

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

550 South Ironwood Ave., Apache Junction, AZ 85220

Apache Junction Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Improving

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

### School Overview

Principal/Administrator : Dr. Mary Petroff  
Schedule : 7:00 AM to 4:00 PM  
Grades : Pre-K-5  
2004 Enrollment : 654  
Web Address : smes.ajusd.org  
Phone Number : (480) 982-1110  
Fax Number : (480) 982-4978  
E-mail : mpetroff@smes.ajusd.org

### Mission

We believe children are special unique human beings differing in capabilities, learning styles and personality needs. We assume the responsibility of providing equal educational opportunities and necessary resources where all children may reach their individual potential.

### 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.

### School / Academic Goals

- ü Motivate students to read and increase comprehension, development of literal, inferential and evaluative thinking skills.
- ü Increase student ability to use appropriate computational skills and solve word problems at designated grade levels.
- ü Increase technology skills at all grade levels.
- ü Increase the use of the Accelerated Reader Program to improve test scores.

### Enrollment

October 1, 2003 School Year Student Enrollment : 699  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 41

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü ELL
- ü Special Needs Preschool
- ü Title I
- ü Character Education
- ü Special Education Enrichment Room
- ü Autistic Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

To communicate on-going activities via monthly newsletters and parent programs. A code of conduct book is sent home with students for disciplinary actions. Midterm progress reports and conferences are held quarterly. An open-door exists for parent concerns. We also have a website and all teachers have email addresses.

Parents

Parents' responsibility to ensure their child is attending school regularly, immunized; provide correct documentation; birth certificate, updated phone numbers, address; ensure the child is in good health, assist with homework, and communicate with the teacher. It is also the parent's responsibility to teach their child proper behaviors.

Transportation Policy

All students must behave appropriately and responsibly. Drivers are trained in assertive discipline. Transportation is provided to all students who live more than one mile from school. Exceptions are made for Pre-K and Kindergarten.

School Honors

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

Award/Honor	Year
ü Cyber Fair Web Page	1997
ü State Award Children's Books Publisher	1998
ü First and Second Place in Battle of the Books	2002
ü First and Second Place STOP Program	2004

