

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2805 S. Ironwood Dr., Apache Junction, AZ 85220

Apache Junction Unified District

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

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

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Underperforming  
2002-03 Alternative School

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

#### High School Achievement Profile (a)

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

(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 : Mr. Kurt W. Decke  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-12  
2005 Enrollment : 81  
Web Address : www.ajusd.org  
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, 2004 School Year Student Enrollment : 67  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 12 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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
• Several Student of the Month awards	2004
• Classified Employee of the Month Award	2005
• Phoenix Suns Recognition of Students at Half-time	2003
• 2 Student Technology On Parade Winners	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	NC	506	79306	NC	100	99	NC	444	445	NC	8	10	NC	16	18	NC	57	51	NC	19	20
All Students (Prior Year)	NC	462	75509	NC	99	100	NC	531	521	NC	6	13	NC	20	23	NC	41	33	NC	32	31
Female	--	244	38691	--	100	99	--	435	446	--	10	10	--	17	18	--	59	52	--	14	20
Male	NC	262	40583	NC	99	99	NC	453	445	NC	6	11	NC	15	18	NC	55	50	NC	24	21
African American	--	13	4041	--	100	99	--	426	426	--	30	17	--	0	23	--	50	50	--	20	10
Hispanic	--	114	32869	--	100	99	--	440	429	--	14	15	--	17	25	--	49	51	--	20	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	369	36197	NC	100	99	NC	448	463	NC	5	5	NC	16	11	NC	59	53	NC	20	31
Students with Disabilities	NC	84	10321	NC	95	100	NC	388	389	NC	33	30	NC	21	27	NC	33	34	NC	13	9
Students without Disabilities	--	422	69060	--	100	98	--	456	454	--	3	7	--	15	17	--	62	54	--	21	22
Limited English Proficient Students	--	22	15509	--	100	100	--	343	406	--	28	20	--	16	30	--	48	45	--	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	217	39415	NC	98	96	NC	441	431	NC	10	15	NC	19	25	NC	57	50	NC	15	10
Non-Economically Disadvantaged	--	289	39966	--	100	100	--	447	459	--	6	6	--	14	12	--	57	52	--	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	NC	506	79395	NC	0	99	NC	454	446	NC	5	9	NC	18	25	NC	66	55	NC	11	11
All Students (Prior Year)	NC	462	75492	NC	99	100	NC	527	519	NC	4	12	NC	17	16	NC	53	47	NC	26	24
Female	--	244	38743	--	0	100	--	448	451	--	7	7	--	18	24	--	66	57	--	10	12
Male	NC	262	40618	NC	0	99	NC	459	440	NC	4	11	NC	18	27	NC	66	53	NC	12	9
African American	--	13	4052	--	0	100	--	450	434	--	20	11	--	10	29	--	60	54	--	10	6
Hispanic	--	114	32915	--	0	99	--	443	426	--	3	15	--	32	35	--	59	47	--	6	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	369	36221	NC	0	99	NC	458	465	NC	5	4	NC	14	15	NC	68	63	NC	13	17
Students with Disabilities	NC	84	10331	NC	0	100	NC	393	388	NC	21	25	NC	33	37	NC	42	34	NC	4	4
Students without Disabilities	--	422	69139	--	0	99	--	466	454	--	2	7	--	15	24	--	71	58	--	12	11
Limited English Proficient Students	--	22	15545	--	0	100	--	346	399	--	20	21	--	24	42	--	56	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	217	39484	NC	0	96	NC	447	429	NC	8	14	NC	23	35	NC	62	47	NC	7	4
Non-Economically Disadvantaged	--	289	39986	--	0	100	--	458	461	--	3	4	--	14	16	--	69	63	--	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	NC	501	78869	NC	100	99	NC	437	442	NC	6	6	NC	23	21	NC	64	63	NC	8	10
All Students (Prior Year)	NC	461	75053	NC	99	99	NC	590	597	NC	8	7	NC	11	12	NC	73	72	NC	8	9
Female	--	242	38536	--	100	99	--	449	458	--	4	4	--	18	15	--	65	67	--	13	14
Male	NC	259	40302	NC	98	99	NC	426	428	NC	8	8	NC	27	26	NC	62	60	NC	3	7
African American	--	13	4015	--	100	99	--	440	430	--	10	8	--	20	24	--	40	61	--	30	7
Hispanic	--	112	32606	--	98	98	--	428	426	--	8	8	--	20	27	--	70	60	--	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	366	36078	NC	99	99	NC	441	459	NC	5	4	NC	24	16	NC	63	66	NC	8	14
