

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

550 South Ironwood, 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 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Mary Petroff
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 619
 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.

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, 2004 School Year Student Enrollment : 709
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

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 :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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	109	506	79306	98	100	99	447	444	445	4	8	10	10	16	18	59	57	51	28	19	20
All Students (Prior Year)	104	462	75509	99	99	100	544	531	521	3	6	13	19	20	23	34	41	33	45	32	31
Female	45	244	38691	100	100	99	416	435	446	8	10	10	8	17	18	69	59	52	14	14	20
Male	64	262	40583	94	99	99	467	453	445	2	6	11	10	15	18	52	55	50	36	24	21
African American	NC	13	4041	NC	100	99	NC	426	426	NC	30	17	NC	0	23	NC	50	50	NC	20	10
Hispanic	37	114	32869	95	100	99	463	440	429	3	14	15	16	17	25	42	49	51	39	20	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	69	369	36197	99	100	99	446	448	463	3	5	5	7	16	11	68	59	53	22	20	31
Students with Disabilities	20	84	10321	83	95	100	357	388	389	20	33	30	20	21	27	53	33	34	7	13	9
Students without Disabilities	89	422	69060	100	100	98	465	456	454	1	3	7	8	15	17	59	62	54	32	21	22
Limited English Proficient Students	NC	22	15509	NC	100	100	NC	343	406	NC	28	20	NC	16	30	NC	48	45	NC	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	51	217	39415	100	98	96	448	441	431	2	10	15	17	19	25	60	57	50	21	15	10
Non-Economically Disadvantaged	58	289	39966	95	100	100	447	447	459	6	6	6	4	14	12	58	57	52	33	23	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	109	506	79395	98	0	99	443	454	446	7	5	9	20	18	25	64	66	55	9	11	11
All Students (Prior Year)	104	462	75492	99	99	100	532	527	519	2	4	12	16	17	16	49	53	47	33	26	24
Female	45	244	38743	100	0	100	419	448	451	11	7	7	19	18	24	64	66	57	6	10	12
Male	64	262	40618	94	0	99	457	459	440	5	4	11	21	18	27	64	66	53	10	12	9
African American	NC	13	4052	NC	0	100	NC	450	434	NC	20	11	NC	10	29	NC	60	54	NC	10	6
Hispanic	37	114	32915	95	0	99	451	443	426	10	3	15	29	32	35	52	59	47	10	6	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	69	369	36221	99	0	99	444	458	465	5	5	4	15	14	15	73	68	63	7	13	17
Students with Disabilities	20	84	10331	83	0	100	351	393	388	27	21	25	20	33	37	47	42	34	7	4	4
Students without Disabilities	89	422	69139	100	0	99	460	466	454	4	2	7	20	15	24	67	71	58	9	12	11
Limited English Proficient Students	NC	22	15545	NC	0	100	NC	346	399	NC	20	21	NC	24	42	NC	56	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	51	217	39484	100	0	96	441	447	429	10	8	14	33	23	35	55	62	47	2	7	4
Non-Economically Disadvantaged	58	289	39986	95	0	100	444	458	461	6	3	4	10	14	16	71	69	63	13	14	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	107	501	78869	96	100	99	421	437	442	10	6	6	15	23	21	71	64	63	4	8	10
All Students (Prior Year)	104	461	75053	99	99	99	607	590	597	6	8	7	9	11	12	77	73	72	9	8	9
Female	44	242	38536	100	100	99	409	449	458	11	4	4	17	18	15	63	65	67	9	13	14
Male	63	259	40302	93	98	99	429	426	428	9	8	8	14	27	26	75	62	60	2	3	7
African American	NC	13	4015	NC	100	99	NC	440	430	NC	10	8	NC	20	24	NC	40	61	NC	30	7
Hispanic	35	112	32606	90	98	98	402	428	426	21	8	8	3	20	27	76	70	60	0	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	69	366	36078	99	99	99	436	441	459	3	5	4	22	24	16	70	63	66	5	8	14
Students with Disabilities	18	81	10246	75	92	100	349	375	367	15	14	18	23	41	39	54	41	40	8	4	4
Students without Disabilities	89	420	68697	100	100	98	433	449	454	9	4	4	14	19	18	73	68	67	4	8	11
Limited English Proficient Students	NC	22	15339	NC	100	100	NC	336	399	NC	12	11	NC	28	31	NC	60	54	NC	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	49	213	39106	98	96	95	423	431	427	13	8	8	13	27	28	73	61	59	3	4	5
Non-Economically Disadvantaged	58	288	39837	95	100	100	420	442	457	8	4	4	17	20	14	69	65	67	6	10	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	114	485	78906	98	100	99	494	497	498	13	12	13	19	22	19	51	47	48	17	19	20
All Students (Prior Year)	88	471	76019	99	99	100	502	506	499	5	8	14	48	40	39	13	16	14	34	35	33
Female	58	242	38644	100	100	99	498	502	500	8	11	12	27	23	19	48	45	49	17	21	19
Male	56	243	40236	97	99	99	491	493	497	18	13	15	10	22	19	55	49	46	16	16	20
African American	--	11	4087	--	92	99	--	493	481	--	0	20	--	67	24	--	11	45	--	22	11
Hispanic	27	81	31938	100	100	99	486	487	481	17	14	19	26	28	25	48	49	46	9	10	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	81	379	36483	95	99	99	496	499	517	13	13	7	15	20	13	54	48	51	18	20	30
Students with Disabilities	16	78	10664	89	98	100	421	429	430	50	46	42	36	35	27	14	19	26	0	0	5
Students without Disabilities	98	407	68310	100	100	98	506	510	509	7	6	9	16	20	18	57	52	51	20	22	22
Limited English Proficient Students	NC	10	12573	NC	100	100	NC	386	454	NC	24	27	NC	35	30	NC	41	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	56	226	38679	97	97	96	488	487	483	17	17	20	25	26	25	48	46	45	10	11	10
Non-Economically Disadvantaged	58	259	40295	100	100	100	500	506	513	9	8	7	13	19	13	55	48	50	23	25	30

