Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

San Manual Jr./Sr High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

711 McNabb Parkway, San Manuel, AZ 85631

Mammoth-San Manuel Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

(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 :	Mr. John J. Ryan
Schedule :	07:30 AM to 04:00 PM
Grades :	7-12
Web Address :	www.msmusd.k12.az.us/highschool2.html
Phone Number :	(520) 385-2336
Fax Number :	(520) 385-3035
E-mail :	ryanj@sanmanuel.org

Mission

San Manuel Junior/Senior High School provides each student with a safe, equitable and progressive learning environment, guided by the Arizona Educational Standards, enabling them to become productive and responsible citizens.

School / Academic Goals

- All core content areas have fully aligned curriculum with the Arizona State Standards. The fully aligned curriculum, grades 7-12 will be implemented this year.
- San Manuel Junior/Senior High will continue a skills lab in mathematics which will focus on drill and instruction for those students who are currently testing below appropriate grade level.The students will also be enrolled in math at grade level.
- All teachers at the Junior High level will integrate the Arizona Technology standards into their curriculum.
- The Junior/Senior High will continue towards exceeding our test score goals as outlined in our School Improvement plan.

Enrollment

October 1, 2005 School Year Student Enrollment : 205

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 2

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- On-site Special Education
- Career Technical Education
- High School Credit classes
- Gifted Education
- AIMS Math Tutoring
- Counseling Services
- After school Homework Help

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school and district will provide a comprehensive education which will teach the state standards and provide all students the opportunity to meet or exceed these standards on AIMS. Provide a clean and safe environment that is conducive to learning.

Parents

Parents should assist the school by making sure that their child is in attendance each day. They should also provide facilities/supplies, monitor individual progress and set up a plan of improvement for academics and behavior. Communicate with staff to develop a plan to help all students attain success.

Transportation Policy

The district transports all students who live over one and one-half miles from the high school. It also provides special education and afterschool transportation from student activities.

School Honors

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

Award/Honor	Year
Central AZ College Teacher of the Year	2004
Pinal County Teacher of the Year	2002
Gates Millenium Scholar	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	109	78546	100	100	97	534	534	543	17	17	15	19	19	18	54	54	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	54	38645	100	100	98	531	531	545	19	19	13	22	22	18	54	54	54	6	6	15
Male	55	55	39792	100	100	97	537	537	542	16	16	17	16	16	17	55	55	50	13	13	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	71	71	31177	100	100	97	531	531	524	17	17	22	21	21	23	56	56	48	6	6	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	35	35	36450	100	100	97	542	542	563	17	17	7	17	17	12	51	51	57	14	14	23
Students with Disabilities	16	16	8093	100	100	82	491	491	489	44	44	50	31	31	24	25	25	23	NA	NA	2
Students without Disabilities	93	93	70453	100	100	100	542	542	549	13	13	11	17	17	17	59	59	56	11	11	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	83	83	34694	100	100	96	531	531	524	22	22	23	17	17	23	52	52	48	10	10	7
Non-Economically Disadvantaged	26	26	43852	100	100	99	546	546	559	4	4	10	27	27	13	62	62	56	8	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	79045	100	100	98	513	513	512	7	7	10	22	22	25	65	65	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	38860	98	98	98	515	515	519	6	6	7	26	26	22	64	64	62	4	4	8
Male	55	55	40075	100	100	97	512	512	505	9	9	12	18	18	28	65	65	54	7	7	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	71	71	31314	100	100	98	508	508	493	7	7	16	25	25	34	66	66	48	1	1	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	34	34	36730	100	100	98	523	523	532	9	9	4	18	18	16	62	62	68	12	12	12
Students with Disabilities	15	15	8552	100	100	87	464	464	463	40	40	35	27	27	40	33	33	23	NA	NA	1
Students without Disabilities	93	93	70493	100	100	100	521	521	517	2	2	7	22	22	24	70	70	62	6	6	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	82	82	34922	99	99	96	512	512	493	10	10	15	20	20	34	67	67	48	4	4	3
Non-Economically Disadvantaged	26	26	44123	100	100	99	518	518	527	NA	NA	6	31	31	18	58	58	66	12	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	79657	100	100	99	566	566	566	NA	NA	3	10	10	8	90	90	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39120	98	98	99	576	576	580	NA	NA	2	8	8	4	92	92	92	NA	NA	2
Male	55	55	40423	100	100	98	556	556	553	NA	NA	5	13	13	12	87	87	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	70	70	31642	99	99	99	571	571	552	NA	NA	5	4	4	11	96	96	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	35	35	36929	100	100	99	556	556	579	NA	NA	2	23	23	5	77	77	91	NA	NA	2
Students with Disabilities	16	16	9069	100	100	92	498	498	508	NA	NA	11	69	69	30	31	31	58	NA	NA	1
Students without Disabilities	92	92	70588	99	99	100	578	578	573	NA	NA	2	NA	NA	5	100	100	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	82	82	35341	99	99	97	565	565	551	NA	NA	5	10	10	12	90	90	83	NA	NA	0
Non-Economically Disadvantaged	26	26	44316	100	100	100	568	568	578	NA	NA	2	12	12	5	88	88	90	NA	NA	2

