

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2805 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

Elementary Achievement Profile (a)

2003-04 Underperforming
2002-03 Alternative School
2001-02 N/A

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

High School Achievement Profile (a)

2003-04 N/A
2002-03 Alternative School
2001-02 N/A

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

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 Overview

Principal/Administrator : Mr. Kurt William Decke
Schedule : 7:00 AM to 3:00 PM
Grades : K-12
2004 Enrollment : 48
Web Address :
Phone Number : (480) 982-1110
Fax Number : (480) 982-1274
E-mail : kdecke@ajac.ajusd.org

Mission

Our Mission is to provide a learning environment for those students who are unwilling or unable to function in a normal classroom environment. The school hopes to shape its students into productive and contributing members of the community.

School / Academic Goals

- ü All students will be able to read at grade level.
- ü All students will demonstrate proficiency in written communication.
- ü We will maintain a safe and drug free learning environment for our students and staff.

Enrollment

October 1, 2003 School Year Student Enrollment : 28
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Results-oriented
- ü Extended-day/Immediate Remediation
- ü Early Release/Academic Incentive
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 12 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The school assures parents and students of the existence of high academic standards; an integrated curriculum; and a trained, certified, and caring staff to provide teaching, counseling, and administrative services. We also pledge a safe environment.

Parents

Parents play an integral part in their child's life. We ask for total involvement. This includes communication with the staff and support for the positive outlook on the value of education. We ask the parents to encourage their children to read as a leisure time activity.

Transportation Policy

Our district transports 85% of the students. Buses run at three different times each afternoon. One is for students on early release. One is for students who have stayed for clubs or academic tutoring. One is for athletics.

School Honors

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

Award/Honor	Year
ü District-wide Poster Contest Winner	2003
ü LIONS Poster Contest Winner	2003
ü Phoenix Suns Recognition of Students at Half-time	2003

