

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1903 E. Roeser Rd, Phoenix, AZ 85040

Phoenix Education Management, LLC,

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 Small 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 Small 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 Not 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 : Mrs. Rachel Hildebrand
Schedule : 7:30 AM to 4:00 PM
Grades : K-11
2004 Enrollment : 695
Web Address : sis-sabis.net
Phone Number : (602) 305-8865
Fax Number : (602) 323-5526
E-mail : rhildebrand@sabis.net

Mission

SABIS is a K-11th grade college preparatory school providing top-quality education to highly diverse students. SABIS is committed to developing ethical, moral and civic values in students that will prepare them to face the challenges of the future.

School / Academic Goals

- ü Identify academic needs of each child.
- ü Provide appropriate experiences to fill learning gaps.
- ü Involve student in character development through Student Life
- ü Develop a desire for life-long learning

Enrollment

October 1, 2003 School Year Student Enrollment : 690
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 695

Instructional Programs

- ü College Preparatory
- ü All Essential Concepts Identified
- ü Learning Gaps Filled
- ü On-going Progress Assessments
- ü Preparation for AIMS exams

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Provide a safe, structured, nurturing environment that encourages academic and personal growth. Keep the focus on college preparatory education. Keep parents informed of school issues and of matters pertaining to their children.

Parents

Support the child's teachers. Support the school through The Parent Connection organization. Bring students to school on time, fed and rested. Parents should remember, in raising issues of concern, that the school and parent have the same objectives.

Transportation Policy

No transportation provided.