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	95	78400	100	100	97	551	551	554	14	14	21	22	22	19	60	60	47	4	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38686	100	100	98	551	551	554	17	17	20	15	15	20	61	61	49	7	7	12
Male	49	49	39636	98	98	96	552	552	554	10	10	23	29	29	18	59	59	46	2	2	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	66	66	30732	100	100	97	550	550	534	12	12	31	29	29	24	55	55	40	5	5	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	28	28	37038	97	97	97	558	558	575	14	14	11	7	7	14	75	75	56	4	4	19
Students with Disabilities	10	10	7840	100	100	81	NA	NA	498	NA	NA	60	NA	NA	18	NA	NA	20	NA	NA	2
Students without Disabilities	85	85	70560	99	99	99	561	561	560	5	5	17	24	24	19	67	67	50	5	5	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	76	76	33014	99	99	95	549	549	534	14	14	31	22	22	24	59	59	40	4	4	5
Non-Economically Disadvantaged	19	19	45386	100	100	99	560	560	569	11	11	15	21	21	15	63	63	52	5	5	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	94	79179	99	99	98	515	515	519	11	11	11	27	27	27	62	62	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	38974	100	100	99	518	518	524	11	11	8	27	27	25	60	60	61	2	2	5
Male	49	49	40124	98	98	97	513	513	513	10	10	13	27	27	28	63	63	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	66	66	30987	100	100	98	515	515	498	9	9	17	30	30	36	59	59	45	2	2	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	27	27	37467	93	93	98	518	518	539	11	11	5	19	19	17	70	70	70	NA	NA	8
Students with Disabilities	10	10	8567	100	100	88	NA	NA	467	NA	NA	39	NA	NA	38	NA	NA	22	NA	NA	1
Students without Disabilities	84	84	70612	98	98	99	523	523	524	5	5	7	25	25	25	69	69	62	1	1	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	77	77	33345	100	100	96	515	515	499	10	10	17	29	29	36	60	60	46	1	1	1
Non-Economically Disadvantaged	17	17	45834	94	94	99	517	517	533	12	12	7	18	18	19	71	71	67	NA	NA	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	93	93	79734	98	98	99	549	549	554	NA	NA	3	27	27	19	73	73	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39243	98	98	99	560	560	568	NA	NA	2	14	14	12	86	86	85	NA	NA	1
Male	49	49	40413	98	98	98	538	538	541	NA	NA	4	39	39	26	61	61	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	64	64	31254	98	98	99	549	549	539	NA	NA	5	25	25	25	75	75	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	28	28	37668	97	97	99	548	548	569	NA	NA	1	29	29	13	71	71	85	NA	NA	1
Students with Disabilities	10	10	8943	100	100	92	NA	NA	495	NA	NA	11	NA	NA	51	NA	NA	38	NA	NA	1
Students without Disabilities	83	83	70791	97	97	100	555	555	561	NA	NA	2	19	19	15	81	81	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	75	75	33718	97	97	97	549	549	538	NA	NA	5	25	25	26	75	75	69	NA	NA	0
Non-Economically Disadvantaged	18	18	46016	100	100	100	546	546	567	NA	NA	2	33	33	14	67	67	84	NA	NA	1

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	81	71130	--	99	95	--	689	701	--	26	23	--	20	13	--	52	51	--	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	41	35465	--	98	96	--	689	702	--	22	21	--	22	13	--	56	53	--	NA	13
Male	--	40	35648	--	100	94	--	688	701	--	30	24	--	18	12	--	48	50	--	5	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	--	49	25103	--	98	95	--	683	685	--	31	34	--	20	16	--	49	45	--	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	--	31	36075	--	100	95	--	698	715	--	19	12	--	16	9	--	58	58	--	6	21
Students with Disabilities	--	NC	5862	--	NC	71	--	NC	658	--	NC	63	--	NC	15	--	NC	20	--	NC	2
Students without Disabilities	--	74	65268	--	100	98	--	692	705	--	22	19	--	20	12	--	55	54	--	3	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	56	22957	--	98	93	--	684	685	--	27	34	--	21	17	--	52	44	--	NA	5
Non-Economically Disadvantaged	--	25	48173	--	100	96	--	700	709	--	24	17	--	16	11	--	52	55	--	8	18

