



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

545 N. Burk St., Gilbert, AZ 85234

Gilbert 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)

2005-06 Highly Performing
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Brad Paes
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-6
Web Address : gilbert.k12.az.us/info/schools/burk/burk.html
Phone Number : (480) 926-3816
Fax Number : (480) 813-8789
E-mail : brad_paes@gilbert.k12.az.us

Mission

The mission of the Burk community will be to teach students to think critically, act responsibly and become lifelong learners. We will create a positive environment preparing students to become contributing members of a global society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- ü Maintain an integrated curriculum that follows district and state standards.
ü Continue to improve the instructional program through the training and inservice of all teachers in math, reading and language.
ü Burk Elementary students will continue to be exposed to Reading strategies to improve student achievement in Reading.

Enrollment

October 1, 2005 School Year Student Enrollment : 653
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 165

Instructional Programs

- ü Special Education - Preschool to 6
- ü Innovative Kindergarten/All day KG
- ü Gifted
- ü ELL
- ü Tobacco Prevention/Bully Prevention
- ü Technology-Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Burk School adheres to high academic standards for all students and assists them in reaching their goals. A school calendar and handbook are available to all parents. Burk provides a safe environment with supervision before, during and after school.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with completed homework. Absences must be reported daily. Parents are responsible for the health and well-being of their child. Parents are also encouraged to communicate regularly with the school in working towards meeting school goals.

Transportation Policy

Burk School uses one bus to transport students who live outside a one-mile range to and from the school each day. Students are expected to demonstrate appropriate behavior on the bus at all times.

School Honors

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

Award/Honor	Year
ü Elem Chess State Champions and National Team Contenders	2005
ü ASU Mars Project-Intermediate ALP Class	2004
ü Tribute to Educator Award	2005
ü Gilbert Education Foundation Teacher Mini-Grant	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	63	2749	80010	95	98	99	470	475	447	2	4	10	13	9	18	54	50	53	32	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1307	38935	100	99	99	478	474	447	NA	4	9	6	8	19	52	51	55	42	37	17
Male	30	1442	40974	91	98	98	460	476	448	3	3	11	20	9	18	57	50	52	20	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	12	460	34545	92	98	99	448	456	432	NA	4	14	33	13	24	50	65	53	17	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	45	2029	35142	96	99	99	476	481	465	2	3	5	7	7	11	56	47	56	36	43	28
Students with Disabilities	NC	414	10161	NC	93	93	NC	440	419	NC	16	28	NC	27	28	NC	39	36	NC	18	8
Students without Disabilities	61	2335	69849	100	100	100	469	481	451	2	1	7	11	5	17	54	52	56	33	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	583	39029	100	97	98	439	454	432	NA	6	14	40	15	25	53	60	52	7	19	9
Non-Economically Disadvantaged	48	2166	40981	94	99	100	479	481	462	2	3	6	4	7	13	54	47	54	40	43	27

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	66	2707	79438	100	97	98	473	480	451	5	3	9	20	12	24	56	62	56	20	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1290	38775	100	98	99	486	487	457	NA	2	7	12	9	22	58	61	58	30	27	13
Male	33	1417	40560	100	96	97	459	474	446	9	3	12	27	14	25	55	62	54	9	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	13	455	34297	100	97	98	453	464	434	8	5	14	31	16	31	54	69	50	8	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	47	1996	34887	100	97	98	478	485	471	4	2	4	17	10	15	53	61	63	26	27	18
Students with Disabilities	NC	373	9588	NC	84	88	NC	445	416	NC	13	30	NC	31	32	NC	46	34	NC	9	5
Students without Disabilities	61	2334	69850	100	99	100	478	485	456	NA	1	7	20	9	23	59	64	59	21	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	573	38685	100	96	97	456	461	435	NA	5	14	40	20	32	53	65	50	7	11	5
Non-Economically Disadvantaged	51	2134	40753	100	97	99	478	485	467	6	2	5	14	10	16	57	61	62	24	27	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	66	2749	79971	100	98	99	435	448	423	NA	3	8	48	28	41	50	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1307	38974	100	99	99	454	461	437	NA	3	5	33	20	33	64	70	57	3	7	4
Male	33	1442	40895	100	98	98	416	436	410	NA	4	10	64	35	47	36	58	41	NA	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	13	461	34481	100	98	99	425	436	410	NA	4	10	54	33	46	46	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	47	2030	35150	100	99	99	438	451	437	NA	3	5	47	26	35	51	66	56	2	5	5
Students with Disabilities	NC	412	10258	NC	93	94	NC	407	377	NC	13	23	NC	50	51	NC	35	25	NC	2	1
Students without Disabilities	61	2337	69713	100	100	100	438	455	429	NA	2	5	46	24	39	52	69	52	2	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	15	585	38994	100	98	98	421	430	409	NA	5	10	60	39	47	40	53	41	NA	2	1
Non-Economically Disadvantaged	51	2164	40977	100	99	100	440	453	437	NA	3	5	45	25	34	53	67	56	2	6	5

