

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5810 S Alameda Rd, Apache Junction, AZ 85218

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 : Mrs. Brenda Dee Farris
 Schedule : 07:30 AM to 05:00 PM
 Grades : K-5
 2005 Enrollment : 501
 Web Address : www.gces.ajusd.org/
 Phone Number : (480) 982-1110
 Fax Number : (480) 671-4324
 E-mail : bfarris@gces.ajusd.org

Mission

As a learning community we will:

Ensure that every child has the desire and motivation to reach his or her goals.

Empower students to become problem solvers, risk takers, life-long learners and contributing citizens.

The partnership of home and school will model and instill respect, responsibility and integrity so our students will Stand Proud and Bold.

School / Academic Goals

- ü All students will demonstrate improvement in math problem solving and math computation.
- ü All students will demonstrate improvement in reading comprehension.
- ü All students will demonstrate improvement in writing using the Six-Trait Process.
- ü All students will demonstrate improvement in showing respect toward others and being responsible.

Enrollment

October 1, 2004 School Year Student Enrollment : 510
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Title I Reading
- ü Communication Skills
- ü English Language Learners
- ü Accelerated Reader
- ü Second Step/Anger Management
- ü Olewus Anti-Bullying 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

It is our responsibility to provide a safe atmosphere, a curriculum based upon the state standards and a highly qualified teaching staff. In doing so we ensure that every child has the desire and motivation to reach his or her goals. We empower students to become problem solvers, risk takers, life-long learners and contributing citizens and we create an atmosphere that promotes the home and school partnership to ensure the success of all of our students.

Parents

Parents will support their child's learning and ensure that their child completes homework daily at a designated area. Parents will also communicate frequently with the teaching staff through conversations and attending parent/teacher conferences.

Transportation Policy

Students will follow instructions given by the bus driver and will also show respect to the driver. They will respect the rights of others by keeping their hands and feet to themselves, using inside voices and staying in their designated seat while the bus is moving.

School Honors

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

Award/Honor	Year
ü Scored in the Top Ten in Reading on SAT 9	2005
ü Scored in the Top Ten in Math on SAT 9	2005
ü State Stacker's Champion	2005