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	NC	462	75509	NC	99	100	NC	531	521	NC	6	13	NC	20	23	NC	41	33	NC	32	31
All Students (Prior Year)	--	479	75372	--	100	100	--	518	523	--	8	9	--	32	25	--	36	36	--	24	30
Female	NC	212	37013	NC	98	100	NC	531	522	NC	6	12	NC	23	24	NC	37	33	NC	34	31
Male	NC	249	38430	NC	100	99	NC	530	521	NC	7	14	NC	17	22	NC	45	33	NC	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	--	94	30486	--	99	99	--	519	505	--	10	18	--	17	29	--	53	32	--	20	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	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	NC	350	35192	NC	99	99	NC	533	534	NC	6	8	NC	21	19	NC	38	35	NC	35	39
Students with Disabilities	NC	74	9708	NC	100	100	NC	510	489	NC	21	32	NC	21	27	NC	21	24	NC	36	17
Students without Disabilities	--	388	65801	--	97	98	--	532	525	--	5	11	--	20	23	--	43	34	--	32	33
Limited English Proficient Students	--	18	16928	--	100	100	--	561	485	--	0	29	--	0	33	--	50	26	--	50	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	197	36411				NC	522	503	NC	7	19	NC	20	29	NC	48	32	NC	25	20
Non-Economically Disadvantaged	--	265	39040				--	536	534	--	6	8	--	20	19	--	36	34	--	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	NC	462	75492	NC	99	100	NC	527	519	NC	4	12	NC	17	16	NC	53	47	NC	26	24
All Students (Prior Year)	--	481	75221	--	100	100	--	520	523	--	6	8	--	18	16	--	59	56	--	17	21
Female	NC	212	37014	NC	98	100	NC	531	523	NC	3	10	NC	16	15	NC	48	48	NC	33	27
Male	NC	249	38400	NC	100	99	NC	523	516	NC	5	14	NC	18	17	NC	57	47	NC	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	--	94	30438	--	99	99	--	522	508	--	3	17	--	23	21	--	59	47	--	16	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	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	NC	350	35177	NC	99	99	NC	527	528	NC	4	8	NC	16	13	NC	53	49	NC	27	31
Students with Disabilities	NC	74	9707	NC	100	100	NC	512	495	NC	15	33	NC	22	21	NC	44	33	NC	19	13
Students without Disabilities	--	388	65785	--	97	98	--	528	522	--	3	10	--	17	16	--	54	49	--	27	26
Limited English Proficient Students	--	18	16905	--	100	100	--	515	489	--	0	34	--	50	28	--	50	32	--	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	196	36302				NC	525	507	NC	4	18	NC	16	21	NC	57	46	NC	23	14
Non-Economically Disadvantaged	--	266	39164				--	528	528	--	4	8	--	18	13	--	50	48	--	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	NC	461	75053	NC	99	99	NC	590	597	NC	8	7	NC	11	12	NC	73	72	NC	8	9
All Students (Prior Year)	--	466	73654	--	98	99	--	531	530	--	5	9	--	14	13	--	73	70	--	8	7
Female	NC	213	36872	NC	98	99	NC	617	621	NC	3	5	NC	7	9	NC	80	74	NC	10	12
Male	NC	247	38109	NC	99	99	NC	566	573	NC	13	10	NC	14	14	NC	67	69	NC	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	--	93	30235	--	98	98	--	589	575	--	4	9	--	13	14	--	71	70	--	12	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	NC	351	35028	NC	99	99	NC	589	613	NC	9	6	NC	11	10	NC	74	73	NC	7	11
Students with Disabilities	NC	73	9625	NC	100	100	NC	537	530	NC	19	21	NC	30	21	NC	48	55	NC	4	4
Students without Disabilities	--	388	65428	--	97	98	--	594	604	--	8	6	--	9	11	--	75	73	--	8	10
Limited English Proficient Students	--	18	16765	--	100	100	--	533	525	--	0	17	--	50	20	--	50	60	--	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	194	36077				NC	580	566	NC	9	10	NC	13	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	--	267	38950				--	596	618	--	8	5	--	9	9	--	74	73	--	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	NC	471	76019	NC	99	100	NC	506	499	NC	8	14	NC	40	39	NC	16	14	NC	35	33
All Students (Prior Year)	NC	477	76230	NC	99	100	NC	501	498	NC	8	12	NC	41	38	NC	13	12	NC	38	37
Female	--	218	37207	--	99	100	--	508	499	--	5	12	--	41	41	--	18	14	--	36	33
Male	NC	252	38677	NC	99	100	NC	505	498	NC	11	15	NC	39	38	NC	14	13	NC	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	--	81	29458	--	95	100	--	494	480	--	7	20	--	54	48	--	14	12	--	24	20
Asian/Pacific Islander	--	10	1673	--	100	99	--	529	531	--	20	4	--	30	29	--	20	14	--	30	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	NC	365	35880	NC	99	100	NC	509	515	NC	8	7	NC	36	32	NC	17	16	NC	38	45
Students with Disabilities	NC	66	9786	NC	100	100	NC	469	457	NC	26	39	NC	44	40	NC	18	7	NC	13	13
Students without Disabilities	NC	405	66233	NC	97	99	NC	510	503	NC	7	11	NC	40	39	NC	16	14	NC	38	35
Limited English Proficient Students	--	NC	15206	--	NC	100	--	NC	459	--	NC	31	--	NC	53	--	NC	7	--	NC	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	196	35714	NC	99	100	NC	489	480	NC	11	20	NC	48	47	NC	18	12	NC	23	20
Non-Economically Disadvantaged	NC	275	40266	NC	99	100	NC	518	513	NC	6	9	NC	35	33	NC	15	15	NC	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	NC	469	76020	NC	99	100	NC	505	503	NC	19	25	NC	24	23	NC	43	40	NC	14	12
All Students (Prior Year)	NC	480	76202	NC	100	100	NC	508	505	NC	11	19	NC	25	24	NC	51	46	NC	13	11
Female	--	217	37213	--	99	100	--	507	504	--	15	22	--	25	23	--	45	42	--	16	13
Male	NC	251	38666	NC	98	100	NC	503	501	NC	22	29	NC	23	22	NC	42	38	NC	13	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	81	29442	--	95	99	--	500	494	--	19	37	--	33	26	--	42	31	--	6	6
Asian/Pacific Islander	--	10	1672	--	100	99	--	506	513	--	20	12	--	40	19	--	10	49	--	30	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	NC	364	35890	NC	99	100	NC	506	511	NC	17	15	NC	22	20	NC	46	48	NC	16	18
Students with Disabilities	NC	64	9784	NC	100	100	NC	488	485	NC	48	58	NC	19	19	NC	33	19	NC	0	4
Students without Disabilities	NC	405	66236	NC	97	99	NC	506	504	NC	17	23	NC	24	23	NC	44	42	NC	15	13
Limited English Proficient Students	--	NC	15198	--	NC	100	--	NC	483	--	NC	59	--	NC	25	--	NC	14	--	NC	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	195	35703	NC	99	100	NC	499	494	NC	25	37	NC	31	26	NC	38	31	NC	7	6
Non-Economically Disadvantaged	NC	274	40274	NC	99	100	NC	508	509	NC	15	17	NC	19	20	NC	47	47	NC	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	NC	465	75673	NC	98	100	NC	539	530	NC	7	12	NC	25	25	NC	64	58	NC	4	4
All Students (Prior Year)	NC	470	74692	NC	98	99	NC	513	502	NC	11	18	NC	26	27	NC	52	47	NC	10	8
Female	--	214	37099	--	97	100	--	557	548	--	5	8	--	19	22	--	71	64	--	5	6
Male	NC	250	38441	NC	98	99	NC	522	513	NC	9	16	NC	30	29	NC	58	52	NC	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	--	80	29305	--	94	99	--	529	507	--	7	16	--	27	31	--	63	51	--	3	2
Asian/Pacific Islander	--	10	1665	--	100	99	--	560	573	--	10	6	--	10	16	--	80	67	--	0	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	NC	360	35760	NC	98	99	NC	543	550	NC	6	9	NC	26	21	NC	64	64	NC	4	6
Students with Disabilities	NC	64	9706	NC	100	100	NC	481	462	NC	25	36	NC	20	32	NC	50	31	NC	5	1
Students without Disabilities	--	401	65967	--	96	99	--	542	536	--	6	10	--	25	25	--	65	60	--	4	5
Limited English Proficient Students	--	NC	15115	--	NC	100	--	NC	471	--	NC	26	--	NC	38	--	NC	35	--	NC	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	194	35541	NC	99	100	NC	530	504	NC	7	17	NC	28	31	NC	62	50	NC	2	2
Non-Economically Disadvantaged	NC	271	40091	NC	99	100	NC	545	550	NC	7	9	NC	22	21	NC	65	64	NC	5	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	456	75001	100	99	99	426	481	468	68	26	37	21	44	36	11	17	16	0	13	10
All Students (Prior Year)	NC	447	71167	NC	100	99	NC	452	463	NC	47	38	NC	43	41	NC	7	14	NC	3	7
Female	NC	234	36846	NC	98	99	NC	478	468	NC	29	36	NC	43	38	NC	13	16	NC	15	10
Male	16	222	37974	100	99	99	429	484	467	67	22	39	25	46	34	8	22	16	0	10	11
African American	--	NC	3720	--	NC	98	--	NC	446	--	NC	53	--	NC	33	--	NC	9	--	NC	4
Hispanic	NC	84	26675	NC	100	98	NC	462	448	NC	40	52	NC	43	34	NC	11	10	NC	7	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	17	353	37785	100	98	99	430	484	482	64	22	25	29	45	39	7	19	21	0	14	15
Students with Disabilities	NC	36	8802	NC	95	100	NC	422	418	NC	100	79	NC	0	16	NC	0	3	NC	0	1
Students without Disabilities	18	420	66199	100	99	99	428	481	472	67	25	34	22	45	38	11	17	17	0	13	11
Limited English Proficient Students	--	NC	11710	--	NC	100	--	NC	429	--	NC	70	--	NC	25	--	NC	4	--	NC	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	20	178	29814				420	468	448	76	38	53	18	40	33	6	13	10	0	9	4
Non-Economically Disadvantaged	NC	278	45170				NC	488	479	NC	18	28	NC	47	38	NC	20	20	NC	15	14