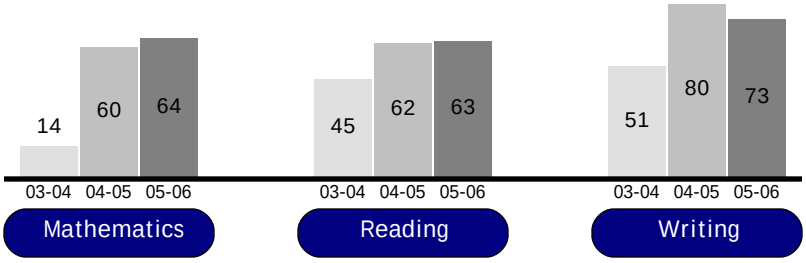
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	84	73018	--	100	97	--	691	703	--	NA	6	--	31	23	--	68	64	--	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	43	36181	--	100	97	--	691	708	--	NA	4	--	35	21	--	63	65	--	2	9
Male	--	41	36816	--	100	96	--	692	699	--	NA	7	--	27	24	--	73	62	--	NA	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	51	25801	--	100	96	--	687	683	--	NA	10	--	37	34	--	63	53	--	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	32	37024	--	100	97	--	699	721	--	NA	2	--	22	12	--	75	73	--	3	13
Students with Disabilities	--	NC	7170	--	NC	85	--	NC	654	--	NC	23	--	NC	47	--	NC	29	--	NC	1
Students without Disabilities	--	76	65848	--	100	98	--	695	708	--	NA	4	--	25	20	--	74	67	--	1	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	58	23912	--	100	94	--	686	681	--	NA	10	--	36	36	--	62	52	--	2	2
Non-Economically Disadvantaged	--	26	49106	--	100	98	--	702	714	--	NA	4	--	19	16	--	81	69	--	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	84	72810	--	100	96	--	686	685	--	6	6	--	25	30	--	64	58	--	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	43	36111	--	100	97	--	694	695	--	5	4	--	19	23	--	70	65	--	7	8
Male	--	41	36678	--	100	95	--	679	674	--	7	9	--	32	36	--	59	52	--	2	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	51	25735	--	100	96	--	685	669	--	8	10	--	18	41	--	73	48	--	2	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	32	36915	--	100	97	--	689	697	--	3	3	--	34	21	--	53	67	--	9	8
Students with Disabilities	--	NC	7071	--	NC	84	--	NC	634	--	NC	24	--	NC	53	--	NC	21	--	NC	1
Students without Disabilities	--	76	65739	--	100	98	--	694	689	--	3	4	--	24	27	--	68	62	--	5	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	58	23814	--	100	94	--	681	667	--	9	10	--	28	41	--	59	47	--	5	2
Non-Economically Disadvantaged	--	26	48996	--	100	97	--	698	693	--	NA	4	--	19	24	--	77	64	--	4	7

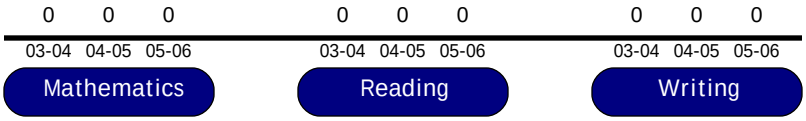
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	50	NA	54	100	50	50	50	100	56	56	54
	Language	98	50	50	58	100	54	54	52	100	58	58	58
	Mathematics	99	54	54	62	100	47	47	50	100	46	46	54
8	Reading	96	44	NA	55	98	51	51	51	100	58	58	58
	Language	95	40	40	52	98	48	48	50	99	52	52	56
	Mathematics	92	56	56	61	97	50	50	53	100	58	58	58
9	Reading	--	--	NA	42	--	--	42	51	--	--	54	52
	Language	--	--	26	42	--	--	40	50	--	--	50	50
	Mathematics	--	--	45	63	--	--	46	50	--	--	48	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü District Mission Statement
1 Non-certified Employee(s)	ü After/Summer School Programs
2 Teacher(s)	ü Instructional Strategies
2 Parent(s)	ü Parent/Community Relations
2 Community Member(s)	ü School Climate
2 Student(s)	ü Automate School Library Functions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- ü Auditorium
- ü 4 Computer Labs
- ü Library
- ü Reading Center

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Drama Club
- ü Athletics/Cheerleaders
- ü Students Against Destructive Decisions
- ü Art Club
- ü Foreign Language

Social Services

- ü Counseling Services
- ü Breakfast Program
- ü Adult Education
- ü Probation Officer on Staff
- ü Nurse Practitioner
- ü After School Programs
- ü Support Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- San Manuel Junior/Senior High received the Arizona School Board Association's Golden Bell Award in 2004.
- San Manuel Junior/Senior High staff were awarded 'teacher of the Year' recognition by two separate entities.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	92	95	94	95
Promotion Rate [5]	83	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

Our student handbook lists in detail the behaviors expected, as well as the consequences when our code of conduct is broken. There is an on campus resource officer and probation officer.

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) : 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	John J. Ryan	(520) 385-2336
Transportation Policy	David Hogan	(520) 385-2339
Community Resources	Larry Ramirez	(520) 385-2337
School Nutrition Programs	Joanna Diaz	(520) 385-2336
Parent Organization		
Student Health/Nurse	Barbara Garven	(520) 385-2336

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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.