96	97	454	449	452	12	16	17	38	36	32	46	46	48	4	2	3
Non-Economically Disadvantaged	26	271	41591	100	100	99	471	472	486	NA	11	6	31	20	16	69	61	65	NA	9	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	94	585	80372	99	99	99	464	468	475	4	5	4	32	31	30	63	63	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	271	39452	98	99	99	473	483	488	2	2	3	33	27	22	65	69	72	NA	2	3
Male	42	314	40836	100	99	98	453	455	464	7	7	6	31	35	37	60	57	56	2	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	18	92	33608	100	100	99	470	466	462	NA	3	6	33	34	36	61	61	57	6	2	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	74	468	36213	99	99	99	464	468	489	4	4	2	32	32	22	64	63	72	NA	1	3
Students with Disabilities	19	104	10526	95	94	94	418	412	427	16	19	15	47	54	53	32	26	31	5	1	1
Students without Disabilities	75	481	69846	100	100	100	474	479	482	1	1	3	28	27	26	71	71	69	NA	1	2
Limited English Proficient Students	NC	14	12747	NC	93	97	NC	423	432	NC	7	12	NC	71	52	NC	21	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	68	313	38521	99	97	98	460	457	461	6	6	6	34	37	38	59	55	55	1	1	1
Non-Economically Disadvantaged	26	272	41851	100	100	100	475	480	489	NA	3	3	27	25	22	73	71	72	NA	1	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	112	606	79306	99	99	99	491	490	504	13	17	13	27	24	20	51	48	49	10	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	312	38845	98	99	99	492	493	505	12	14	11	25	26	20	56	48	50	7	12	18
Male	53	294	40383	100	99	98	490	488	504	13	19	14	28	23	19	45	48	47	13	10	19
African American	NC	11	4171	NC	100	98	NC	485	485	NC	27	20	NC	9	26	NC	55	44	NC	9	10
Hispanic	19	99	32673	100	100	99	506	481	487	NA	21	18	26	25	25	47	44	46	26	9	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	100	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	88	479	36234	98	98	99	489	493	523	15	16	6	26	24	13	52	49	52	7	11	28
Students with Disabilities	20	97	10286	95	95	91	451	450	462	40	49	41	35	26	27	25	24	27	NA	1	5
Students without Disabilities	92	509	69020	100	100	100	499	498	510	7	11	9	25	24	18	57	52	52	12	13	21
Limited English Proficient Students	NC	15	10291	NC	100	96	NC	438	458	NC	47	38	NC	47	34	NC	7	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	82	322	37437	100	98	97	490	480	486	13	22	19	28	29	26	50	43	46	9	7	9
Non-Economically Disadvantaged	30	284	41869	97	99	100	495	502	521	10	11	7	23	20	14	53	54	51	13	15	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	112	606	79000	99	99	98	475	481	489	13	12	10	32	28	24	51	54	58	4	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	311	38774	98	99	99	481	486	494	8	9	7	29	25	22	56	59	61	7	7	10
Male	53	295	40150	100	99	98	470	477	485	17	16	12	36	31	25	45	48	55	2	5	8
African American	NC	10	4153	NC	91	98	NC	NA	476	NC	NA	13	NC	NA	30	NC	NA	53	NC	NA	4
Hispanic	19	99	32508	100	100	99	473	467	472	5	13	15	47	37	33	47	48	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	98	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	100	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	88	480	36135	98	99	98	478	485	508	13	11	4	28	26	14	53	56	67	6	7	15
Students with Disabilities	20	98	9991	95	96	88	434	440	449	55	44	33	25	32	36	20	24	29	NA	NA	2
Students without Disabilities	92	508	69009	100	99	100	483	489	495	3	6	6	34	27	22	58	60	62	5	7	10