Students with Disabilities	NC	81	10246	NC	92	100	NC	375	367	NC	14	18	NC	41	39	NC	41	40	NC	4	4
Students without Disabilities	--	420	68697	--	100	98	--	449	454	--	4	4	--	19	18	--	68	67	--	8	11
Limited English Proficient Students	--	22	15339	--	100	100	--	336	399	--	12	11	--	28	31	--	60	54	--	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	213	39106	NC	96	95	NC	431	427	NC	8	8	NC	27	28	NC	61	59	NC	4	5
Non-Economically Disadvantaged	--	288	39837	--	100	100	--	442	457	--	4	4	--	20	14	--	65	67	--	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	NC	485	78906	NC	100	99	NC	497	498	NC	12	13	NC	22	19	NC	47	48	NC	19	20
All Students (Prior Year)	NC	471	76019	NC	99	100	NC	506	499	NC	8	14	NC	40	39	NC	16	14	NC	35	33
Female	--	242	38644	--	100	99	--	502	500	--	11	12	--	23	19	--	45	49	--	21	19
Male	NC	243	40236	NC	99	99	NC	493	497	NC	13	15	NC	22	19	NC	49	46	NC	16	20
African American	--	11	4087	--	92	99	--	493	481	--	0	20	--	67	24	--	11	45	--	22	11
Hispanic	--	81	31938	--	100	99	--	487	481	--	14	19	--	28	25	--	49	46	--	10	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	379	36483	NC	99	99	NC	499	517	NC	13	7	NC	20	13	NC	48	51	NC	20	30
Students with Disabilities	NC	78	10664	NC	98	100	NC	429	430	NC	46	42	NC	35	27	NC	19	26	NC	0	5
Students without Disabilities	--	407	68310	--	100	98	--	510	509	--	6	9	--	20	18	--	52	51	--	22	22
Limited English Proficient Students	--	10	12573	--	100	100	--	386	454	--	24	27	--	35	30	--	41	38	--	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	226	38679	NC	97	96	NC	487	483	NC	17	20	NC	26	25	NC	46	45	NC	11	10
Non-Economically Disadvantaged	NC	259	40295	NC	100	100	NC	506	513	NC	8	7	NC	19	13	NC	48	50	NC	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	NC	487	78908	NC	0	99	NC	491	484	NC	5	10	NC	20	23	NC	69	58	NC	7	9
All Students (Prior Year)	NC	469	76020	NC	99	100	NC	505	503	NC	19	25	NC	24	23	NC	43	40	NC	14	12
Female	--	242	38648	--	0	99	--	498	489	--	3	8	--	17	22	--	73	61	--	7	10
Male	NC	245	40233	NC	0	99	NC	483	479	NC	6	12	NC	22	25	NC	65	55	NC	7	8
African American	--	11	4092	--	0	99	--	477	473	--	0	12	--	33	28	--	67	54	--	0	5
Hispanic	--	81	31940	--	0	99	--	476	465	--	3	16	--	29	32	--	67	49	--	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	381	36502	NC	0	99	NC	494	502	NC	5	4	NC	17	14	NC	70	67	NC	8	15
Students with Disabilities	NC	78	10665	NC	0	100	NC	432	423	NC	22	30	NC	41	36	NC	37	31	NC	0	2
Students without Disabilities	--	409	68312	--	0	98	--	501	493	--	1	7	--	16	21	--	75	62	--	8	10
Limited English Proficient Students	--	10	12556	--	0	100	--	382	436	--	12	24	--	35	40	--	53	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	227	38662	NC	0	96	NC	482	468	NC	7	16	NC	25	32	NC	66	49	NC	2	3
Non-Economically Disadvantaged	NC	260	40315	NC	0	100	NC	499	498	NC	2	5	NC	15	15	NC	71	66	NC	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	NC	486	78750	NC	100	99	NC	511	500	NC	5	6	NC	19	29	NC	73	63	NC	3	2
All Students (Prior Year)	NC	465	75673	NC	98	100	NC	539	530	NC	7	12	NC	25	25	NC	64	58	NC	4	4
Female	--	242	38586	--	100	99	--	529	515	--	3	4	--	11	22	--	82	71	--	4	3
Male	NC	244	40135	NC	99	99	NC	492	486	NC	6	8	NC	28	35	NC	64	56	NC	1	1
African American	--	11	4081	--	92	99	--	510	488	--	0	8	--	33	32	--	67	59	--	0	2
Hispanic	--	81	31841	--	100	99	--	505	483	--	3	8	--	25	36	--	71	55	--	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	380	36440	NC	100	99	NC	511	516	NC	5	3	NC	18	22	NC	73	71	NC	3	4
Students with Disabilities	NC	78	10622	NC	98	100	NC	418	415	NC	22	21	NC	43	50	NC	33	28	NC	2	1
Students without Disabilities	--	408	68196	--	100	98	--	527	513	--	2	3	--	15	25	--	80	69	--	3	3
Limited English Proficient Students	--	10	12504	--	100	100	--	400	451	--	12	12	--	29	44	--	59	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	226	38558	NC	97	96	NC	506	485	NC	5	8	NC	23	37	NC	70	54	NC	2	1
Non-Economically Disadvantaged	NC	260	40260	NC	100	100	NC	514	514	NC	5	3	NC	16	21	NC	75	72	NC	4	4

