



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

111 Well Road, Ajo, AZ 85321

Ajo 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	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Don German
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 355
 Web Address : dgerman2tabletoptelephone.com
 Phone Number : (520) 387-7602
 Fax Number : (520) 387-7603
 E-mail : dgerman@tabletoptelephone.com

Mission

The mission of the Ajo Schools to provide opportunities for academic, social, emotional, and physical growth for every child in a safe atmosphere where faculty, staff, students, family, and community work together for the mutual benefit of all.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü The percentage of students who meet or exceed the standards in reading and writing on the AIMS test in 2005-2006 will increase by 6% over the number in 2004-2005.
- ü The percentage of students who meet or exceed the standards in 2005-2006 on the math portion of the AIMS will increase by 6% over the number in 2004-2005.

Enrollment

October 1, 2004 School Year Student Enrollment : 258
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü General Music - Grades K-5
- ü Full-day Kindergarten
- ü On-site Special Education
- ü Special Education Preschool
- ü Accelerated Reader
- ü Accelerated Math
- ü Four-Blocks Language Arts Instruction
- ü Math Their Way

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The district supplies all instructional materials for students. Goal for all students is to have a safe school environment. The district values parent communication and has established a parent link via Power School, as well as formal conferences.

Parents

We would hope that parents encourage good attendance of their children, support the total discipline code, and be aware of their child's course of study. We hope that parents will make communicating with children's teachers a priority of theirs.

Transportation Policy

The district provides pupil transportation for students that live 1 mile or farther from school. Pima County transports students that reside in the unorganized territory between Ajo and the international border which is 45 miles south of Ajo.

School Honors

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

Award/Honor	Year
ü Top 100 Wired High School	1999
ü North Central Association Accreditation	2002
ü Outstanding Student Council	2000
ü Superior Student Council	2000

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	46	46	79306	100	100	99	430	430	445	19	19	10	26	26	18	45	45	51	10	10	20
All Students (Prior Year)	47	47	75509	100	100	100	502	502	521	13	13	13	40	40	23	27	27	33	20	20	31
Female	17	17	38691	100	100	99	445	445	446	12	12	10	24	24	18	47	47	52	18	18	20
Male	29	29	40583	100	100	99	420	420	445	24	24	11	28	28	18	44	44	50	4	4	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	23	23	32869	100	100	99	430	430	429	19	19	15	29	29	25	43	43	51	10	10	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	11	11	4264	100	100	100	410	410	419	30	30	19	20	20	30	50	50	45	0	0	6
White	10	10	36197	100	100	99	453	453	463	11	11	5	22	22	11	44	44	53	22	22	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	37	37	69060	100	100	98	440	440	454	12	12	7	26	26	17	50	50	54	12	12	22
Limited English Proficient Students	11	11	15509	100	100	100	426	426	406	30	30	20	30	30	30	30	30	45	10	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	46	46	39966	100	100	100	430	430	459	19	19	6	26	26	12	45	45	52	10	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	79395	100	0	99	445	445	446	7	7	9	38	38	25	48	48	55	7	7	11
All Students (Prior Year)	47	47	75492	100	100	100	508	508	519	16	16	12	22	22	16	47	47	47	16	16	24
Female	17	17	38743	100	0	100	467	467	451	0	0	7	29	29	24	53	53	57	18	18	12
Male	29	29	40618	100	0	99	431	431	440	12	12	11	44	44	27	44	44	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	23	23	32915	100	0	99	440	440	426	10	10	15	33	33	35	57	57	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	11	11	4271	100	0	100	416	416	420	10	10	15	60	60	42	30	30	41	0	0	2
White	10	10	36221	100	0	99	477	477	465	0	0	4	33	33	15	44	44	63	22	22	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	37	37	69139	100	0	99	453	453	454	3	3	7	38	38	24	50	50	58	9	9	11
Limited English Proficient Students	11	11	15545	100	0	100	442	442	399	10	10	21	40	40	42	50	50	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	46	46	39986	100	0	100	445	445	461	7	7	4	38	38	16	48	48	63	7	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78869	100	100	99	400	400	442	14	14	6	36	36	21	48	48	63	2	2	10
All Students (Prior Year)	46	46	75053	98	98	99	526	526	597	9	9	7	20	20	12	70	70	72	0	0	9
Female	17	17	38536	100	100	99	437	437	458	6	6	4	24	24	15	71	71	67	0	0	14
Male	29	29	40302	100	100	99	375	375	428	20	20	8	44	44	26	32	32	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	23	23	32606	100	100	98	389	389	426	19	19	8	29	29	27	48	48	60	5	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	11	11	4245	100	100	100	405	405	423	10	10	9	50	50	26	40	40	61	0	0	4
White	10	10	36078	100	100	99	409	409	459	11	11	4	33	33	16	56	56	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	37	37	68697	100	100	98	411	411	454	12	12	4	32	32	18	53	53	67	3	3	11
Limited English Proficient Students	11	11	15339	100	100	100	371	371	399	20	20	11	40	40	31	40	40	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	46	46	39837	100	100	100	400	400	457	14	14	4	36	36	14	48	48	67	2	2	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	78906	100	100	99	493	493	498	3	3	13	36	36	19	47	47	48	14	14	20
All Students (Prior Year)	34	34	76019	94	94	100	464	464	499	32	32	14	45	45	39	6	6	14	16	16	33
Female	16	16	38644	100	100	99	495	495	500	7	7	12	21	21	19	50	50	49	21	21	19
Male	23	23	40236	100	100	99	492	492	497	0	0	15	45	45	19	45	45	46	9	9	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	21	21	31938	100	100	99	490	490	481	5	5	19	35	35	25	50	50	46	10	10	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	12	12	4593	100	100	100	482	482	467	0	0	26	55	55	29	36	36	39	9	9	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	35	35	68310	100	100	98	493	493	509	3	3	9	34	34	18	50	50	51	13	13	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	39	39	40295	100	100	100	493	493	513	3	3	7	36	36	13	47	47	50	14	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	78908	100	0	99	480	480	484	6	6	10	33	33	23	56	56	58	6	6	9
All Students (Prior Year)	35	35	76020	97	97	100	493	493	503	44	44	25	34	34	23	19	19	40	3	3	12
Female	16	16	38648	100	0	99	479	479	489	14	14	8	29	29	22	57	57	61	0	0	10
Male	23	23	40233	100	0	99	481	481	479	0	0	12	36	36	25	55	55	55	9	9	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	21	21	31940	100	0	99	479	479	465	5	5	16	40	40	32	50	50	49	5	5	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	12	12	4569	100	0	100	473	473	457	9	9	18	27	27	39	55	55	41	9	9	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	35	35	68312	100	0	98	483	483	493	3	3	7	31	31	21	59	59	62	6	6	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	39	39	40315	100	0	100	480	480	498	6	6	5	33	33	15	56	56	66	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	78750	100	100	99	500	500	500	0	0	6	44	44	29	56	56	63	0	0	2
All Students (Prior Year)	34	34	75673	94	94	100	509	509	530	19	19	12	29	29	25	48	48	58	3	3	4
Female	16	16	38586	100	100	99	507	507	515	0	0	4	36	36	22	64	64	71	0	0	3
Male	23	23	40135	100	100	99	495	495	486	0	0	8	50	50	35	50	50	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	21	21	31841	100	100	99	502	502	483	0	0	8	40	40	36	60	60	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	12	12	4586	100	100	100	492	492	481	0	0	8	55	55	37	45	45	54	0	0	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	35	35	68196	100	100	98	505	505	513	0	0	3	41	41	25	59	59	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	39	39	40260	100	100	100	500	500	514	0	0	3	44	44	21	56	56	72	0	0	4