Limited English Proficient Students	NC	15	10199	NC	100	95	NC	430	439	NC	40	35	NC	60	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	82	322	37234	100	98	97	472	470	472	13	17	15	34	32	33	50	48	50	2	3	3
Non-Economically Disadvantaged	30	284	41766	97	99	99	486	494	505	10	7	5	27	23	16	53	61	65	10	9	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	112	607	79611	99	99	99	476	487	496	14	10	7	48	42	37	37	48	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	313	39016	98	99	99	490	500	511	8	6	4	46	37	29	44	56	66	2	1	1
Male	53	294	40519	100	99	98	461	474	482	21	14	10	51	46	44	28	39	46	NA	1	0
African American	NC	11	4188	NC	100	98	NC	488	486	NC	9	9	NC	36	40	NC	55	50	NC	NA	0
Hispanic	19	99	32855	100	100	99	480	478	481	11	14	10	53	37	43	37	48	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	88	480	36380	98	99	99	474	489	511	16	9	4	47	42	30	36	48	65	1	1	1
Students with Disabilities	20	98	10664	95	96	94	408	427	440	35	31	23	60	56	54	5	13	22	NA	NA	1
Students without Disabilities	92	509	68947	100	100	100	489	498	504	10	6	4	46	39	34	43	55	61	1	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	412	438	NC	33	22	NC	60	57	NC	7	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	82	323	37626	100	99	98	474	473	479	17	14	10	44	46	45	38	40	45	1	0	0
Non-Economically Disadvantaged	30	284	41985	97	99	100	481	503	511	7	5	4	60	37	30	33	57	65	NA	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	85	584	79327	98	100	98	507	507	518	22	22	19	21	21	20	48	47	46	8	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	277	38961	100	100	98	513	506	520	12	21	16	26	24	20	56	48	48	7	8	16
Male	42	307	40295	95	99	97	501	508	516	33	23	21	17	19	19	40	46	44	10	12	16
African American	NC	10	4247	NC	100	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	12	91	32327	100	100	98	525	504	499	8	23	27	17	20	25	67	49	41	8	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	12	4391	NC	100	96	NC	516	489	NC	8	32	NC	17	27	NC	75	36	NC	NA	4
White	69	467	36373	97	99	98	503	507	538	25	22	10	22	22	14	46	46	52	7	10	25
Students with Disabilities	17	101	9321	100	99	87	439	448	467	76	75	54	12	11	22	12	13	21	NA	1	3
Students without Disabilities	68	483	70006	97	100	100	521	519	524	9	11	14	24	23	19	57	54	49	10	12	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	48	287	37097	100	99	97	503	498	498	25	28	27	23	21	25	42	44	41	10	7	7
Non-Economically Disadvantaged	37	297	42230	95	100	99	513	515	535	19	16	11	19	22	15	57	49	50	5	13	24

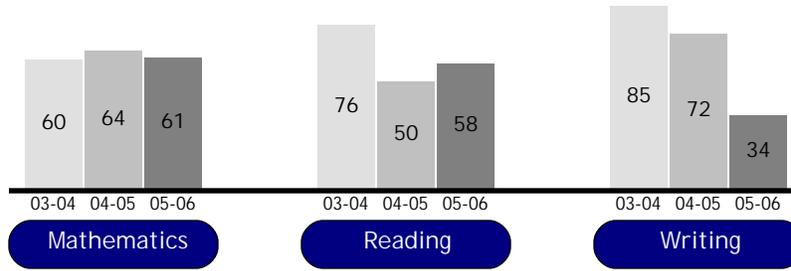
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	584	79501	98	100	98	491	491	497	13	11	10	29	28	25	55	58	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	277	39062	100	100	99	497	496	502	9	6	8	28	27	23	58	63	64	5	3	5
Male	42	307	40368	95	99	98	484	487	491	17	14	13	31	29	27	52	54	57	NA	3	3
African American	NC	10	4279	NC	100	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	12	91	32389	100	100	98	500	490	478	NA	9	16	33	30	34	67	60	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	12	4401	NC	100	96	NC	503	473	NC	NA	17	NC	25	40	NC	75	43	NC	NA	1
White	69	467	36446	97	99	99	488	491	516	14	11	4	29	28	15	54	57	73	3	3	7
Students with Disabilities	17	101	9411	100	99	88	430	440	453	59	44	36	29	39	36	12	18	26	NA	NA	1