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	20	461	74918	100	100	99	471	519	497	59	14	32	12	13	19	24	51	35	6	22	15
All Students (Prior Year)	NC	451	71100	NC	100	99	NC	510	502	NC	15	25	NC	19	21	NC	51	40	NC	15	15
Female	NC	236	36805	NC	99	99	NC	517	501	NC	16	28	NC	14	19	NC	47	37	NC	23	16
Male	13	225	37936	100	100	99	465	520	493	60	11	35	10	13	18	30	55	33	0	21	14
African American	--	NC	3719	--	NC	98	--	NC	481	--	NC	43	--	NC	21	--	NC	29	--	NC	7
Hispanic	NC	83	26645	NC	99	98	NC	507	478	NC	26	46	NC	15	20	NC	41	27	NC	19	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	15	359	37773	100	100	99	475	521	511	62	12	20	8	12	18	23	53	41	8	23	21
Students with Disabilities	NC	37	8801	NC	97	100	NC	512	448	NC	0	75	NC	0	13	NC	100	10	NC	0	2
Students without Disabilities	17	424	66117	100	100	99	471	519	501	59	14	28	12	13	19	24	51	37	6	22	16
Limited English Proficient Students	--	NC	11706	--	NC	100	--	NC	454	--	NC	71	--	NC	16	--	NC	12	--	NC	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	17	179	29785				465	508	477	67	21	47	13	14	20	13	50	26	7	15	6
Non-Economically Disadvantaged	NC	282	45115				NC	525	508	NC	10	23	NC	13	18	NC	51	39	NC	26	20