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	95	506	79306	100	100	99	446	444	445	4	8	10	23	16	18	58	57	51	16	19	20
All Students (Prior Year)	83	462	75509	99	99	100	531	531	521	7	6	13	9	20	23	59	41	33	26	32	31
Female	41	244	38691	100	100	99	444	435	446	6	10	10	17	17	18	63	59	52	14	14	20
Male	54	262	40583	100	99	99	447	453	445	2	6	11	27	15	18	54	55	50	17	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	22	114	32869	96	100	99	432	440	429	16	14	15	11	17	25	68	49	51	5	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	68	369	36197	100	100	99	451	448	463	0	5	5	25	16	11	56	59	53	19	20	31
Students with Disabilities	13	84	10321	93	95	100	425	388	389	9	33	30	36	21	27	45	33	34	9	13	9
Students without Disabilities	82	422	69060	100	100	98	449	456	454	3	3	7	21	15	17	60	62	54	17	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	35	217	39415	100	98	96	433	441	431	10	10	15	27	19	25	57	57	50	7	15	10
Non-Economically Disadvantaged	60	289	39966	100	100	100	453	447	459	0	6	6	21	14	12	58	57	52	21	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	95	506	79395	100	0	99	463	454	446	2	5	9	16	18	25	71	66	55	11	11	11
All Students (Prior Year)	83	462	75492	99	99	100	529	527	519	4	4	12	13	17	16	51	53	47	31	26	24
Female	41	244	38743	100	0	100	467	448	451	3	7	7	11	18	24	69	66	57	17	10	12
Male	54	262	40618	100	0	99	459	459	440	2	4	11	19	18	27	73	66	53	6	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	22	114	32915	96	0	99	452	443	426	0	3	15	26	32	35	68	59	47	5	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	68	369	36221	100	0	99	466	458	465	3	5	4	12	14	15	71	68	63	14	13	17
Students with Disabilities	13	84	10331	93	0	100	430	393	388	9	21	25	36	33	37	55	42	34	0	4	4
Students without Disabilities	82	422	69139	100	0	99	467	466	454	1	2	7	13	15	24	74	71	58	13	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	35	217	39484	100	0	96	451	447	429	3	8	14	23	23	35	67	62	47	7	7	4
Non-Economically Disadvantaged	60	289	39986	100	0	100	469	458	461	2	3	4	11	14	16	74	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	95	501	78869	100	100	99	447	437	442	5	6	6	28	23	21	55	64	63	12	8	10
All Students (Prior Year)	83	461	75053	99	99	99	555	590	597	13	8	7	13	11	12	67	73	72	7	8	9
Female	41	242	38536	100	100	99	466	449	458	3	4	4	17	18	15	57	65	67	23	13	14
Male	54	259	40302	100	98	99	432	426	428	6	8	8	35	27	26	54	62	60	4	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	22	112	32606	96	98	98	442	428	426	0	8	8	37	20	27	58	70	60	5	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	68	366	36078	100	99	99	447	441	459	7	5	4	24	24	16	56	63	66	14	8	14
Students with Disabilities	13	81	10246	93	92	100	405	375	367	9	14	18	55	41	39	27	41	40	9	4	4
Students without Disabilities	82	420	68697	100	100	98	453	449	454	4	4	4	24	19	18	60	68	67	13	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	35	213	39106	100	96	95	433	431	427	7	8	8	30	27	28	60	61	59	3	4	5
Non-Economically Disadvantaged	60	288	39837	100	100	100	454	442	457	4	4	4	26	20	14	53	65	67	17	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	82	485	78906	98	100	99	494	497	498	17	12	13	24	22	19	43	47	48	16	19	20
All Students (Prior Year)	98	471	76019	97	99	100	528	506	499	3	8	14	28	40	39	18	16	14	51	35	33
Female	47	242	38644	98	100	99	497	502	500	20	11	12	20	23	19	41	45	49	20	21	19
Male	35	243	40236	97	99	99	489	493	497	14	13	15	31	22	19	45	49	46	10	16	20
African American	NC	11	4087	NC	92	99	NC	493	481	NC	0	20	NC	67	24	NC	11	45	NC	22	11
Hispanic	14	81	31938	93	100	99	476	487	481	21	14	19	36	28	25	43	49	46	0	10	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	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	65	379	36483	97	99	99	497	499	517	17	13	7	21	20	13	43	48	51	19	20	30
Students with Disabilities	12	78	10664	92	98	100	453	429	430	44	46	42	44	35	27	11	19	26	0	0	5
Students without Disabilities	70	407	68310	99	100	98	500	510	509	13	6	9	21	20	18	48	52	51	18	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	35	226	38679	100	97	96	485	487	483	21	17	20	24	26	25	45	46	45	9	11	10
Non-Economically Disadvantaged	47	259	40295	94	100	100	501	506	513	14	8	7	24	19	13	41	48	50	22	25	30

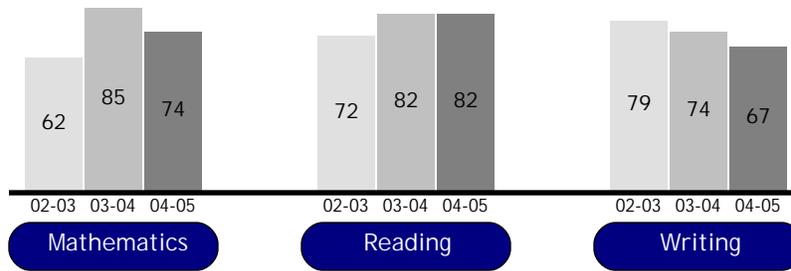
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	487	78908	98	0	99	492	491	484	4	5	10	21	20	23	66	69	58	9	7	9
All Students (Prior Year)	98	469	76020	97	99	100	509	505	503	9	19	25	21	24	23	51	43	40	20	14	12
Female	47	242	38648	98	0	99	497	498	489	2	3	8	20	17	22	68	73	61	10	7	10
Male	35	245	40233	97	0	99	485	483	479	7	6	12	24	22	25	62	65	55	7	7	8
African American	NC	11	4092	NC	0	99	NC	477	473	NC	0	12	NC	33	28	NC	67	54	NC	0	5
Hispanic	14	81	31940	93	0	99	475	476	465	0	3	16	36	29	32	64	67	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	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	65	381	36502	97	0	99	496	494	502	6	5	4	19	17	14	64	70	67	11	8	15
Students with Disabilities	12	78	10665	92	0	100	460	432	423	22	22	30	22	41	36	56	37	31	0	0	2
Students without Disabilities	70	409	68312	99	0	98	497	501	493	2	1	7	21	16	21	67	75	62	10	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	35	227	38662	100	0	96	481	482	468	6	7	16	27	25	32	61	66	49	6	2	3
Non-Economically Disadvantaged	47	260	40315	94	0	100	502	499	498	3	2	5	16	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	82	486	78750	98	100	99	509	511	500	4	5	6	24	19	29	70	73	63	1	3	2
All Students (Prior Year)	96	465	75673	95	98	100	542	539	530	3	7	12	23	25	25	70	64	58	3	4	4
Female	47	242	38586	98	100	99	530	529	515	0	3	4	20	11	22	78	82	71	2	4	3
Male	35	244	40135	97	99	99	479	492	486	10	6	8	31	28	35	59	64	56	0	1	1
African American	NC	11	4081	NC	92	99	NC	510	488	NC	0	8	NC	33	32	NC	67	59	NC	0	2
Hispanic	14	81	31841	93	100	99	509	505	483	0	3	8	36	25	36	64	71	55	0	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	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	65	380	36440	97	100	99	507	511	516	6	5	3	21	18	22	72	73	71	2	3	4
Students with Disabilities	12	78	10622	92	98	100	436	418	415	11	22	21	67	43	50	22	33	28	0	2	1
Students without Disabilities	70	408	68196	99	100	98	520	527	513	3	2	3	18	15	25	77	80	69	2	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	35	226	38558	100	97	96	497	506	485	6	5	8	27	23	37	64	70	54	3	2	1
Non-Economically Disadvantaged	47	260	40260	94	100	100	519	514	514	3	5	3	22	16	21	76	75	72	0	4	4