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	104	462	75509	99	99	100	544	531	521	3	6	13	19	20	23	34	41	33	45	32	31
All Students (Prior Year)	113	479	75372	97	100	100	522	518	523	5	8	9	31	32	25	36	36	36	28	24	30
Female	43	212	37013	98	98	100	537	531	522	3	6	12	19	23	24	39	37	33	39	34	31
Male	61	249	38430	100	100	99	549	530	521	2	7	14	18	17	22	31	45	33	49	31	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	29	94	30486	97	99	99	533	519	505	7	10	18	7	17	29	57	53	32	29	20	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	70	350	35192	100	99	99	548	533	534	2	6	8	21	21	19	26	38	35	51	35	39
Students with Disabilities	21	74	9708	100	100	100	510	510	489	0	21	32	50	21	27	0	21	24	50	36	17
Students without Disabilities	83	388	65801	99	97	98	546	532	525	3	5	11	17	20	23	36	43	34	45	32	33
Limited English Proficient Students	NC	18	16928	NC	100	100	NC	561	485	NC	0	29	NC	0	33	NC	50	26	NC	50	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	49	197	36411				541	522	503	6	7	19	8	20	29	47	48	32	39	25	20
Non-Economically Disadvantaged	55	265	39040				546	536	534	0	6	8	27	20	19	23	36	34	50	38	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	104	462	75492	99	99	100	532	527	519	2	4	12	16	17	16	49	53	47	33	26	24
All Students (Prior Year)	113	481	75221	97	100	100	526	520	523	4	6	8	16	18	16	57	59	56	23	17	21
Female	43	212	37014	98	98	100	536	531	523	0	3	10	16	16	15	44	48	48	41	33	27
Male	61	249	38400	100	100	99	530	523	516	4	5	14	16	18	17	52	57	47	28	20	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	29	94	30438	97	99	99	520	522	508	0	3	17	20	23	21	73	59	47	7	16	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	70	350	35177	100	99	99	535	527	528	3	4	8	15	16	13	45	53	49	37	27	31
Students with Disabilities	21	74	9707	100	100	100	510	512	495	0	15	33	33	22	21	67	44	33	0	19	13
Students without Disabilities	83	388	65785	99	97	98	534	528	522	3	3	10	14	17	16	47	54	49	36	27	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	515	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	49	196	36302				533	525	507	0	4	18	14	16	21	62	57	46	24	23	14
Non-Economically Disadvantaged	55	266	39164				532	528	528	4	4	8	18	18	13	38	50	48	40	28	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	104	461	75053	99	99	99	607	590	597	6	8	7	9	11	12	77	73	72	9	8	9
All Students (Prior Year)	110	466	73654	95	98	99	532	531	530	4	5	9	17	14	13	68	73	70	11	8	7
Female	43	213	36872	98	98	99	624	617	621	0	3	5	3	7	9	85	80	74	12	10	12
Male	61	247	38109	100	99	99	595	566	573	10	13	10	12	14	14	71	67	69	6	6	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	29	93	30235	97	98	98	626	589	575	0	4	9	13	13	14	73	71	70	13	12	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	70	351	35028	100	99	99	595	589	613	8	9	6	8	11	10	77	74	73	6	7	11
Students with Disabilities	21	73	9625	100	100	100	549	537	530	17	19	21	17	30	21	67	48	55	0	4	4
Students without Disabilities	83	388	65428	99	97	98	611	594	604	5	8	6	8	9	11	78	75	73	9	8	10
Limited English Proficient Students	NC	18	16765	NC	100	100	NC	533	525	NC	0	17	NC	50	20	NC	50	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	49	194	36077				596	580	566	8	9	10	5	13	16	82	72	69	5	6	5
Non-Economically Disadvantaged	55	267	38950				617	596	618	5	8	5	11	9	9	73	74	73	11	9	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	88	471	76019	99	99	100	502	506	499	5	8	14	48	40	39	13	16	14	34	35	33
All Students (Prior Year)	95	477	76230	99	99	100	502	501	498	8	8	12	44	41	38	8	13	12	40	38	37
Female	38	218	37207	95	99	100	502	508	499	6	5	12	47	41	41	11	18	14	36	36	33
Male	49	252	38677	100	99	100	502	505	498	4	11	15	50	39	38	13	14	13	33	35	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	20	81	29458	91	95	100	492	494	480	0	7	20	75	54	48	0	14	12	25	24	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	529	531	NC	20	4	NC	30	29	NC	20	14	NC	30	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	62	365	35880	100	99	100	509	509	515	3	8	7	41	36	32	18	17	16	38	38	45
Students with Disabilities	10	66	9786	100	100	100	497	469	457	0	26	39	50	44	40	13	18	7	38	13	13
Students without Disabilities	78	405	66233	98	97	99	502	510	503	5	7	11	48	40	39	13	16	14	33	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	35	196	35714				496	489	480	3	11	20	58	48	47	10	18	12	29	23	20
Non-Economically Disadvantaged	53	275	40266				505	518	513	6	6	9	42	35	33	15	15	15	37	44	43

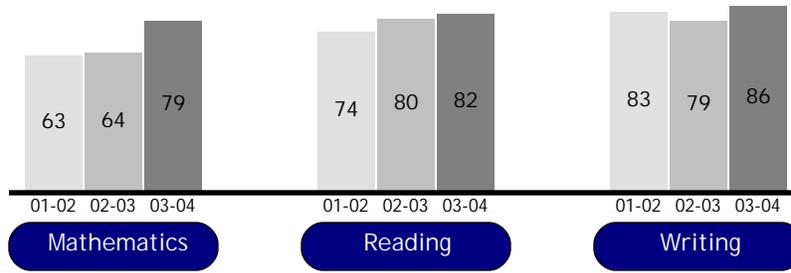
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	469	76020	99	99	100	503	505	503	16	19	25	24	24	23	48	43	40	11	14	12
All Students (Prior Year)	96	480	76202	100	100	100	510	508	505	11	11	19	22	25	24	54	51	46	13	13	11
Female	38	217	37213	95	99	100	505	507	504	14	15	22	17	25	23	54	45	42	14	16	13
Male	49	251	38666	100	98	100	502	503	501	19	22	29	30	23	22	42	42	38	9	13	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	20	81	29442	91	95	99	500	500	494	13	19	37	40	33	26	47	42	31	0	6	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	506	513	NC	20	12	NC	40	19	NC	10	49	NC	30	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	62	364	35890	100	99	100	505	506	511	14	17	15	19	22	20	53	46	48	14	16	18
Students with Disabilities	10	64	9784	100	100	100	491	488	485	50	48	58	25	19	19	25	33	19	0	0	4
Students without Disabilities	78	405	66236	98	97	99	504	506	504	15	17	23	24	24	23	49	44	42	12	15	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	35	195	35703				501	499	494	17	25	37	30	31	26	50	38	31	3	7	6
Non-Economically Disadvantaged	53	274	40274				505	508	509	16	15	17	20	19	20	47	47	47	16	19	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	87	465	75673	98	98	100	546	539	530	9	7	12	18	25	25	67	64	58	6	4	4
All Students (Prior Year)	93	470	74692	97	98	99	520	513	502	9	11	18	22	26	27	53	52	47	15	10	8
Female	37	214	37099	93	97	100	578	557	548	0	5	8	14	19	22	77	71	64	9	5	6
Male	49	250	38441	100	98	99	518	522	513	16	9	16	21	30	29	58	58	52	5	3	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	19	80	29305	86	94	99	556	529	507	7	7	16	0	27	31	93	63	51	0	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	560	573	NC	10	6	NC	10	16	NC	80	67	NC	0	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	62	360	35760	100	98	99	553	543	550	7	6	9	22	26	21	62	64	64	9	4	6
Students with Disabilities	10	64	9706	100	100	100	584	481	462	0	25	36	0	20	32	75	50	31	25	5	1
Students without Disabilities	77	401	65967	96	96	99	544	542	536	9	6	10	19	25	25	67	65	60	5	4	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	35	194	35541				550	530	504	7	7	17	13	28	31	77	62	50	3	2	2
Non-Economically Disadvantaged	52	271	40091				543	545	550	10	7	9	20	22	21	61	65	64	8	5	6