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

4th 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	76	2846	80147	97	98	99	495	511	482	7	3	11	12	6	17	50	49	49	32	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1386	39281	95	98	99	494	511	483	7	3	9	7	5	17	52	51	50	33	41	24
Male	34	1458	40780	100	98	98	496	511	482	6	3	12	18	8	17	47	48	48	29	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	15	468	33494	100	96	99	448	493	466	27	5	15	27	12	23	40	56	49	7	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	53	2074	36122	96	98	99	508	516	501	2	2	5	8	5	10	51	48	50	40	45	35
Students with Disabilities	14	371	10295	93	88	92	454	467	443	29	16	33	29	22	26	36	47	33	7	14	8
Students without Disabilities	62	2475	69852	98	100	100	504	518	488	2	1	7	8	4	16	53	49	51	37	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	27	592	38371	100	96	97	467	490	465	19	6	15	26	13	23	33	56	49	22	25	13
Non-Economically Disadvantaged	49	2254	41776	96	99	100	510	517	498	NA	2	6	4	5	11	59	47	49	37	46	33

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	76	2812	79686	97	97	98	475	499	470	7	2	11	24	11	24	61	70	57	9	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1376	39163	95	97	99	485	504	475	7	2	9	14	8	22	67	70	60	12	20	10
Male	34	1434	40438	100	96	97	463	494	465	6	2	13	35	13	25	53	70	54	6	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	15	463	33299	100	95	98	438	481	452	20	5	17	40	18	32	40	68	47	NA	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	53	2048	35914	96	97	98	486	503	489	4	1	5	19	8	15	64	71	67	13	20	14
Students with Disabilities	14	338	9808	93	80	87	433	467	432	21	9	35	50	30	32	29	53	30	NA	7	3
Students without Disabilities	62	2474	69878	98	100	100	484	503	475	3	1	8	18	8	23	68	73	61	11	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	27	581	38095	100	94	97	450	481	452	15	5	17	41	20	32	37	66	48	7	9	3
Non-Economically Disadvantaged	49	2231	41591	96	98	99	488	503	486	2	1	6	14	8	16	73	71	65	10	19	13

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	78	2875	80372	100	99	99	473	497	475	5	2	4	26	16	30	69	77	64	NA	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1406	39452	100	99	99	472	508	488	7	1	3	20	12	22	73	81	72	NA	7	3
Male	34	1467	40836	100	98	98	474	487	464	3	3	6	32	21	37	65	74	56	NA	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	15	477	33608	100	98	99	441	486	462	13	3	6	33	18	36	53	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	55	2091	36213	100	99	99	477	499	489	4	1	2	25	16	22	71	78	72	NA	5	3
Students with Disabilities	15	401	10526	100	95	94	424	452	427	13	7	15	47	45	53	40	47	31	NA	1	1
Students without Disabilities	63	2474	69846	100	100	100	484	504	482	3	1	3	21	12	26	76	82	69	NA	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	27	604	38521	100	98	98	454	479	461	11	3	6	30	25	38	59	70	55	NA	1	1
Non-Economically Disadvantaged	51	2271	41851	100	99	100	482	502	489	2	1	3	24	14	22	75	79	72	NA	5	4

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	68	2841	79306	99	99	99	506	529	504	6	5	13	21	11	20	56	52	49	18	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1394	38845	96	99	99	501	531	505	7	4	11	22	12	20	59	52	50	11	33	18
Male	41	1446	40383	100	99	98	510	528	504	5	5	14	20	11	19	54	53	47	22	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	16	450	32673	100	99	99	502	509	487	6	7	18	19	17	25	63	59	46	13	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	43	2116	36234	98	99	99	507	534	523	5	4	6	23	10	13	53	51	52	19	35	28
Students with Disabilities	10	358	10286	91	94	91	NA	483	462	NA	24	41	NA	29	27	NA	35	27	NA	12	5
Students without Disabilities	58	2483	69020	100	100	100	515	536	510	3	2	9	16	8	18	60	55	52	21	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	26	556	37437	96	97	97	489	505	486	15	10	19	19	18	26	58	55	46	8	16	9
Non-Economically Disadvantaged	42	2285	41869	100	100	100	517	535	521	NA	3	7	21	9	14	55	52	51	24	36	27

