

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

711 McNab 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. John J. Ryan
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-12
 2005 Enrollment : 352
 Web Address : www.msmsud.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

- ü All core content areas have fully aligned the curriculum with the AZ State Standards. The aligned curriculum [grades 7-12] will be implemented this year.
- ü San Manuel Junior/Senior High school will continue to offer an AIMS mathematics course, that is specifically designed to help remediate students who have not met or exceeded the standards on the AIMS test.
- ü San Manuel Junior/Senior High will offer remediation during homeroom each day half hour] to those students who have not met or exceeded the standards on the AIMS test.
- ü San Manuel Junior/Senior High will introduce a skills lab to all Freshmen who are not at the Algebra I level. The lab will provide drill and instruction to help bring these students math skills up to grade level.

Enrollment

October 1, 2004 School Year Student Enrollment : 375
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- Ü On-site Special Education
- Ü Career Technical Education
- Ü Honors Classes
- Ü Advanced Placement Classes
- Ü Alternative Education
- Ü After School AIMS Math Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 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. Also provide a clean and safe environment conducive to learning.

Parents

Parents should assist the school by encouraging regular daily attendance. They should also provide adequate study 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 their child master the Arizona State Standards.

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
Ü Gates Millenium Scholar	2004
Ü Central Arizona College Teacher of the Year	2004
Ü Western Region Wrestling Coach of the Year	2003
Ü Appointee to the Citadel Military Academy	2005

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	--	97	78250	--	97	99	--	543	548	--	19	21	--	21	18	--	54	48	--	6	13
All Students (Prior Year)	NC	99	75001	NC	99	99	NC	451	468	NC	47	37	NC	39	36	NC	10	16	NC	4	10
Female	--	45	38071	--	100	99	--	533	549	--	27	20	--	22	19	--	47	49	--	4	12
Male	--	52	40126	--	95	99	--	552	547	--	12	23	--	20	17	--	60	46	--	8	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	50	29129	--	98	99	--	534	527	--	22	32	--	24	23	--	50	40	--	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	46	38320	--	96	99	--	552	568	--	16	12	--	18	14	--	57	55	--	9	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	--	89	68996	--	99	99	--	550	561	--	11	16	--	23	18	--	59	52	--	7	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	78	33388	--	96	94	--	541	530	--	18	32	--	24	22	--	55	40	--	3	5
Non-Economically Disadvantaged	--	19	44937	--	100	100	--	553	561	--	21	13	--	11	15	--	47	54	--	21	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	--	98	78302	--	0	99	--	509	512	--	10	11	--	27	25	--	59	57	--	3	7
All Students (Prior Year)	--	97	74918	--	97	99	--	496	497	--	33	32	--	22	19	--	32	35	--	13	15
Female	--	44	38082	--	0	99	--	505	518	--	14	8	--	30	24	--	55	61	--	2	7
Male	--	54	40166	--	0	99	--	512	507	--	8	14	--	25	26	--	63	54	--	4	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	51	29152	--	0	99	--	493	492	--	16	17	--	31	34	--	53	46	--	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	46	38347	--	0	99	--	526	531	--	5	5	--	23	17	--	66	68	--	7	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	89	69024	--	0	99	--	516	524	--	6	7	--	25	23	--	66	62	--	3	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	79	33398	--	0	94	--	504	495	--	12	18	--	27	35	--	60	46	--	1	2
Non-Economically Disadvantaged	--	19	44979	--	0	100	--	529	525	--	5	6	--	26	18	--	58	66	--	11	10

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	--	99	78094	--	99	99	--	549	545	--	1	3	--	19	18	--	80	77	--	0	2
All Students (Prior Year)	--	98	74503	--	98	99	--	474	491	--	9	9	--	40	32	--	48	51	--	3	8
Female	--	45	38025	--	100	99	--	546	558	--	2	2	--	20	13	--	78	82	--	0	2
Male	--	54	40013	--	98	99	--	551	534	--	0	5	--	17	23	--	83	71	--	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	51	29068	--	100	99	--	543	523	--	0	5	--	22	27	--	78	67	--	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	47	38265	--	98	99	--	554	564	--	2	2	--	16	11	--	82	84	--	0	3
Students with Disabilities	--	10	9275	--	100	100	--	470	444	--	10	14	--	60	46	--	30	39	--	0	1
Students without Disabilities	--	89	68892	--	99	98	--	558	559	--	0	2	--	14	14	--	86	82	--	0	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	79	33296	--	98	94	--	550	527	--	0	5	--	18	27	--	82	67	--	0	0
Non-Economically Disadvantaged	--	20	44871	--	100	100	--	544	559	--	5	2	--	20	12	--	75	84	--	0	3

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

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	85	85	69846	98	99	100	685	685	699	29	29	21	17	17	11	54	54	49	0	0	18
All Students (Prior Year)	82	82	65934	98	98	100	491	491	492	42	42	43	20	20	18	29	29	24	9	9	15
Female	39	39	34328	100	100	99	684	684	702	27	27	19	24	24	12	49	49	51	0	0	18
Male	46	46	35509	96	98	100	686	686	696	30	30	23	11	11	11	59	59	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	54	54	23363	100	100	100	680	680	680	35	35	32	23	23	16	42	42	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	30	30	36421	91	91	99	694	694	714	20	20	12	7	7	8	73	73	54	0	0	26
Students with Disabilities	10	10	7690	91	100	100	642	642	593	90	90	64	0	0	14	10	10	21	0	0	2
Students without Disabilities	75	75	62220	99	99	99	691	691	712	21	21	16	19	19	11	60	60	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	58	58	21421	98	98	92	679	679	686	35	35	35	18	18	15	47	47	43	0	0	7
Non-Economically Disadvantaged	27	27	48489	96	100	100	700	700	704	15	15	15	15	15	10	69	69	52	0	0	23