School Honors

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

Award/Honor	Year
ü Basketball Championships (Boys & Girls)	2002
ü Boys Flag Football & Basketball Championships	2003
ü Developed after school counseling programs	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	63	63	75509	91	91	100	479	479	521	26	26	13	35	35	23	31	31	33	7	7	31
All Students (Prior Year)	90	90	75372	100	100	100	480	480	523	28	28	9	34	34	25	31	31	36	7	7	30
Female	35	35	37013	100	100	100	476	476	522	30	30	12	33	33	24	33	33	33	3	3	31
Male	28	28	38430	80	80	99	484	484	521	21	21	14	38	38	22	29	29	33	13	13	31
African American	34	34	3660	87	87	99	464	464	496	38	38	24	35	35	31	26	26	28	0	0	18
Hispanic	25	25	30486	89	89	99	506	506	505	6	6	18	29	29	29	47	47	32	18	18	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	--	--	9708	--	--	100	--	--	489	--	--	32	--	--	27	--	--	24	--	--	17
Students without Disabilities	63	63	65801	91	91	98	479	479	525	26	26	11	35	35	23	31	31	34	7	7	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	55	55	39040				477	477	534	29	29	8	33	33	19	29	29	34	8	8	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	64	64	75492	93	93	100	495	495	519	24	24	12	29	29	16	42	42	47	5	5	24
All Students (Prior Year)	91	91	75221	100	100	100	497	497	523	26	26	8	23	23	16	47	47	56	5	5	21
Female	34	34	37014	100	100	100	500	500	523	21	21	10	31	31	15	38	38	48	10	10	27
Male	30	30	38400	86	86	99	489	489	516	27	27	14	27	27	17	46	46	47	0	0	21
African American	35	35	3665	90	90	99	487	487	505	31	31	20	29	29	22	40	40	43	0	0	14
Hispanic	25	25	30438	89	89	99	511	511	508	12	12	17	24	24	21	47	47	47	18	18	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	--	--	9707	--	--	100	--	--	495	--	--	33	--	--	21	--	--	33	--	--	13
Students without Disabilities	64	64	65785	93	93	98	495	495	522	24	24	10	29	29	16	42	42	49	5	5	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	56	56	39164				494	494	528	24	24	8	31	31	13	39	39	48	6	6	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	64	64	75053	93	93	99	522	522	597	22	22	7	15	15	12	58	58	72	5	5	9
All Students (Prior Year)	89	89	73654	100	100	99	498	498	530	33	33	9	18	18	13	48	48	70	1	1	7
Female	35	35	36872	100	100	99	568	568	621	13	13	5	7	7	9	73	73	74	7	7	12
Male	29	29	38109	83	83	99	466	466	573	32	32	10	24	24	14	40	40	69	4	4	6
African American	35	35	3636	90	90	99	504	504	568	26	26	12	11	11	16	60	60	67	3	3	6
Hispanic	25	25	30235	89	89	98	553	553	575	18	18	9	18	18	14	53	53	70	12	12	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	--	--	9625	--	--	100	--	--	530	--	--	21	--	--	21	--	--	55	--	--	4
Students without Disabilities	64	64	65428	93	93	98	522	522	604	22	22	6	15	15	11	58	58	73	5	5	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	56	56	38950				516	516	618	24	24	5	14	14	9	55	55	73	6	6	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	73	73	76019	99	99	100	467	467	499	26	26	14	56	56	39	5	5	14	13	13	33
All Students (Prior Year)	111	111	76230	100	100	100	458	458	498	28	28	12	61	61	38	4	4	12	7	7	37
Female	38	38	37207	97	97	100	468	468	499	21	21	12	62	62	41	9	9	14	9	9	33
Male	35	35	38677	100	100	100	467	467	498	32	32	15	50	50	38	0	0	13	18	18	34
African American	43	43	3817	100	100	100	459	459	475	32	32	23	56	56	47	5	5	11	7	7	18
Hispanic	24	24	29458	96	96	100	480	480	480	19	19	20	56	56	48	6	6	12	19	19	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	65	65	66233	97	97	99	467	467	503	26	26	11	56	56	39	5	5	14	13	13	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	65	65	40266				467	467	513	26	26	9	56	56	33	6	6	15	13	13	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	71	71	76020	96	96	100	499	499	503	35	35	25	37	37	23	23	23	40	5	5	12
All Students (Prior Year)	107	107	76202	96	96	100	491	491	505	36	36	19	34	34	24	30	30	46	0	0	11
Female	38	38	37213	97	97	100	492	492	504	35	35	22	38	38	23	26	26	42	0	0	13
Male	33	33	38666	94	94	100	508	508	501	35	35	29	35	35	22	19	19	38	12	12	12
African American	42	42	3819	98	98	100	490	490	494	40	40	37	40	40	26	20	20	31	0	0	6
Hispanic	23	23	29442	92	92	99	509	509	494	27	27	37	33	33	26	27	27	31	13	13	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	63	63	66236	94	94	99	499	499	504	34	34	23	37	37	23	24	24	42	5	5	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	63	63	40274				496	496	509	35	35	17	38	38	20	23	23	47	4	4	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	73	73	75673	99	99	100	492	492	530	16	16	12	31	31	25	52	52	58	2	2	4