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	21	462	74503	100	100	99	418	500	491	24	3	9	53	32	32	24	58	51	0	7	8
All Students (Prior Year)	NC	437	69001	NC	98	96	NC	494	490	NC	11	17	NC	42	37	NC	46	45	NC	1	1
Female	NC	236	36686	NC	99	99	NC	507	506	NC	2	5	NC	30	29	NC	61	57	NC	8	9
Male	14	226	37644	100	100	98	418	493	476	10	4	13	70	35	36	20	55	45	0	7	6
African American	--	NC	3677	--	NC	97	--	NC	475	--	NC	12	--	NC	36	--	NC	46	--	NC	5
Hispanic	NC	83	26500	NC	99	97	NC	479	467	NC	1	13	NC	45	39	NC	50	44	NC	4	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	16	360	37606	100	100	99	431	505	508	23	3	6	46	30	28	31	59	56	0	9	10
Students with Disabilities	NC	38	8662	NC	100	100	NC	456	409	NC	0	37	NC	50	42	NC	50	20	NC	0	1
Students without Disabilities	17	424	65841	100	100	98	418	501	499	24	3	7	53	32	32	24	58	53	0	7	8
Limited English Proficient Students	--	NC	11608	--	NC	100	--	NC	430	--	NC	23	--	NC	47	--	NC	28	--	NC	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	18	180	29587				409	477	465	27	7	14	53	40	40	20	49	43	0	4	4
Non-Economically Disadvantaged	NC	282	44898				NC	515	507	NC	0	7	NC	27	28	NC	64	55	NC	9	10

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

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

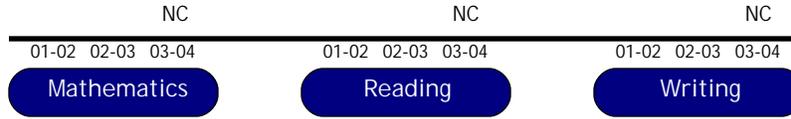
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	376	68162	--	100	100	--	521	509	--	10	18	--	23	24	--	58	51	--	10	8
All Students (Prior Year)	--	309	56700	--	88	89	--	504	512	--	21	15	--	24	23	--	48	52	--	6	10
Female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