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	--	51	78250	--	100	99	--	521	548	--	42	21	--	23	18	--	33	48	--	2	13
All Students (Prior Year)	48	48	75001	NA	86	99	435	435	468	65	65	37	23	23	36	9	9	16	2	2	10
Female	--	30	38071	--	100	99	--	529	549	--	38	20	--	21	19	--	38	49	--	4	12
Male	--	21	40126	--	100	99	--	510	547	--	47	23	--	26	17	--	26	46	--	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	23	29129	--	100	99	--	506	527	--	68	32	--	5	23	--	26	40	--	0	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	11	4996	--	100	100	--	512	518	--	30	36	--	50	25	--	20	36	--	0	4
White	--	16	38320	--	100	99	--	536	568	--	15	12	--	31	14	--	54	55	--	0	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	--	46	68996	--	98	99	--	527	561	--	36	16	--	26	18	--	36	52	--	3	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	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	--	51	44937	--	100	100	--	521	561	--	42	13	--	23	15	--	33	54	--	2	18

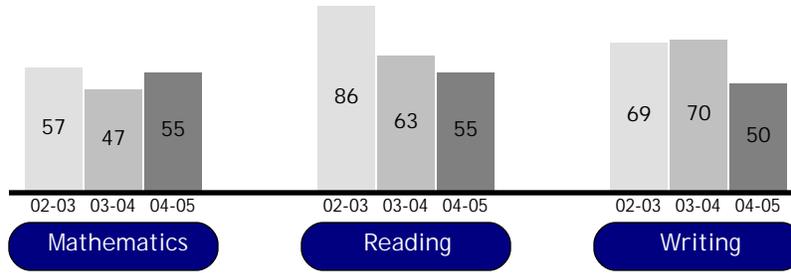
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	51	78302	--	0	99	--	505	512	--	7	11	--	33	25	--	58	57	--	2	7
All Students (Prior Year)	48	48	74918	NA	86	99	462	462	497	66	66	32	7	7	19	25	25	35	2	2	15
Female	--	30	38082	--	0	99	--	512	518	--	4	8	--	29	24	--	63	61	--	4	7
Male	--	21	40166	--	0	99	--	498	507	--	11	14	--	37	26	--	53	54	--	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	23	29152	--	0	99	--	496	492	--	11	17	--	42	34	--	47	46	--	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	11	4993	--	0	100	--	506	484	--	10	19	--	30	38	--	50	42	--	10	1
White	--	16	38347	--	0	99	--	516	531	--	0	5	--	23	17	--	77	68	--	0	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	46	69024	--	0	99	--	513	524	--	0	7	--	33	23	--	64	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	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	--	51	44979	--	0	100	--	505	525	--	7	6	--	33	18	--	58	66	--	2	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	--	50	78094	--	100	99	--	539	545	--	2	3	--	24	18	--	74	77	--	0	2
All Students (Prior Year)	48	48	74503	NA	86	99	410	410	491	40	40	9	37	37	32	21	21	51	2	2	8
Female	--	30	38025	--	100	99	--	548	558	--	0	2	--	25	13	--	75	82	--	0	2
Male	--	20	40013	--	95	99	--	527	534	--	6	5	--	22	23	--	72	71	--	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	23	29068	--	100	99	--	524	523	--	0	5	--	37	27	--	63	67	--	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	11	4981	--	100	100	--	534	526	--	10	4	--	0	25	--	90	70	--	0	0
White	--	15	38265	--	94	99	--	558	564	--	0	2	--	25	11	--	75	84	--	0	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	--	46	68892	--	98	98	--	550	559	--	0	2	--	21	14	--	79	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	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	--	50	44871	--	100	100	--	539	559	--	2	2	--	24	12	--	74	84	--	0	3