All Students (Prior Year)	109	109	74692	98	98	99	468	468	502	37	37	18	37	37	27	26	26	47	1	1	8
Female	38	38	37099	97	97	100	505	505	548	12	12	8	24	24	22	62	62	64	3	3	6
Male	35	35	38441	100	100	99	477	477	513	21	21	16	39	39	29	39	39	52	0	0	3
African American	43	43	3791	100	100	99	482	482	506	20	20	18	32	32	29	46	46	50	2	2	3
Hispanic	24	24	29305	96	96	99	512	512	507	6	6	16	31	31	31	63	63	51	0	0	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	65	65	65967	97	97	99	493	493	536	16	16	10	30	30	25	52	52	60	2	2	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	65	65	40091				493	493	550	17	17	9	30	30	21	52	52	64	2	2	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	51	51	75001	94	94	99	429	429	468	70	70	37	26	26	36	4	4	16	0	0	10
All Students (Prior Year)	35	35	71167	100	100	99	425	425	463	73	73	38	27	27	41	0	0	14	0	0	7
Female	19	19	36846	100	100	99	430	430	468	81	81	36	19	19	38	0	0	16	0	0	10
Male	30	30	37974	86	86	99	428	428	467	66	66	39	28	28	34	7	7	16	0	0	11
African American	27	27	3720	87	87	98	428	428	446	72	72	53	24	24	33	4	4	9	0	0	4
Hispanic	20	20	26675	95	95	98	425	425	448	74	74	52	26	26	34	0	0	10	0	0	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	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	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	46	46	66199	96	96	99	430	430	472	70	70	34	26	26	38	4	4	17	0	0	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	10	10	29814				442	442	448	60	60	53	40	40	33	0	0	10	0	0	4
Non-Economically Disadvantaged	41	41	45170				425	425	479	73	73	28	22	22	38	5	5	20	0	0	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	51	51	74918	94	94	99	462	462	497	66	66	32	17	17	19	15	15	35	2	2	15
All Students (Prior Year)	34	34	71100	97	97	99	469	469	502	47	47	25	28	28	21	25	25	40	0	0	15
Female	19	19	36805	100	100	99	477	477	501	44	44	28	31	31	19	25	25	37	0	0	16
Male	30	30	37936	86	86	99	454	454	493	76	76	35	10	10	18	10	10	33	3	3	14
African American	27	27	3719	87	87	98	470	470	481	52	52	43	24	24	21	20	20	29	4	4	7
Hispanic	20	20	26645	95	95	98	450	450	478	84	84	46	5	5	20	11	11	27	0	0	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	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	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	46	46	66117	96	96	99	462	462	501	65	65	28	17	17	19	15	15	37	2	2	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	10	10	29785				460	460	477	70	70	47	20	20	20	10	10	26	0	0	6
Non-Economically Disadvantaged	41	41	45115				462	462	508	65	65	23	16	16	18	16	16	39	3	3	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	51	51	74503	94	94	99	472	472	491	9	9	9	43	43	32	49	49	51	0	0	8
All Students (Prior Year)	35	35	69001	100	100	96	463	463	490	42	42	17	33	33	37	24	24	45	0	0	1
Female	19	19	36686	100	100	99	491	491	506	0	0	5	25	25	29	75	75	57	0	0	9
Male	30	30	37644	86	86	98	465	465	476	10	10	13	52	52	36	38	38	45	0	0	6
African American	27	27	3677	87	87	97	485	485	475	0	0	12	44	44	36	56	56	46	0	0	5
Hispanic	20	20	26500	95	95	97	451	451	467	21	21	13	37	37	39	42	42	44	0	0	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	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	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	46	46	65841	96	96	98	471	471	499	9	9	7	43	43	32	48	48	53	0	0	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	10	10	29587				479	479	465	0	0	14	40	40	40	60	60	43	0	0	4
Non-Economically Disadvantaged	41	41	44898				470	470	507	11	11	7	43	43	28	46	46	55	0	0	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	NC	NC	65934	NC	NC	100	NC	NC	492	NC	NC	43	NC	NC	18	NC	NC	24	NC	NC	15
All Students (Prior Year)	--	--	57534	--	--	91	--	--	491	--	--	46	--	--	16	--	--	23	--	--	15
Female	--	--	32586	--	--	100	--	--	491	--	--	44	--	--	19	--	--	24	--	--	14
Male	NC	NC	33226	NC	NC	99	NC	NC	493	NC	NC	42	NC	NC	18	NC	NC	24	NC	NC	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	--	--	34819	--	--	99	--	--	505	--	--	27	--	--	20	--	--	31	--	--	22
Students with Disabilities	--	--	6507	--	--	100	--	--	456	--	--	83	--	--	9	--	--	6	--	--	2
Students without Disabilities	NC	NC	59427	NC	NC	100	NC	NC	494	NC	NC	41	NC	NC	19	NC	NC	25	NC	NC	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708	--	--		--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	NC	NC	47182				NC	NC	499	NC	NC	35	NC	NC	19	NC	NC	27	NC	NC	19