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	25	469	78250	74	99	99	481	554	548	75	18	21	25	15	18	0	55	48	0	11	13
All Students (Prior Year)	23	456	75001	100	99	99	426	481	468	68	26	37	21	44	36	11	17	16	0	13	10
Female	--	215	38071	--	100	99	--	554	549	--	19	20	--	14	19	--	55	49	--	11	12
Male	17	252	40126	65	97	99	481	553	547	75	17	23	25	16	17	0	56	46	0	11	14
African American	--	10	4058	--	100	99	--	526	523	--	25	32	--	25	22	--	50	41	--	0	5
Hispanic	NC	85	29129	NC	100	99	NC	548	527	NC	18	32	NC	20	23	NC	55	40	NC	7	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	19	365	38320	70	97	99	487	555	568	67	19	12	33	14	14	0	55	55	0	12	19
Students with Disabilities	NC	61	9329	NC	94	100	NC	480	454	NC	71	64	NC	18	18	NC	12	16	NC	0	2
Students without Disabilities	19	408	68996	95	100	99	496	565	561	50	10	16	50	15	18	0	62	52	0	13	14
Limited English Proficient Students	NC	10	10133	NC	100	100	NC	479	488	NC	31	45	NC	31	25	NC	38	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	165	33388	59	92	94	465	549	530	100	22	32	0	16	22	0	52	40	0	10	5
Non-Economically Disadvantaged	15	304	44937	88	100	100	529	556	561	0	16	13	100	15	15	0	57	54	0	12	18

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	27	471	78302	79	0	99	421	528	512	75	6	11	25	17	25	0	70	57	0	7	7
All Students (Prior Year)	20	461	74918	100	100	99	471	519	497	59	14	32	12	13	19	24	51	35	6	22	15
Female	--	215	38082	--	0	99	--	535	518	--	4	8	--	11	24	--	78	61	--	7	7
Male	19	254	40166	73	0	99	421	521	507	75	8	14	25	22	26	0	63	54	0	6	6
African American	--	10	4064	--	0	100	--	524	498	--	25	14	--	0	29	--	75	54	--	0	3
Hispanic	NC	85	29152	NC	0	99	NC	519	492	NC	8	17	NC	21	34	NC	66	46	NC	4	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	21	367	38347	78	0	99	415	529	531	67	6	5	33	16	17	0	71	68	0	7	10
Students with Disabilities	NC	63	9353	NC	0	100	NC	452	429	NC	41	40	NC	39	38	NC	20	22	NC	0	1
Students without Disabilities	19	408	69024	95	0	99	454	539	524	50	1	7	50	13	23	0	78	62	0	8	7
Limited English Proficient Students	NC	10	10140	NC	0	100	NC	446	451	NC	15	28	NC	62	43	NC	23	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	10	165	33398	59	0	94	405	519	495	100	8	18	0	19	35	0	69	46	0	4	2
Non-Economically Disadvantaged	17	306	44979	100	0	100	469	532	525	0	5	6	100	16	18	0	71	66	0	8	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	27	469	78094	79	99	99	463	555	545	0	3	3	75	11	18	25	86	77	0	0	2
All Students (Prior Year)	21	462	74503	100	100	99	418	500	491	24	3	9	53	32	32	24	58	51	0	7	8
Female	--	214	38025	--	100	99	--	566	558	--	2	2	--	7	13	--	92	82	--	0	2
Male	20	253	40013	77	98	99	463	545	534	0	3	5	75	15	23	25	81	71	0	0	1
African American	--	10	4037	--	100	99	--	539	532	--	13	4	--	13	22	--	75	73	--	0	1
Hispanic	NC	86	29068	NC	100	99	NC	543	523	NC	4	5	NC	14	27	NC	82	67	NC	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	20	365	38265	74	97	99	475	558	564	0	2	2	67	10	11	33	88	84	0	0	3
Students with Disabilities	NC	62	9275	NC	95	100	NC	472	444	NC	14	14	NC	42	46	NC	44	39	NC	0	1
Students without Disabilities	20	407	68892	100	100	98	480	568	559	0	1	2	50	7	14	50	92	82	0	0	2
Limited English Proficient Students	NC	11	10084	NC	100	100	NC	446	474	NC	8	10	NC	46	39	NC	46	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	10	165	33296	59	92	94	440	548	527	0	4	5	100	11	27	0	85	67	0	0	0
Non-Economically Disadvantaged	17	304	44871	100	100	100	532	559	559	0	2	2	0	11	12	100	87	84	0	0	3

