

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2226 W. I-10 Business Loop, San Simon, AZ 85632

San Simon Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Small School
2001-02 Maintaining

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

High School Achievement Profile (a)

2003-04 Performing
2002-03 Small School
2001-02 Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

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.

School Overview

Principal/Administrator : Mr. Michael D. Reed
Schedule : 7:30 AM to 4:00 PM
Grades : K-12
2004 Enrollment : 110
Web Address : www.sansimon.k12.az.us
Phone Number : (520) 845-2275
Fax Number : (520) 845-2480
E-mail : mreed@sansimon.org

Mission

Our school mission is to provide a comprehensive, success-oriented program for all students and develop the student's potential in the areas of academic ability, technological skills, cultural appreciation, physical well-being and social development.

School / Academic Goals

- ü Developing skills in communication. All students will become skilled in reading, writing, speaking, listening, composition. 60% of all students will perform at or above 50 National Curve Equivalent(NCE) as determined by the Stanford 9 test results.
- ü Developing skills in computation. All students will be able to meet or approach the Arizona math standards for their grade level. Performance outcomes will be exhibited on the AIMS tests.
- ü Students will become independent learners as evidenced by progress on Individual Educational Plan developed for each student.

Enrollment

October 1, 2003 School Year Student Enrollment : 56
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 16

Instructional Programs

- Full-day Kindergarten
- On-site Special Education Services
- Award Winning Art Program
- Award winning Technology Program
- Award winning Vocational Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 8 minutes
First Day of School :	8/9/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

To provide a quality educational program for all students. To provide all students with the skills and knowledge to allow them to be productive and contributing members of society. To provide a safe and positive environment for learning.

Parents

To have your student attend school regularly and promptly. To be aware of school policies and procedures and to review these with your student. To keep in contact with your student's teacher and work as a team in the educational process.

Transportation Policy

The San Simon School District provides transportation on established bus routes. Maps and time schedules are available from the district office.

School Honors

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

Award/Honor	Year
• State Winner--Presidential Science Elementary Educator	2001
• Social Studies Educator of the Year Regional Winner	2001
• NAU/AZ Small and Rural Schools Hall of Fame Selection	2002
• State Winner of Safety Calendar Contest	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	NC	NC	75509	NC	NC	100	NC	NC	521	NC	NC	13	NC	NC	23	NC	NC	33	NC	NC	31
All Students (Prior Year)	10	10	75372	100	100	100	548	548	523	0	0	9	0	0	25	63	63	36	38	38	30
Female	NC	NC	37013	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	24	NC	NC	33	NC	NC	31
Male	NC	NC	38430	NC	NC	99	NC	NC	521	NC	NC	14	NC	NC	22	NC	NC	33	NC	NC	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	NC	NC	65801	NC	NC	98	NC	NC	525	NC	NC	11	NC	NC	23	NC	NC	34	NC	NC	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	NC	NC	39040				NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	34	NC	NC	39

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	NC	NC	75492	NC	NC	100	NC	NC	519	NC	NC	12	NC	NC	16	NC	NC	47	NC	NC	24
All Students (Prior Year)	10	10	75221	100	100	100	522	522	523	0	0	8	13	13	16	88	88	56	0	0	21
Female	NC	NC	37014	NC	NC	100	NC	NC	523	NC	NC	10	NC	NC	15	NC	NC	48	NC	NC	27
Male	NC	NC	38400	NC	NC	99	NC	NC	516	NC	NC	14	NC	NC	17	NC	NC	47	NC	NC	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	NC	NC	65785	NC	NC	98	NC	NC	522	NC	NC	10	NC	NC	16	NC	NC	49	NC	NC	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	NC	NC	39164				NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	48	NC	NC	31