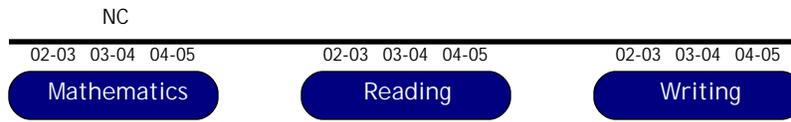
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	71311	100	100	100	682	682	694	9	9	7	34	34	21	56	56	63	1	1	9
All Students (Prior Year)	83	83	68162	99	99	100	516	516	509	9	9	18	28	28	24	59	59	51	5	5	8
Female	42	42	34899	100	100	100	678	678	700	5	5	5	39	39	19	56	56	66	0	0	10
Male	48	48	36430	98	100	100	684	684	688	13	13	9	29	29	22	56	56	61	2	2	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	58	58	24056	100	100	100	672	672	672	14	14	13	40	40	31	44	44	53	2	2	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	31	31	36841	94	94	99	697	697	713	0	0	3	23	23	12	77	77	72	0	0	13
Students with Disabilities	11	11	8021	100	100	100	638	638	590	45	45	27	45	45	42	9	9	29	0	0	1
Students without Disabilities	79	79	63379	100	100	100	688	688	707	4	4	5	32	32	18	63	63	68	1	1	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	61	61	22243	100	100	93	670	670	677	12	12	14	43	43	32	45	45	51	0	0	3
Non-Economically Disadvantaged	29	29	49157	100	100	100	706	706	702	3	3	4	14	14	16	79	79	69	3	3	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	89	89	70868	99	100	100	663	663	688	9	9	5	52	52	23	39	39	63	0	0	9
All Students (Prior Year)	83	83	67629	99	99	100	515	515	524	17	17	22	22	22	16	61	61	59	0	0	3
Female	41	41	34710	100	100	99	665	665	697	8	8	3	53	53	19	40	40	66	0	0	12
Male	48	48	36176	98	100	100	662	662	678	10	10	7	52	52	27	38	38	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	57	57	23868	100	100	100	660	660	670	13	13	9	48	48	33	39	39	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	31	31	36710	94	94	99	669	669	702	3	3	2	58	58	15	39	39	69	0	0	13
Students with Disabilities	10	10	7900	91	100	100	610	610	580	50	50	22	50	50	49	0	0	28	0	0	1
Students without Disabilities	79	79	63054	100	100	99	670	670	701	4	4	3	53	53	20	44	44	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	60	60	21994	98	98	92	661	661	673	12	12	10	49	49	36	39	39	52	0	0	3
Non-Economically Disadvantaged	29	29	48960	100	100	100	669	669	694	3	3	3	59	59	18	38	38	67	0	0	12

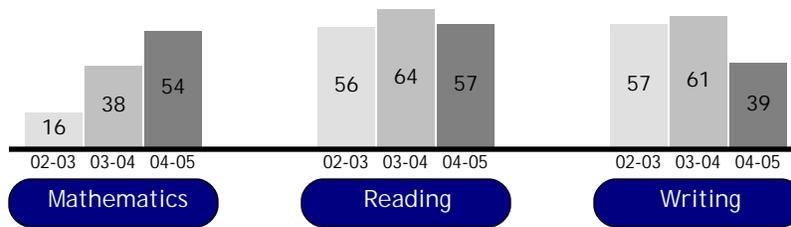
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	Not Evaluated
	Met Graduation Rate?	Y
	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
7	Reading	--	--	39	51	--	--	NA	54	--	--	50	50
	Language	--	--	42	54	--	--	50	58	--	--	54	52
	Mathematics	--	--	48	58	--	--	54	62	--	--	47	50
8	Reading	--	--	45	53	--	--	NA	55	--	--	51	51
	Language	--	--	35	49	--	--	40	52	--	--	48	50
	Mathematics	--	--	48	58	--	--	56	61	--	--	50	53
9	Reading	97	44	44	41	95	29	NA	42	95	42	42	51
	Language	97	40	40	42	97	26	26	42	95	40	40	50
	Mathematics	97	65	65	60	97	45	45	63	96	46	46	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

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

Council Duties

- Ü Review Curriculum
- Ü Advise Principal
- Ü Voice of Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	4	1	1	0
7 to 9 years	2	0	0	0
10 or more years	7	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	101
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Auditorium
- Ü Five Computer Labs
- Ü Library
- Ü Wood shop

Extracurricular Activities

- Ü Student Council
- Ü National Honor Society
- Ü Drama Club
- Ü Athletics/Cheerleaders
- Ü Spanish Club
- Ü Art Club
- Ü Band
- Ü Choir

Social Services

- Ü School Nurse
- Ü Lunch Program
- Ü Breakfast Program
- Ü Adult Education
- Ü G.E.D. classes
- Ü Counseling services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The 81 graduates of San Manuel earned approximately \$925,000.00 in scholarships following the 2004-05 school year.

- ü San Manuel has successfully piloted an AIMS math tutoring program which has resulted in 90% of the students enrolled in the class meeting or exceeding the math test.

- ü San Manuel has earned the Arizona School Board Association's Golden Bell Award for our writing across the curriculum project.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	92	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

Disruption of any kind is not tolerated. Detailed behaviors expected, as well as consequences are listed in our student handbook. There is an on campus resource officer, as well as a probation officer.

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) :

17

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 Ryan	(520) 385-2336
Transportation Policy	David Hogan	(520) 385-2339
Community Resources	Cathy Valencia	(520) 385-2337
School Nutrition Programs	Joanne 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."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.