

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2525 S Ironwood Rd, 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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Chad Wilson
 Schedule : 6:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 1535
 Web Address : www.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number :
 E-mail : cwilson@ajhs.ajusd.org

Mission

Apache Junction High School is committed to teaching the whole child. Our belief is that upon graduation, all students will be prepared to pursue post-secondary learning opportunities.

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 Students will develop reading and writing skills for further education, employment and adult life.
- ü Students will develop math skills for further education, employment and adult life.

Enrollment

October 1, 2003 School Year Student Enrollment : 1465
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 31

Instructional Programs

- ü Required Diploma Classes
- ü Vocational Classes
- ü Advanced Placement Classes
- ü On-site Special Education
- ü AIMS Intevention

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

AJHS strives to assure parents that their child will receive an education meeting high academic standards while safeguarding their health and safety while in school. The school informs parents about student attendance, grades and behavior.

Parents

Parents are responsible for ensuring that their child attends school regularly and reliably. They are also expected to participate with the school in upholding the school's standards for student behavior.

Transportation Policy

AJUSD covers approximately 220 square miles with over 90% of students using district transportation. Over 50% of high school students are transported in district vehicles. All school and district rules apply while using our no cost transportation.

School Honors

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

Award/Honor	Year
ü State Rifle Champions	2002
ü Pinal County Math Champions	2003
ü East Sky Conference Baseball Coach of the Year	2003
ü Pinal County Student of the Year	2003

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	372	372	65934	99	99	100	487	487	492	49	49	43	17	17	18	21	21	24	13	13	15
All Students (Prior Year)	317	317	57534	90	90	91	479	479	491	57	57	46	10	10	16	25	25	23	8	8	15
Female	194	194	32586	100	100	100	486	486	491	50	50	44	18	18	19	20	20	24	12	12	14
Male	178	178	33226	96	96	99	487	487	493	49	49	42	16	16	18	22	22	24	14	14	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	59	59	21740	100	100	100	477	477	475	61	61	63	12	12	17	19	19	15	7	7	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	304	304	34819	99	99	99	489	489	505	47	47	27	18	18	20	21	21	31	14	14	22
Students with Disabilities	51	51	6507	100	100	100	452	452	456	94	94	83	6	6	9	0	0	6	0	0	2
Students without Disabilities	321	321	59427	99	99	100	489	489	494	47	47	41	17	17	19	22	22	25	14	14	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	76	76	18745				481	481	475	51	51	64	20	20	16	22	22	15	8	8	5
Non-Economically Disadvantaged	296	296	47182				488	488	499	49	49	35	16	16	19	21	21	27	14	14	19

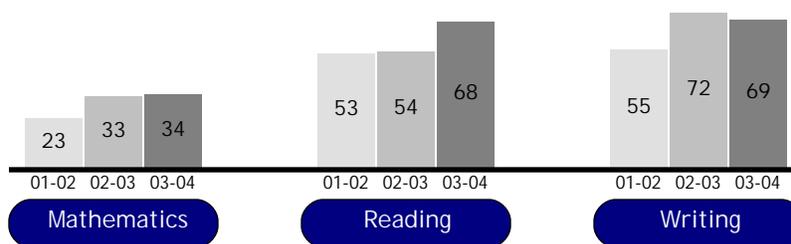
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	376	376	68162	100	100	100	521	521	509	10	10	18	23	23	24	58	58	51	10	10	8
All Students (Prior Year)	309	309	56700	88	88	89	504	504	512	21	21	15	24	24	23	48	48	52	6	6	10
Female	197	197	33509	100	100	100	524	524	513	10	10	15	22	22	23	56	56	52	12	12	9
Male	179	179	34521	97	97	100	517	517	505	10	10	20	24	24	24	60	60	49	6	6	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	55	55	22624	96	96	100	509	509	487	15	15	32	27	27	31	54	54	35	4	4	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	311	311	35727	100	100	100	523	523	526	9	9	7	22	22	17	58	58	64	11	11	12
Students with Disabilities	59	59	6845	100	100	100	468	468	468	63	63	53	19	19	29	19	19	18	0	0	1
Students without Disabilities	317	317	61317	98	98	100	523	523	512	8	8	15	23	23	23	60	60	53	10	10	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	79	79	19528				511	511	487	14	14	31	27	27	32	53	53	34	6	6	2
Non-Economically Disadvantaged	297	297	48595				523	523	518	9	9	13	22	22	20	59	59	57	10	10	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	373	373	67629	99	99	100	560	560	524	13	13	22	18	18	16	60	60	59	9	9	3
All Students (Prior Year)	293	293	55090	83	83	87	477	477	479	14	14	16	14	14	13	72	72	70	0	0	0
Female	197	197	33347	100	100	100	573	573	537	13	13	17	14	14	15	62	62	64	12	12	4
Male	176	176	34151	96	96	99	543	543	512	14	14	27	23	23	18	58	58	54	6	6	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	54	54	22313	95	95	100	563	563	493	16	16	34	16	16	19	61	61	46	8	8	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	309	309	35593	100	100	99	558	558	547	13	13	13	18	18	14	60	60	69	9	9	4
Students with Disabilities	59	59	6712	100	100	100	451	451	445	45	45	61	45	45	18	9	9	21	0	0	0
Students without Disabilities	314	314	60917	97	97	100	563	563	530	12	12	19	17	17	16	62	62	61	10	10	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	78	78	19310				539	539	489	21	21	35	22	22	20	49	49	44	8	8	1
Non-Economically Disadvantaged	295	295	48278				565	565	538	11	11	17	16	16	15	63	63	65	10	10	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)

10th Grade Proficiency



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

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?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	41	41	37	97	45	45	41	83	44	NA	42
	Language	97	41	41	38	97	41	41	42	85	48	48	42
	Mathematics	97	58	58	56	97	59	59	60	84	60	60	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Student Discipline
- ü Curriculum Development
- ü Extracurricular Activities
- ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	75.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	7	10	0	0
7 to 9 years	3	11	0	0
10 or more years	9	26	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	54
Core academic classes taught by Highly Qualified (NCLB) teachers.	253
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- ü 8 Lab Technology Center/Media Center
- ü Media Studio
- ü Performing Arts Center

Extracurricular Activities

- ü Athletics
- ü Academic Clubs
- ü Vocational Student Clubs
- ü Music Clubs

Social Services

- ü Community Classes
- ü Arts Program
- ü Health Services
- ü Project HELP

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The school has added three additional mini-labs. These computer labs are primarily for the use of strengthening skills related to the Arizona Academic Standards.

- ü We have added Advanced Placement courses in English, History, Chemistry, Biology and Calculus. The addition of these courses affords our students the opportunity to be challenged at the college level.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	86			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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

AJHS is committed to providing students with a safe and orderly learning environment. AJHS has Anger Management counseling, Violence Prevention curriculum and Emergency Procedure Plan(s). AJHS works with local agencies to help students in need.

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) :

57

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	Chad Wilson	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization		
Student Health/Nurse	Cathy Carson	(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.

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

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

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 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.