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	NC	NC	75053	NC	NC	99	NC	NC	597	NC	NC	7	NC	NC	12	NC	NC	72	NC	NC	9
All Students (Prior Year)	10	10	73654	100	100	99	529	529	530	0	0	9	13	13	13	88	88	70	0	0	7
Female	NC	NC	36872	NC	NC	99	NC	NC	621	NC	NC	5	NC	NC	9	NC	NC	74	NC	NC	12
Male	NC	NC	38109	NC	NC	99	NC	NC	573	NC	NC	10	NC	NC	14	NC	NC	69	NC	NC	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	NC	NC	65428	NC	NC	98	NC	NC	604	NC	NC	6	NC	NC	11	NC	NC	73	NC	NC	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	NC	NC	38950				NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	12

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	NC	NC	76019	NC	NC	100	NC	NC	499	NC	NC	14	NC	NC	39	NC	NC	14	NC	NC	33
All Students (Prior Year)	NC	NC	76230	NC	NC	100	NC	NC	498	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	37
Female	NC	NC	37207	NC	NC	100	NC	NC	499	NC	NC	12	NC	NC	41	NC	NC	14	NC	NC	33
Male	NC	NC	38677	NC	NC	100	NC	NC	498	NC	NC	15	NC	NC	38	NC	NC	13	NC	NC	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	--	--	9786	--	--	100	--	--	457	--	--	39	--	--	40	--	--	7	--	--	13
Students without Disabilities	NC	NC	66233	NC	NC	99	NC	NC	503	NC	NC	11	NC	NC	39	NC	NC	14	NC	NC	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	NC	NC	40266				NC	NC	513	NC	NC	9	NC	NC	33	NC	NC	15	NC	NC	43

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	NC	NC	76020	NC	NC	100	NC	NC	503	NC	NC	25	NC	NC	23	NC	NC	40	NC	NC	12
All Students (Prior Year)	NC	NC	76202	NC	NC	100	NC	NC	505	NC	NC	19	NC	NC	24	NC	NC	46	NC	NC	11
Female	NC	NC	37213	NC	NC	100	NC	NC	504	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Male	NC	NC	38666	NC	NC	100	NC	NC	501	NC	NC	29	NC	NC	22	NC	NC	38	NC	NC	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	--	--	9784	--	--	100	--	--	485	--	--	58	--	--	19	--	--	19	--	--	4
Students without Disabilities	NC	NC	66236	NC	NC	99	NC	NC	504	NC	NC	23	NC	NC	23	NC	NC	42	NC	NC	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	NC	NC	40274				NC	NC	509	NC	NC	17	NC	NC	20	NC	NC	47	NC	NC	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	NC	NC	75673	NC	NC	100	NC	NC	530	NC	NC	12	NC	NC	25	NC	NC	58	NC	NC	4
All Students (Prior Year)	NC	NC	74692	NC	NC	99	NC	NC	502	NC	NC	18	NC	NC	27	NC	NC	47	NC	NC	8
Female	NC	NC	37099	NC	NC	100	NC	NC	548	NC	NC	8	NC	NC	22	NC	NC	64	NC	NC	6
Male	NC	NC	38441	NC	NC	99	NC	NC	513	NC	NC	16	NC	NC	29	NC	NC	52	NC	NC	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	--	--	9706	--	--	100	--	--	462	--	--	36	--	--	32	--	--	31	--	--	1
Students without Disabilities	NC	NC	65967	NC	NC	99	NC	NC	536	NC	NC	10	NC	NC	25	NC	NC	60	NC	NC	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	NC	NC	40091				NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6

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

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	10	10	75001	NA	NA	99	470	470	468	22	22	37	56	56	36	22	22	16	0	0	10
All Students (Prior Year)	10	10	71167	NA	100	99	468	468	463	33	33	38	56	56	41	11	11	14	0	0	7
Female	NC	NC	36846	NC	NC	99	NC	NC	468	NC	NC	36	NC	NC	38	NC	NC	16	NC	NC	10
Male	NC	NC	37974	NC	NC	99	NC	NC	467	NC	NC	39	NC	NC	34	NC	NC	16	NC	NC	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	NC	NC	66199	NC	NC	99	NC	NC	472	NC	NC	34	NC	NC	38	NC	NC	17	NC	NC	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814				--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	10	10	45170				470	470	479	22	22	28	56	56	38	22	22	20	0	0	14