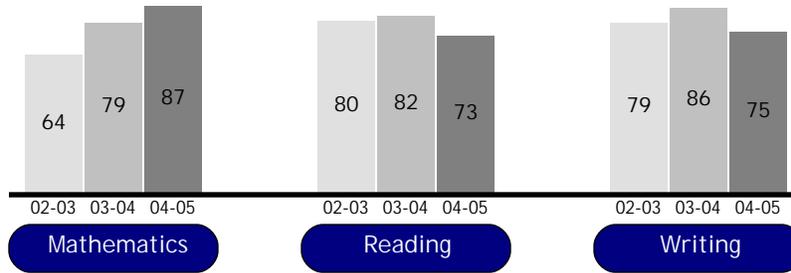
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	487	78908	99	0	99	490	491	484	2	5	10	22	20	23	71	69	58	6	7	9
All Students (Prior Year)	88	469	76020	99	99	100	503	505	503	16	19	25	24	24	23	48	43	40	11	14	12
Female	58	242	38648	100	0	99	495	498	489	0	3	8	21	17	22	73	73	61	6	7	10
Male	57	245	40233	98	0	99	485	483	479	4	6	12	22	22	25	68	65	55	6	7	8
African American	--	11	4092	--	0	99	--	477	473	--	0	12	--	33	28	--	67	54	--	0	5
Hispanic	27	81	31940	100	0	99	472	476	465	4	3	16	43	29	32	52	67	49	0	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	82	381	36502	96	0	99	495	494	502	1	5	4	15	17	14	75	70	67	8	8	15
Students with Disabilities	16	78	10665	89	0	100	427	432	423	7	22	30	71	41	36	21	37	31	0	0	2
Students without Disabilities	99	409	68312	100	0	98	500	501	493	1	1	7	14	16	21	78	75	62	7	8	10
Limited English Proficient Students	NC	10	12556	NC	0	100	NC	382	436	NC	12	24	NC	35	40	NC	53	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	57	227	38662	98	0	96	485	482	468	0	7	16	29	25	32	71	66	49	0	2	3
Non-Economically Disadvantaged	58	260	40315	100	0	100	494	499	498	4	2	5	15	15	15	70	71	66	11	11	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	114	486	78750	98	100	99	519	511	500	4	5	6	18	19	29	74	73	63	4	3	2
All Students (Prior Year)	87	465	75673	98	98	100	546	539	530	9	7	12	18	25	25	67	64	58	6	4	4
Female	58	242	38586	100	100	99	536	529	515	2	3	4	8	11	22	87	82	71	4	4	3
Male	56	244	40135	97	99	99	500	492	486	6	6	8	29	28	35	61	64	56	4	1	1
African American	--	11	4081	--	92	99	--	510	488	--	0	8	--	33	32	--	67	59	--	0	2
Hispanic	27	81	31841	100	100	99	503	505	483	4	3	8	30	25	36	61	71	55	4	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	81	380	36440	95	100	99	522	511	516	4	5	3	14	18	22	78	73	71	4	3	4
Students with Disabilities	16	78	10622	89	98	100	438	418	415	14	22	21	43	43	50	43	33	28	0	2	1
Students without Disabilities	98	408	68196	100	100	98	532	527	513	2	2	3	14	15	25	79	80	69	5	3	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	400	451	NC	12	12	NC	29	44	NC	59	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	56	226	38558	97	97	96	519	506	485	2	5	8	29	23	37	65	70	54	4	2	1
Non-Economically Disadvantaged	58	260	40260	100	100	100	518	514	514	6	5	3	8	16	21	83	75	72	4	4	4

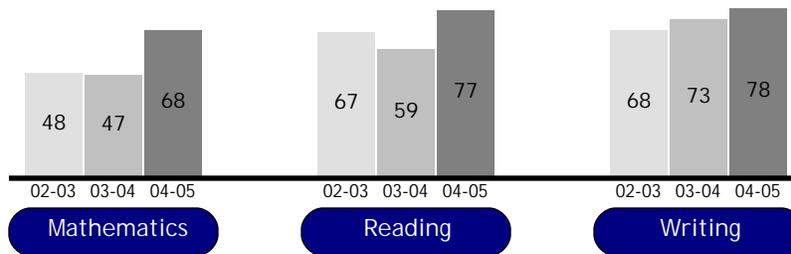
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	96	65	54	50	100	60	NA	58	96	59	55	47
	Language	98	61	49	43	100	67	52	50	96	69	58	47
	Mathematics	95	82	66	57	100	81	66	64	96	70	57	50
3	Reading	98	54	50	47	99	61	NA	55	97	46	50	44
	Language	99	60	58	54	100	68	60	61	97	48	47	44
	Mathematics	95	65	58	54	100	78	66	61	97	57	52	51
4	Reading	96	63	60	52	92	59	NA	56	100	53	53	48
	Language	99	60	55	48	93	55	53	52	100	52	55	49
	Mathematics	99	68	63	57	93	65	62	61	100	54	54	53
5	Reading	99	55	56	50	100	58	NA	55	98	55	56	50
	Language	99	61	53	46	100	60	53	49	98	54	55	50
	Mathematics	100	66	62	57	100	67	62	63	97	46	48	49

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."

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 2005-06

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 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	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 Mentoring

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü Winners in the District Student Technology on Parade awards.

- ü Math Bee winners as well as Battle of the Books.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

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 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	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	Tami Tomasetti / Celeste Cruz	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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