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	--	369	69846	--	100	100	--	690	699	--	17	21	--	14	11	--	58	49	--	11	18
All Students (Prior Year)	--	372	65934	--	99	100	--	487	492	--	49	43	--	17	18	--	21	24	--	13	15
Female	--	162	34328	--	100	99	--	705	702	--	10	19	--	13	12	--	61	51	--	16	18
Male	--	208	35509	--	100	100	--	678	696	--	23	23	--	15	11	--	55	48	--	7	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	--	64	23363	--	100	100	--	665	680	--	23	32	--	21	16	--	50	45	--	6	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	--	292	36421	--	100	99	--	694	714	--	16	12	--	13	8	--	60	54	--	11	26
Students with Disabilities	--	49	7690	--	100	100	--	571	593	--	71	64	--	14	14	--	14	21	--	0	2
Students without Disabilities	--	321	62220	--	100	99	--	707	712	--	9	16	--	14	11	--	64	53	--	13	20
Limited English Proficient Students	--	NC	5834	--	NC	100	--	NC	612	--	NC	46	--	NC	20	--	NC	31	--	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	89	21421	--	92	92	--	698	686	--	15	35	--	15	15	--	59	43	--	10	7
Non-Economically Disadvantaged	--	281	48489	--	100	100	--	688	704	--	18	15	--	14	10	--	57	52	--	11	23

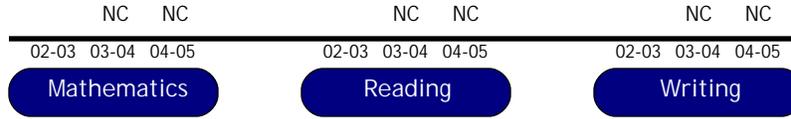
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	360	71311	--	98	100	--	694	694	--	8	7	--	16	21	--	69	63	--	8	9
All Students (Prior Year)	--	376	68162	--	100	100	--	521	509	--	10	18	--	23	24	--	58	51	--	10	8
Female	--	165	34899	--	97	100	--	712	700	--	5	5	--	11	19	--	74	66	--	11	10
Male	--	195	36430	--	99	100	--	680	688	--	10	9	--	20	22	--	64	61	--	6	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	--	62	24056	--	100	100	--	664	672	--	6	13	--	30	31	--	62	53	--	2	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	--	NC	5110	--	NC	100	--	NC	661	--	NC	14	--	NC	38	--	NC	46	--	NC	2
White	--	285	36841	--	98	99	--	699	713	--	8	3	--	13	12	--	71	72	--	8	13
Students with Disabilities	--	48	8021	--	100	100	--	558	590	--	46	27	--	33	42	--	21	29	--	0	1
Students without Disabilities	--	313	63379	--	97	100	--	713	707	--	2	5	--	13	18	--	75	68	--	9	10
Limited English Proficient Students	--	10	6402	--	100	100	--	288	596	--	22	25	--	56	44	--	22	30	--	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	99	22243	--	100	93	--	698	677	--	12	14	--	19	32	--	63	51	--	6	3
Non-Economically Disadvantaged	--	262	49157	--	97	100	--	693	702	--	6	4	--	15	16	--	70	69	--	9	11