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	10	10	74918	NA	NA	99	495	495	497	25	25	32	38	38	19	25	25	35	13	13	15
All Students (Prior Year)	10	10	71100	NA	100	99	510	510	502	11	11	25	33	33	21	44	44	40	11	11	15
Female	NC	NC	36805	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Male	NC	NC	37936	NC	NC	99	NC	NC	493	NC	NC	35	NC	NC	18	NC	NC	33	NC	NC	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	NC	NC	66117	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785				--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	10	10	45115				495	495	508	25	25	23	38	38	18	25	25	39	13	13	20

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	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
All Students (Prior Year)	10	10	69001	NA	100	96	487	487	490	11	11	17	56	56	37	33	33	45	0	0	1
Female	NC	NC	36686	NC	NC	99	NC	NC	506	NC	NC	5	NC	NC	29	NC	NC	57	NC	NC	9
Male	NC	NC	37644	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	36	NC	NC	45	NC	NC	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	NC	NC	65841	NC	NC	98	NC	NC	499	NC	NC	7	NC	NC	32	NC	NC	53	NC	NC	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587				--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	NC	NC	44898				NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

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	--	NC	65934	--	NC	100	--	NC	492	--	NC	43	--	NC	18	--	NC	24	--	NC	15
All Students (Prior Year)	NC	NC	57534	NC	NC	91	NC	NC	491	NC	NC	46	NC	NC	16	NC	NC	23	NC	NC	15
Female	--	NC	32586	--	NC	100	--	NC	491	--	NC	44	--	NC	19	--	NC	24	--	NC	14
Male	--	NC	33226	--	NC	99	--	NC	493	--	NC	42	--	NC	18	--	NC	24	--	NC	16
African American	--	--	3042	--	--	98	--	--	478	--	--	58	--	--	19	--	--	17	--	--	6
Hispanic	--	NC	21740	--	NC	100	--	NC	475	--	NC	63	--	NC	17	--	NC	15	--	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	--	NC	34819	--	NC	99	--	NC	505	--	NC	27	--	NC	20	--	NC	31	--	NC	22
Students with Disabilities	--	NC	6507	--	NC	100	--	NC	456	--	NC	83	--	NC	9	--	NC	6	--	NC	2
Students without Disabilities	--	NC	59427	--	NC	100	--	NC	494	--	NC	41	--	NC	19	--	NC	25	--	NC	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	--	NC	18745				--	NC	475	--	NC	64	--	NC	16	--	NC	15	--	NC	5
Non-Economically Disadvantaged	--	NC	47182				--	NC	499	--	NC	35	--	NC	19	--	NC	27	--	NC	19