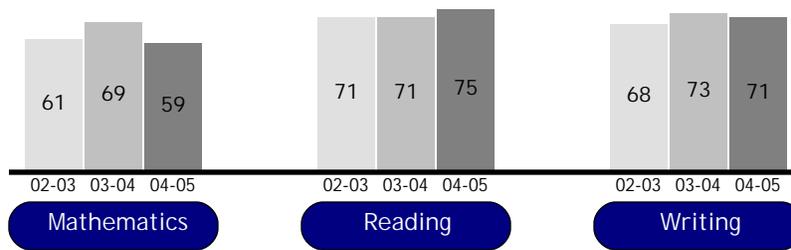
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	61	54	50	98	61	NA	58	99	55	55	47
	Language	99	64	49	43	97	48	52	50	99	54	58	47
	Mathematics	97	76	66	57	100	63	66	64	99	56	57	50
3	Reading	100	44	50	47	100	59	NA	55	100	56	50	44
	Language	100	58	58	54	100	70	60	61	100	48	47	44
	Mathematics	100	51	58	54	100	67	66	61	100	51	52	51
4	Reading	99	66	60	52	100	65	NA	56	100	50	53	48
	Language	98	61	55	48	100	57	53	52	100	52	55	49
	Mathematics	100	67	63	57	100	61	62	61	100	49	54	53
5	Reading	97	61	56	50	100	70	NA	55	99	55	56	50
	Language	99	56	53	46	100	57	53	49	99	54	55	50
	Mathematics	98	68	62	57	100	69	62	63	99	48	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."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü School/Park Partnership w/Pinal County
- Ü Fund Raising Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Music Department
- Ü Computer Lab

Extracurricular Activities

- Ü Intramural Athletics
- Ü CAMP Gifted Club
- Ü Art Club
- Ü Stackers Club
- Ü Reading Club
- Ü Student Council Meetings
- Ü Tutoring Club
- Ü ELL Tutoring

Social Services

- Ü Clothing Drive
- Ü Counseling Services
- Ü Crisis Intervention
- Ü DES Services
- Ü Adopt a Family at Christmas
- Ü Thanksgiving Food Boxes
- Ü Vision Screenings and Glasses

School Achievements/Accomplishments 2004-05

- ü Received a Site Incentive Plan Reward for the entire staff based upon increased test scores.

- ü All classified staff received merit recognition for above and beyond duty accomplishments.

- ü Received a Performing Status from the State Department.

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	12	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

The principal is highly visible throughout the day in all classrooms to help promote a safe and open feeling with the students. The counselor works one-on-one with students to promote self-esteem. She also facilitates a Second Step Program that teaches skills in empathy, impulse control and anger management. We are now implementing a Code Red Emergency Procedure to prepare for any emergency that may occur on campus. Remodeled the front office to provide additional security for the campus.

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	Brenda Farris	(480) 982-1110
Transportation Policy	Max P. Ragsdale, Sr.	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Merle Yochim	(480) 671-5008
Student Health/Nurse	Joleen Wheeler	(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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.