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	68	2799	79000	99	98	98	498	514	489	3	2	10	19	12	24	72	69	58	6	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1385	38774	96	98	99	503	520	494	4	2	7	7	9	22	81	69	61	7	20	10
Male	41	1413	40150	100	97	98	494	509	485	2	3	12	27	14	25	66	69	55	5	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	16	435	32508	100	96	98	486	498	472	6	4	15	25	19	33	69	69	49	NA	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	43	2096	36135	98	98	98	502	519	508	2	2	4	12	10	14	79	69	67	7	19	15
Students with Disabilities	10	315	9991	91	83	88	NA	477	449	NA	13	33	NA	33	36	NA	46	29	NA	8	2
Students without Disabilities	58	2484	69009	100	100	100	504	519	495	NA	1	6	16	9	22	78	72	62	7	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	26	534	37234	96	93	97	483	494	472	4	4	15	27	21	33	65	68	50	4	7	3
Non-Economically Disadvantaged	42	2265	41766	100	99	99	506	519	505	2	2	5	14	10	16	76	69	65	7	19	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	69	2841	79611	100	99	99	497	515	496	6	3	7	39	27	37	55	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1396	39016	100	99	99	512	531	511	4	1	4	29	17	29	68	80	66	NA	1	1
Male	41	1444	40519	100	99	98	487	500	482	7	4	10	46	37	44	46	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	16	448	32855	100	99	99	503	501	481	NA	5	10	50	32	43	50	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	44	2119	36380	100	99	99	492	519	511	9	2	4	36	27	30	55	71	65	NA	1	1
Students with Disabilities	11	357	10664	100	94	94	448	460	440	18	13	23	55	57	54	27	29	22	NA	0	1
Students without Disabilities	58	2484	68947	100	100	100	507	523	504	3	1	4	36	23	34	60	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	27	555	37626	100	97	98	474	494	479	11	6	10	48	38	45	41	55	45	NA	1	0
Non-Economically Disadvantaged	42	2286	41985	100	100	100	512	520	511	2	2	4	33	25	30	64	73	65	NA	1	1

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

6th 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	96	2911	79327	97	98	98	529	548	518	8	7	19	17	10	20	58	56	46	17	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1431	38961	98	98	98	518	548	520	15	6	16	13	9	20	63	57	48	10	28	16
Male	48	1480	40295	96	98	97	541	547	516	2	7	21	21	10	19	54	54	44	23	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	21	493	32327	100	96	98	504	529	499	19	10	27	19	16	25	57	57	41	5	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	65	2129	36373	97	99	98	538	552	538	5	6	10	14	8	14	62	56	52	20	31	25
Students with Disabilities	10	360	9321	77	89	87	NA	493	467	NA	36	54	NA	23	22	NA	33	21	NA	8	3
Students without Disabilities	86	2551	70006	100	100	100	534	555	524	5	2	14	15	8	19	63	59	49	17	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	29	588	37097	97	95	97	504	527	498	21	12	27	24	18	25	48	54	41	7	17	7
Non-Economically Disadvantaged	67	2323	42230	97	99	99	540	553	535	3	5	11	13	7	15	63	56	50	21	31	24

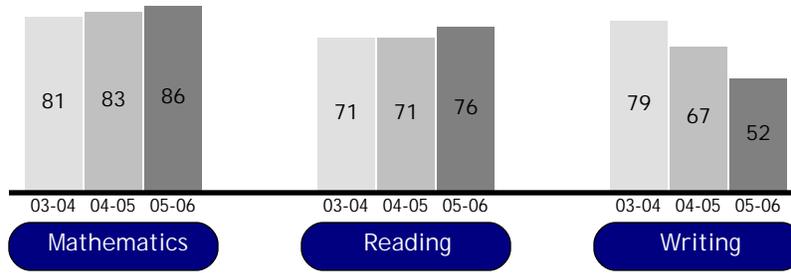
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2886	79501	97	97	98	514	523	497	5	3	10	17	11	25	72	78	60	6	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1426	39062	98	98	99	513	527	502	6	2	8	13	8	23	75	80	64	6	10	5
Male	48	1460	40368	96	97	98	515	518	491	4	3	13	21	13	27	69	77	57	6	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	21	489	32389	100	96	98	485	509	478	19	5	16	19	18	34	62	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	65	2109	36446	97	98	99	523	526	516	NA	2	4	17	9	15	74	80	73	9	9	7
Students with Disabilities	10	335	9411	77	83	88	NA	480	453	NA	16	36	NA	35	36	NA	48	26	NA	1	1
Students without Disabilities	86	2551	70090	100	100	100	520	528	502	2	1	7	13	8	24	78	82	65	7	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	29	581	37183	97	94	97	498	507	479	7	4	16	24	18	34	69	75	49	NA	2	1
Non-Economically Disadvantaged	67	2305	42318	97	98	99	520	527	513	4	2	5	13	9	17	73	79	70	9	9	7