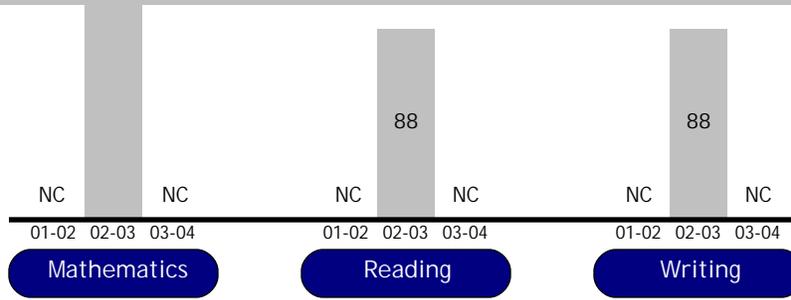
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	NC	68162	--	NC	100	--	NC	509	--	NC	18	--	NC	24	--	NC	51	--	NC	8
All Students (Prior Year)	NC	NC	56700	NC	NC	89	NC	NC	512	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	10
Female	--	NC	33509	--	NC	100	--	NC	513	--	NC	15	--	NC	23	--	NC	52	--	NC	9
Male	--	NC	34521	--	NC	100	--	NC	505	--	NC	20	--	NC	24	--	NC	49	--	NC	7
African American	--	--	3163	--	--	99	--	--	497	--	--	22	--	--	30	--	--	46	--	--	3
Hispanic	--	NC	22624	--	NC	100	--	NC	487	--	NC	32	--	NC	31	--	NC	35	--	NC	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	--	--	4592	--	--	100	--	--	484	--	--	32	--	--	37	--	--	30	--	--	1
White	--	NC	35727	--	NC	100	--	NC	526	--	NC	7	--	NC	17	--	NC	64	--	NC	12
Students with Disabilities	--	NC	6845	--	NC	100	--	NC	468	--	NC	53	--	NC	29	--	NC	18	--	NC	1
Students without Disabilities	--	NC	61317	--	NC	100	--	NC	512	--	NC	15	--	NC	23	--	NC	53	--	NC	8
Limited English Proficient Students	--	--	7152	--	--	100	--	--	464	--	--	57	--	--	31	--	--	12	--	--	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	--	NC	19528				--	NC	487	--	NC	31	--	NC	32	--	NC	34	--	NC	2
Non-Economically Disadvantaged	--	NC	48595				--	NC	518	--	NC	13	--	NC	20	--	NC	57	--	NC	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	--	NC	67629	--	NC	100	--	NC	524	--	NC	22	--	NC	16	--	NC	59	--	NC	3
All Students (Prior Year)	NC	NC	55090	NC	NC	87	NC	NC	479	NC	NC	16	NC	NC	13	NC	NC	70	NC	NC	0
Female	--	NC	33347	--	NC	100	--	NC	537	--	NC	17	--	NC	15	--	NC	64	--	NC	4
Male	--	NC	34151	--	NC	99	--	NC	512	--	NC	27	--	NC	18	--	NC	54	--	NC	2
African American	--	--	3150	--	--	99	--	--	515	--	--	24	--	--	19	--	--	56	--	--	2
Hispanic	--	NC	22313	--	NC	100	--	NC	493	--	NC	34	--	NC	19	--	NC	46	--	NC	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	--	--	4528	--	--	99	--	--	492	--	--	35	--	--	21	--	--	42	--	--	1
White	--	NC	35593	--	NC	99	--	NC	547	--	NC	13	--	NC	14	--	NC	69	--	NC	4
Students with Disabilities	--	NC	6712	--	NC	100	--	NC	445	--	NC	61	--	NC	18	--	NC	21	--	NC	0
Students without Disabilities	--	NC	60917	--	NC	100	--	NC	530	--	NC	19	--	NC	16	--	NC	61	--	NC	3
Limited English Proficient Students	--	--	6994	--	--	100	--	--	442	--	--	58	--	--	18	--	--	23	--	--	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	--	NC	19310				--	NC	489	--	NC	35	--	NC	20	--	NC	44	--	NC	1
Non-Economically Disadvantaged	--	NC	48278				--	NC	538	--	NC	17	--	NC	15	--	NC	65	--	NC	4

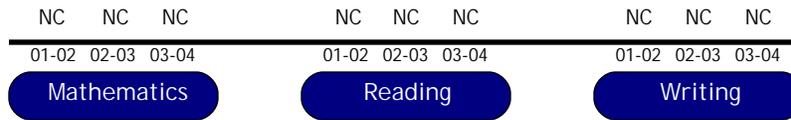
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