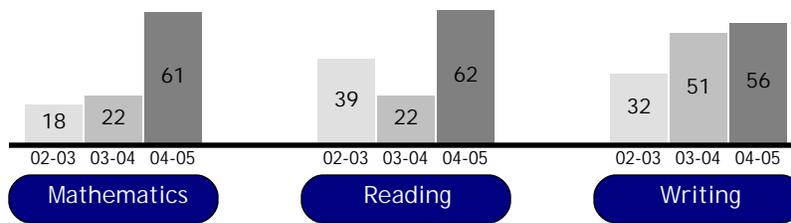
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

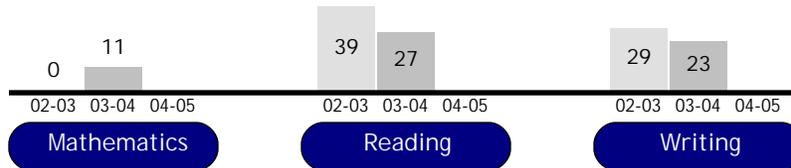
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	33	33	50	100	45	NA	58	100	33	33	47
	Language	100	20	20	43	100	36	36	50	100	36	36	47
	Mathematics	100	33	33	57	100	42	42	64	100	30	30	50
3	Reading	100	40	40	47	100	40	NA	55	100	40	40	44
	Language	98	46	46	54	100	44	44	61	100	39	39	44
	Mathematics	98	45	45	54	100	51	51	61	100	37	37	51
4	Reading	86	43	43	52	98	46	NA	56	100	48	48	48
	Language	92	36	36	48	100	41	41	52	100	47	47	49
	Mathematics	100	39	39	57	100	64	64	61	100	45	45	53
5	Reading	97	35	35	50	92	43	NA	55	100	45	45	50
	Language	100	35	35	46	97	37	37	49	100	46	46	50
	Mathematics	100	38	38	57	97	37	37	63	100	46	46	49
6	Reading	93	45	45	53	100	38	NA	56	--	--	44	51
	Language	96	32	32	45	100	27	27	48	--	--	38	47
	Mathematics	98	42	42	62	96	39	39	66	--	--	46	52
7	Reading	92	23	23	51	NA	49	NA	54	--	--	43	50
	Language	86	19	19	54	NA	51	51	58	--	--	42	52
	Mathematics	82	29	29	58	NA	50	50	62	--	--	36	50
8	Reading	84	39	39	53	NA	37	NA	55	--	--	47	51
	Language	88	26	26	49	NC	NC	NC	52	--	--	41	50
	Mathematics	90	27	27	58	NC	NC	NC	61	--	--	39	53

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)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Technology
- Ü Parent Involvement
- Ü Instruction
- Ü Budget
- Ü Land And Facility Use

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	21.00
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Computer Labs for K-5
- Ü 600-seat Auditorium
- Ü Full library
- Ü Video Studio

Extracurricular Activities

- Ü Gifted Student Extra curricular program
- Ü Afterschool homework help
- Ü After school youth program

Social Services

- Ü After School Program Grades 4 - 8 (PYP)
- Ü Counseling Services
- Ü Health Services
- Ü Head Start

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

There is very little fighting on our campus. We do have community drug traffic that spills into the school. We work closely with the Pima County Sheriff to deal with these problems. We have a full-time counselor to work with all students.

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) :

0

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	Don German	(520) 387-7602
Transportation Policy	Mike Morales	(520) 387-4071
Community Resources	Bridgette Rendon	(520) 387-3060
School Nutrition Programs	Linda Grooms	(520) 387-5685
Parent Organization	Laura Davis	(520) 387-7601
Student Health/Nurse	Ruth Dorame	(520) 387-4064

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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** Due to booklet size printing, print copies are produced in multiples of 4.