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	99	2928	80000	100	99	99	570	588	564	3	1	3	6	5	11	79	75	75	12	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1439	39288	100	99	99	579	601	579	2	1	2	6	2	6	73	73	77	18	25	16
Male	50	1489	40644	100	99	98	561	575	549	4	2	4	6	8	15	84	77	74	6	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	21	499	32672	100	97	99	566	579	548	NA	2	4	14	5	14	67	79	76	19	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	67	2135	36602	100	99	99	576	590	579	3	1	2	3	5	7	82	74	75	12	20	16
Students with Disabilities	13	378	9919	100	93	93	472	532	505	23	6	9	31	25	35	46	66	54	NA	3	2
Students without Disabilities	86	2550	70081	100	100	100	585	596	571	NA	1	2	2	2	7	84	76	79	14	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	30	599	37534	100	97	98	564	572	547	3	2	4	7	8	15	80	81	76	10	9	5
Non-Economically Disadvantaged	69	2329	42466	100	99	100	572	592	578	3	1	2	6	4	7	78	74	75	13	21	16

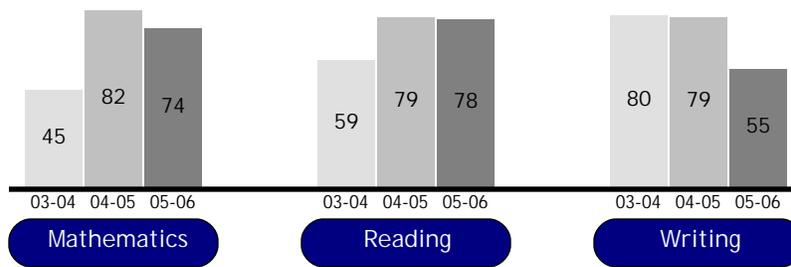
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	57	NA	58	99	57	61	47	93	52	65	46
	Language	98	47	63	50	99	57	60	47	93	52	65	48
	Mathematics	96	61	76	64	99	60	63	50	95	46	65	52
3	Reading	99	62	NA	55	98	51	60	44	98	65	67	46
	Language	99	71	76	61	98	47	57	44	98	61	61	46
	Mathematics	100	68	72	61	98	56	65	51	94	72	68	52
4	Reading	96	64	NA	56	99	50	61	48	96	56	70	52
	Language	97	59	66	52	99	51	60	49	99	54	68	52
	Mathematics	97	62	73	61	99	57	68	53	96	65	73	58
5	Reading	100	62	NA	55	98	58	63	50	99	65	73	56
	Language	100	56	63	49	98	58	62	50	100	58	70	54
	Mathematics	100	67	77	63	98	57	62	49	99	56	67	52
6	Reading	100	71	NA	56	99	59	64	51	97	68	75	56
	Language	100	65	64	48	99	57	62	47	100	59	68	50
	Mathematics	100	82	81	66	99	61	69	52	97	68	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü School/Business/Community Relations
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü School Calendar
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	5.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	4	0	0
10 or more years	2	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Computer Lab
- Ü Library
- Ü Mobile Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Oceanography
- Ü Recycling Club
- Ü Reading Club
- Ü Fiddler's Club
- Ü Digi Club
- Ü Chorus

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Individual/Group Sessions/Social Worker
- Ü Community Classes: Parenting Assistance
- Ü VIK Club: Before/After School Program
- Ü Crisis Intervention
- Ü Health Services

School Achievements/Accomplishments 2005-06

Ü Burk Elementary students will continue to demonstrate growth towards meeting and exceeding district, state, and national standards.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Burk Elementary is dedicated to a safe and orderly learning environment. Behavior rules are clearly defined and parents are contacted if problems arise. Burk Elementary has implemented the Character Counts program and students are recognized each week for demonstrating outstanding behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brad Paes	(480) 926-3816
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Kathy Horlacher	(480) 926-3816
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	S. Anderson/D. Kimball	(480) 926-3816
Student Health/Nurse	Staci Sutton	(480) 926-3816

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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.

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

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

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