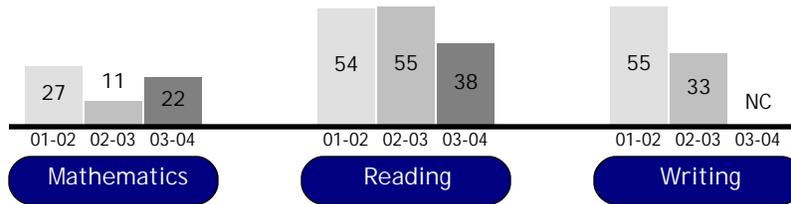
3rd Grade Proficiency



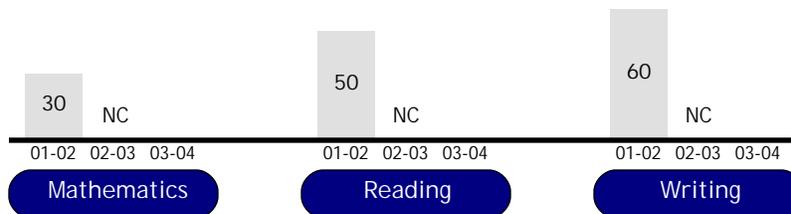
5th Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NC	44	NC	NC	NC	50	NC	NC	NC	58
	Language	NC	NC	NC	39	NC	NC	NC	43	NC	NC	NC	50
	Mathematics	NC	NC	NC	52	NC	NC	NC	57	NC	NC	NC	64
3	Reading	NC	NC	NC	43	NC	NC	NC	47	NC	NC	NC	55
	Language	NC	NC	NC	50	NC	NC	NC	54	NC	NC	NC	61
	Mathematics	NC	NC	NC	50	NC	NC	NC	54	NC	NC	NC	61
4	Reading	NC	NC	NC	47	NC	NC	NC	52	NC	NC	NC	56
	Language	NC	NC	NC	45	NC	NC	NC	48	NC	NC	NC	52
	Mathematics	NC	NC	NC	52	NC	NC	NC	57	NC	NC	NC	61
5	Reading	NC	NC	NC	46	NC	NC	NC	50	NC	NC	NC	55
	Language	NC	NC	NC	43	NC	NC	NC	46	NC	NC	NC	49
	Mathematics	NC	NC	NC	54	NC	NC	NC	57	NC	NC	NC	63
6	Reading	NC	NC	NC	49	NC	NC	NC	53	100	68	NA	56
	Language	NC	NC	NC	42	NC	NC	NC	45	100	67	67	48
	Mathematics	100	61	61	58	NC	NC	NC	62	100	72	72	66
7	Reading	NC	NC	NC	48	100	61	61	51	NA	NA	NA	54
	Language	NC	NC	NC	51	100	65	65	54	NA	NA	NA	58
	Mathematics	83	71	71	54	100	83	83	58	NA	NA	NA	62
8	Reading	92	59	59	49	NC	NC	NC	53	NA	NA	NA	55
	Language	92	47	47	46	NC	NC	NC	49	NA	NA	NA	52
	Mathematics	92	65	65	54	100	65	65	58	NA	NA	NA	61
9	Reading	91	34	34	37	NC	NC	NC	41	--	--	NA	42
	Language	91	26	26	38	NC	NC	NC	42	--	--	44	42
	Mathematics	91	40	40	56	NC	NC	NC	60	--	--	66	63

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

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	.25	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 13
- Core academic classes taught by Highly Qualified (NCLB) teachers. 42
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Computer Lab with Internet Access
- ü Distance Learning Classroom for 2005
- ü Library/Media Learning Center

Extracurricular Activities

- ü Active Student Council
- ü Award Winning Vocational Program
- ü Elementary Band and Music
- ü Sports program for grades 6-12
- ü Award Winning Computer Program
- ü FFA and 4-H Programs
- ü Award Winning Art Program

Social Services

- ü Facilities for Community Use
- ü Evening College Classes
- ü Counseling Services
- ü Communit Health Clinic
- ü 4-H Community Service Projects
- ü Community Open Computer Lab
- ü Learn and Serve Projects

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our students have won many statewide, regional and national art contests. State Safety Calendar Art Winner in 2001. Students have won several state and national computer web-site competitions.
- ü We have a high quality health program that integrates drug and alcohol education in its curriculum. We have started a community health clinic to provide health services to our students and to the community.
- ü Our students won the Arizona Diamondback/Dept. of Health/Shade Foundation poster contest for cancer prevention posters. The school received a Shade Cover for the playground.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	100	67
Grades 6-7	NC	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We consider this a community school with strong parent involvement. We have a strong counseling program in all grades. Students are held to a strict discipline code and parents are involved at earliest indication of problems in academics or behavior.

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

2

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.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Eva Morin	(520) 845-2275
Community Resources	Shelley Michaels	(520) 845-2275
School Nutrition Programs	Kathy Morin	(520) 845-2275
Parent Organization		
Student Health/Nurse		

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.