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	--	358	70868	--	98	100	--	693	688	--	4	5	--	14	23	--	73	63	--	9	9
All Students (Prior Year)	--	373	67629	--	99	100	--	560	524	--	13	22	--	18	16	--	60	59	--	9	3
Female	--	163	34710	--	96	99	--	710	697	--	3	3	--	9	19	--	74	66	--	14	12
Male	--	195	36176	--	99	100	--	679	678	--	6	7	--	19	27	--	71	59	--	5	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	--	62	23868	--	100	100	--	670	670	--	7	9	--	20	33	--	65	55	--	7	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	5001	--	NC	100	--	NC	661	--	NC	9	--	NC	41	--	NC	48	--	NC	2
White	--	283	36710	--	97	99	--	696	702	--	4	2	--	13	15	--	75	69	--	8	13
Students with Disabilities	--	49	7900	--	100	100	--	549	580	--	33	22	--	46	49	--	21	28	--	0	1
Students without Disabilities	--	310	63054	--	96	99	--	713	701	--	0	3	--	10	20	--	80	67	--	10	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	93	21994	--	96	92	--	696	673	--	9	10	--	15	36	--	66	52	--	10	3
Non-Economically Disadvantaged	--	266	48960	--	99	100	--	692	694	--	3	3	--	14	18	--	75	67	--	9	12

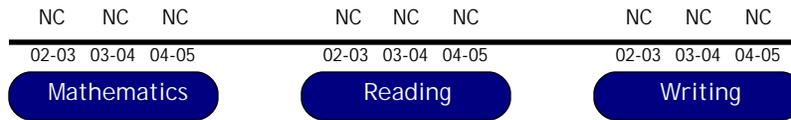
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

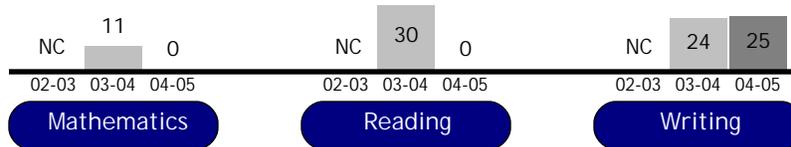
3rd Grade Proficiency



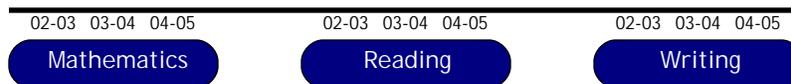
5th Grade Proficiency



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 2004-05

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	--	--	54	50	NC	NC	NA	58	NC	NC	55	47
	Language	--	--	49	43	NC	NC	52	50	NC	NC	58	47
	Mathematics	--	--	66	57	NC	NC	66	64	NC	NC	57	50
3	Reading	--	--	50	47	NC	NC	NA	55	NC	NC	50	44
	Language	--	--	58	54	NC	NC	60	61	NC	NC	47	44
	Mathematics	--	--	58	54	NC	NC	66	61	NC	NC	52	51
4	Reading	NC	NC	60	52	NC	NC	NA	56	NC	NC	53	48
	Language	NC	NC	55	48	NC	NC	53	52	NC	NC	55	49
	Mathematics	NC	NC	63	57	NC	NC	62	61	NC	NC	54	53
5	Reading	NC	NC	56	50	NC	NC	NA	55	NC	NC	56	50
	Language	NC	NC	53	46	NC	NC	53	49	NC	NC	55	50
	Mathematics	NC	NC	62	57	NC	NC	62	63	NC	NC	48	49
6	Reading	NC	NC	55	53	100	NA	NA	56	91	30	52	51
	Language	NC	NC	47	45	100	NA	50	48	91	20	48	47
	Mathematics	NC	NC	60	62	100	NA	66	66	100	27	53	52
7	Reading	NC	NC	57	51	100	20	NA	54	93	32	55	50
	Language	NC	NC	63	54	100	8	64	58	93	31	57	52
	Mathematics	100	19	54	58	100	36	59	62	100	38	53	50
8	Reading	100	29	59	53	100	25	NA	55	93	28	57	51
	Language	100	13	56	49	100	17	64	52	93	25	54	50
	Mathematics	100	20	53	58	100	35	62	61	86	27	56	53
9	Reading	--	--	45	41	--	--	NA	42	100	42	60	51
	Language	--	--	41	42	--	--	48	42	100	38	58	50
	Mathematics	--	--	59	60	--	--	60	63	100	31	53	50

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/](http://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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 4 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	0%

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 2004-05

School Achievements/Accomplishments 2004-05

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

ü One of our high school students was a winner in the districts Student Technology On Parade competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	91	95	94	95
Transfers Out Rates <sup>5</sup>	70	12	12	17
Transfers In Rate <sup>6</sup>	535	28	28	37
Stability Rate <sup>7</sup>	29	87	87	82
Promotion Rate <sup>8</sup>	73	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	16	0	1	6
Status Unknown <sup>11</sup>	12	0	1	4
Graduation Rate <sup>12</sup>	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10
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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	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	PTO	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

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](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/researchpolicy/grad).

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

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