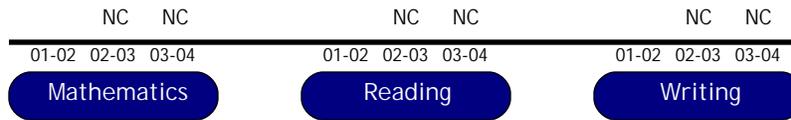
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

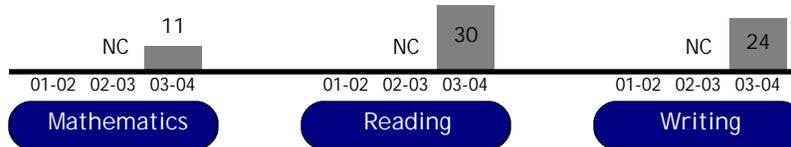
3rd Grade Proficiency



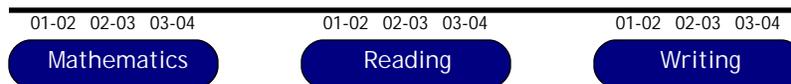
5th Grade Proficiency



8th Grade Proficiency



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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
2	Reading	--	--	47	44	--	--	54	50	NC	NC	NA	58
	Language	--	--	43	39	--	--	49	43	NC	NC	52	50
	Mathematics	--	--	61	52	--	--	66	57	NC	NC	66	64
3	Reading	--	--	47	43	--	--	50	47	NC	NC	NA	55
	Language	--	--	56	50	--	--	58	54	NC	NC	60	61
	Mathematics	--	--	56	50	--	--	58	54	NC	NC	66	61
4	Reading	--	--	52	47	NC	NC	60	52	NC	NC	NA	56
	Language	--	--	52	45	NC	NC	55	48	NC	NC	53	52
	Mathematics	--	--	58	52	NC	NC	63	57	NC	NC	62	61
5	Reading	--	--	51	46	NC	NC	56	50	NC	NC	NA	55
	Language	--	--	49	43	NC	NC	53	46	NC	NC	53	49
	Mathematics	--	--	56	54	NC	NC	62	57	NC	NC	62	63
6	Reading	--	--	50	49	NC	NC	55	53	100	NA	NA	56
	Language	--	--	44	42	NC	NC	47	45	100	NA	50	48
	Mathematics	--	--	58	58	NC	NC	60	62	100	NA	66	66
7	Reading	--	--	49	48	NC	NC	57	51	100	20	NA	54
	Language	--	--	52	51	NC	NC	63	54	100	8	64	58
	Mathematics	--	--	47	54	100	19	54	58	100	36	59	62
8	Reading	--	--	47	49	100	29	59	53	100	25	NA	55
	Language	--	--	47	46	100	13	56	49	100	17	64	52
	Mathematics	--	--	48	54	100	20	53	58	100	35	62	61
9	Reading	--	--	41	37	--	--	45	41	--	--	NA	42
	Language	--	--	41	38	--	--	41	42	--	--	48	42
	Mathematics	--	--	58	56	--	--	59	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."

Apache Junction Alternative Center

School Site Council

Council Composition

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

Council Duties

- Ü Selected Educational Goals
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	.50	Teacher	1.50
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	1
Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer/Mini Labs

Extracurricular Activities

- Ü Peer Mediation
- Ü Intradistrict Athletics

Social Services

- Ü Crisis Intervention
- Ü Clothing/Food Banks
- Ü Lunch Program
- Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü We are honored to say that our school met the federally mandated AYP(Adequate Yearly Progress).

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	87	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	75	98	98	94
Retention Rate ⁹	24	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	NC	NC
Grades 3-4	--	NC
Grades 4-5	--	--
Grades 5-6	NC	NC
Grades 6-7	64	NC
Grades 7-8	30	NC

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

Our school is a Drug and Weapons Free High Profile Enforcement Area. Visitors must check-in to the office. We maintain a closed campus. Staff wear identification cards. We have a Resource Police Officer. We deal quickly and efficiently with problems.

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) :

4

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	Tom Hill	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Gigi Goldstein	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	MOST	(480) 982-1110
Student Health/Nurse	Chrisandra DeBoise	(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: 16 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.