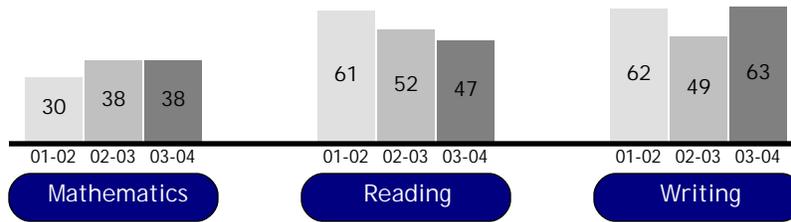
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	68162	NC	NC	100	NC	NC	509	NC	NC	18	NC	NC	24	NC	NC	51	NC	NC	8
All Students (Prior Year)	--	--	56700	--	--	89	--	--	512	--	--	15	--	--	23	--	--	52	--	--	10
Female	--	--	33509	--	--	100	--	--	513	--	--	15	--	--	23	--	--	52	--	--	9
Male	NC	NC	34521	NC	NC	100	NC	NC	505	NC	NC	20	NC	NC	24	NC	NC	49	NC	NC	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	NC	NC	22624	NC	NC	100	NC	NC	487	NC	NC	32	NC	NC	31	NC	NC	35	NC	NC	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	--	--	35727	--	--	100	--	--	526	--	--	7	--	--	17	--	--	64	--	--	12
Students with Disabilities	--	--	6845	--	--	100	--	--	468	--	--	53	--	--	29	--	--	18	--	--	1
Students without Disabilities	NC	NC	61317	NC	NC	100	NC	NC	512	NC	NC	15	NC	NC	23	NC	NC	53	NC	NC	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745	--	--		--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	NC	19528				NC	NC	487	NC	NC	31	NC	NC	32	NC	NC	34	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48595				NC	NC	518	NC	NC	13	NC	NC	20	NC	NC	57	NC	NC	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	NC	NC	67629	NC	NC	100	NC	NC	524	NC	NC	22	NC	NC	16	NC	NC	59	NC	NC	3
All Students (Prior Year)	--	--	55090	--	--	87	--	--	479	--	--	16	--	--	13	--	--	70	--	--	0
Female	--	--	33347	--	--	100	--	--	537	--	--	17	--	--	15	--	--	64	--	--	4
Male	NC	NC	34151	NC	NC	99	NC	NC	512	NC	NC	27	NC	NC	18	NC	NC	54	NC	NC	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	--	--	35593	--	--	99	--	--	547	--	--	13	--	--	14	--	--	69	--	--	4
Students with Disabilities	--	--	6712	--	--	100	--	--	445	--	--	61	--	--	18	--	--	21	--	--	0
Students without Disabilities	NC	NC	60917	NC	NC	100	NC	NC	530	NC	NC	19	NC	NC	16	NC	NC	61	NC	NC	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732	--	--		--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	19310				NC	NC	489	NC	NC	35	NC	NC	20	NC	NC	44	NC	NC	1
Non-Economically Disadvantaged	NC	NC	48278				NC	NC	538	NC	NC	17	NC	NC	15	NC	NC	65	NC	NC	4