Students without Disabilities	68	483	70090	97	100	100	503	501	502	1	4	7	29	26	24	66	67	65	3	3	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	48	287	37183	100	99	97	482	481	479	17	14	16	35	33	34	46	51	49	2	1	1
Non-Economically Disadvantaged	37	297	42318	95	100	99	501	501	513	8	7	5	22	23	17	68	65	70	3	4	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	85	582	80000	98	99	99	558	559	564	6	4	3	8	9	11	79	79	75	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	277	39288	100	100	99	574	570	579	2	4	2	5	5	6	81	80	77	12	11	16
Male	42	305	40644	95	98	98	541	550	549	10	4	4	12	12	15	76	78	74	2	6	7
African American	NC	10	4307	NC	100	99	NC	NA	551	NC	NA	4	NC	NA	13	NC	NA	75	NC	NA	7
Hispanic	12	90	32672	100	99	99	576	554	548	NA	6	4	NA	7	14	92	77	76	8	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	12	4424	NC	100	97	NC	583	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	69	466	36602	97	99	99	553	559	579	6	4	2	10	9	7	77	79	75	7	8	16
Students with Disabilities	17	100	9919	100	98	93	465	489	505	29	11	9	35	40	35	35	48	54	NA	1	2
Students without Disabilities	68	482	70081	97	100	100	577	573	571	NA	2	2	1	2	7	90	85	79	9	10	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	48	285	37534	100	99	98	551	547	547	4	5	4	10	10	15	79	80	76	6	5	5
Non-Economically Disadvantaged	37	297	42466	95	100	100	566	571	578	8	3	2	5	8	7	78	78	75	8	12	16

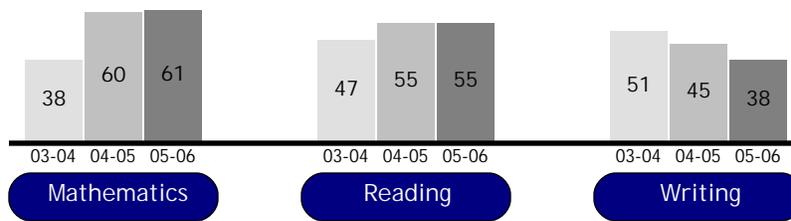
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	96	50	NA	58	98	41	47	47	95	37	39	46
	Language	99	43	41	50	98	42	45	47	95	46	41	48
	Mathematics	98	59	54	64	98	37	48	50	95	37	44	52
3	Reading	93	47	NA	55	95	39	41	44	97	39	43	46
	Language	93	53	54	61	95	37	41	44	96	43	43	46
	Mathematics	93	53	52	61	95	42	47	51	97	43	43	52
4	Reading	94	40	NA	56	96	43	46	48	95	41	44	52
	Language	98	41	51	52	96	46	46	49	95	43	46	52
	Mathematics	98	50	59	61	96	49	50	53	95	50	48	58
5	Reading	96	44	NA	55	99	47	50	50	96	43	50	56
	Language	98	39	45	49	99	46	49	50	96	43	46	54
	Mathematics	97	50	56	63	98	45	45	49	96	43	44	52
6	Reading	93	45	NA	56	94	47	48	51	94	48	52	56
	Language	97	34	44	48	94	44	45	47	94	44	44	50
	Mathematics	97	62	63	66	94	44	49	52	94	52	48	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)
- 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 Certification.	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
- ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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:
Listening centers for
K-3 & Special Education
Kdg Science Lab
- ü Desert Scribe Winners: three placed first, second or third plus fifteen Honorable Mentions.

Masonic Lodge Essay Contest Winner-first in state for 4th grade
- ü Project Fit America Fitness Course awarded as one of only three courses in Arizona.

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	70	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Gary Blanton	(928) 753-5928
Community Resources	Linda Chevalier	(928) 757-5100
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Sheila Picking	(928) 757-5100
Student Health/Nurse	Sophia Bailey	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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** 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.