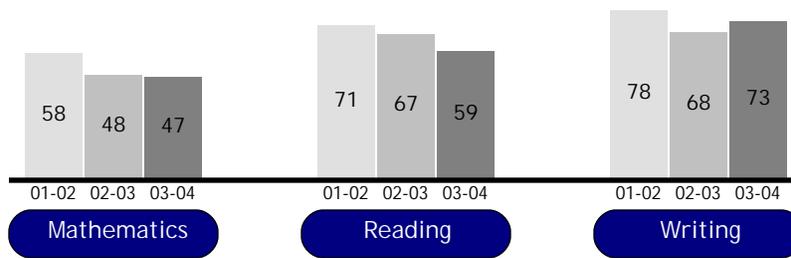
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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](http://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	98	59	47	44	96	65	54	50	100	60	NA	58
	Language	98	54	43	39	98	61	49	43	100	67	52	50
	Mathematics	98	80	61	52	95	82	66	57	100	81	66	64
3	Reading	93	46	47	43	98	54	50	47	99	61	NA	55
	Language	93	54	56	50	99	60	58	54	100	68	60	61
	Mathematics	93	52	56	50	95	65	58	54	100	78	66	61
4	Reading	95	49	52	47	96	63	60	52	92	59	NA	56
	Language	95	50	52	45	99	60	55	48	93	55	53	52
	Mathematics	95	59	58	52	99	68	63	57	93	65	62	61
5	Reading	97	61	51	46	99	55	56	50	100	58	NA	55
	Language	97	58	49	43	99	61	53	46	100	60	53	49
	Mathematics	97	66	56	54	100	66	62	57	100	67	62	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."

# Superstition Mountain Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Student Activity Budget
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Tax Credit Money Use
- Ü Fundraising

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	15.00	Teacher Aide	24.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	5	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	7	0	0
10 or more years	3	10	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü Full-size Gymnasium
- Ü Title I Learning Center
- Ü Computer Lab
- Ü Library / Media Center

### Extracurricular Activities

- Ü City-supported Athletic Programs
- Ü Library Club
- Ü Student Council
- Ü Music lessons
- Ü Science Club

### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Implementation of Peace Bridge and Conflict Management program. This is completely run by students. Helps students deal with conflict in a peaceful manner.
- ü State award for student book publishing, fourth grade. Our student achievement has increased yearly.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	84	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	49	40
Grades 3-4	71	73
Grades 4-5	71	77

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

Closed campus. No one enters without a pass. Picture ID asked before students are released. No student is released to an adult unless their name is on a list provided by the parent. All gates locked after 8:20 a.m. and not opened again until 2:50 p.m.

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) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mary Petroff	(480) 982-1110
Transportation Policy	Roxann Leavitt	(480) 982-1110
Community Resources	Lailani Cappelletti	(480) 288-2955
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	PTO	(480) 982-1110
Student Health/Nurse	Linda Bickes / Janet Gradle	(480) 982-1110

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](http://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](http://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](http://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](http://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.