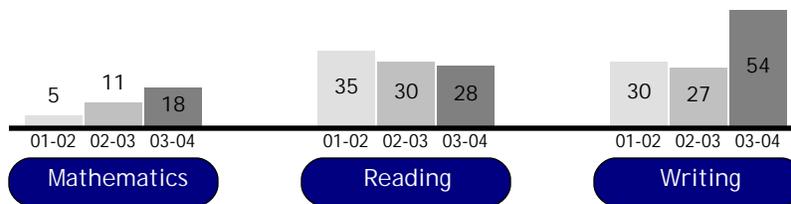
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

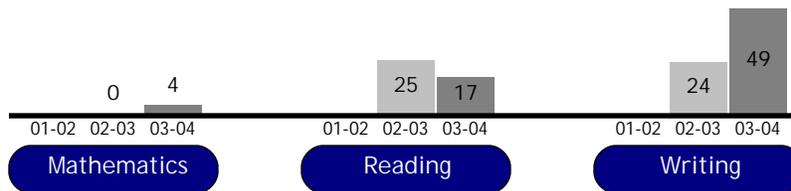
3rd Grade Proficiency



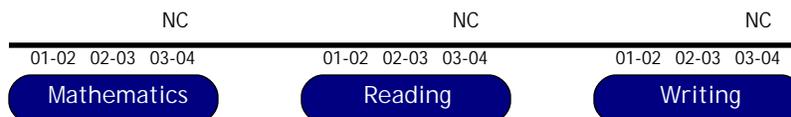
5th Grade Proficiency



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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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	98	17	17	44	84	24	24	50	85	26	NA	58
	Language	98	13	13	39	99	17	17	43	97	14	14	50
	Mathematics	98	20	20	52	99	19	19	57	100	20	20	64
3	Reading	100	29	29	43	90	23	23	47	99	28	NA	55
	Language	100	41	41	50	98	32	32	54	100	35	35	61
	Mathematics	100	32	32	50	99	28	28	54	100	33	33	61
4	Reading	100	27	27	47	95	27	27	52	91	29	NA	56
	Language	100	27	27	45	97	30	30	48	100	31	31	52
	Mathematics	100	26	26	52	97	34	34	57	100	36	36	61
5	Reading	100	27	27	46	93	25	25	50	99	32	NA	55
	Language	100	17	17	43	95	20	20	46	100	24	24	49
	Mathematics	100	24	24	54	94	31	31	57	100	37	37	63
6	Reading	100	21	21	49	94	30	30	53	93	39	NA	56
	Language	100	18	18	42	99	17	17	45	94	33	33	48
	Mathematics	100	31	31	58	99	36	36	62	93	44	44	66
7	Reading	--	--	--	48	95	16	16	51	100	35	NA	54
	Language	--	--	--	51	98	13	13	54	100	29	29	58
	Mathematics	--	--	--	54	98	23	23	58	100	31	31	62
8	Reading	--	--	--	49	100	22	22	53	72	37	NA	55
	Language	--	--	--	46	100	18	18	49	72	28	28	52
	Mathematics	--	--	--	54	100	30	30	58	74	36	36	61
9	Reading	--	--	--	37	100	12	12	41	100	NA	NA	42
	Language	--	--	--	38	100	12	12	42	100	NA	NA	42
	Mathematics	--	--	--	56	100	31	31	60	100	NA	NA	63

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	0	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 19
- Core academic classes taught by Highly Qualified (NCLB) teachers. 101
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Fully-equipped Computer Lab
- Ü Full-size Gymnasium
- Ü New Library

Extracurricular Activities

- Ü Comprehensive Student Life Program
- Ü Tutoring Programs
- Ü Music & Violin Program
- Ü Award Winning Sports Programs
- Ü International Week

Social Services

- Ü Social Worker
- Ü Social Support Groups
- Ü Outside Agency Referrals
- Ü Advising Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Began Suzuki Strings program for 1st and 2nd grade. Implementation of choir and orchestra in 2003. Sports program development including recognized championship basketball, flag football, track and soccer, volleyball and dance/cheer teams.
- ü Implemented SABIS teaching and testing school-wide, including the Points System and the Academic Management System (TM). We incorporated a school wide tutoring program after school and a literacy program in our new library.
- ü Provided Counseling during and after school. Provided additional ELL and Reading programs during holiday breaks and weekends.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	99	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	93	98	98	94
Retention Rate ⁹	6	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	54	63
Grades 3-4	56	71
Grades 4-5	52	64
Grades 5-6	73	87
Grades 6-7	38	55
Grades 7-8	76	77

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

Security and student supervision always present. Promotion of Student Life values and responsibilities. Alternative Classroom for in school suspension. Student assemblies. Anti-Bullying Squad. Advising courses in anti-violence and drug awareness. Student Counseling services after school for Anger Management.

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) :

5

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	Rachel Hildebrand	(602) 305-8865
Transportation Policy	No Transportation Provided	
Community Resources	Leslie Vitalie	(602) 305-8865
School Nutrition Programs	Aloma Richards	(602) 305-8865
Parent Organization	Gina Fernandez	(602) 305-8865
Student Health/Nurse	Allison Rhoemand	(602) 305-8865

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.

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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.