



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

131 E. Southern Ave., Mesa, AZ 85210

American Basic Schools 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 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Glen Gaddie
Schedule : 7:30 AM to 4:30 PM
Grades : K-8
2004 Enrollment : 620
Web Address :
Phone Number : (480) 964-4602
Fax Number : (480) 964-6566
E-mail : jenny@burkebasicschool.com

Mission

Our mission is to establish an enhanced learning environment. The prime objective is high performance in the traditional basics, which are language skills, reading, and mathematics. A secondary objective is high performance in arts and sciences. We consistently provide character education which is necessary for the growth of each student.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

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

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

School / Academic Goals

- Students will progress more than one grade-level per year in reading, spelling and math according to a standardized achievement test.
Most students will meet or exceed the Arizona Academic Standards.
Students will acquire a knowledge and history of America and develop a respect for its founding fathers.

Enrollment

October 1, 2003 School Year Student Enrollment : 601
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 567

Instructional Programs

- Ability Grouping
- Phonics-based
- Full-day Kindergarten
- Character Training
- I Love America Training

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 48 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We believe that our students and their parents are our customers, and that we should treat them as such. We are required to provide our students with a strong educational and moral foundation.

Parents

1. Parents can contact the school on an individual basis concerning their children. Parents are required to support the school's discipline program.
2. Parents can contact the school at any time. When committees are needed, we ask for parent volunteers. Parents are required to read with their children each night.
3. Attendance is vital. Parents are responsible for getting their children to school each day. Punctuality is very important.

Transportation Policy

The school offers busing to the areas in and surrounding Mesa. We require that students live more than two miles from the school to be eligible for busing.

School Honors

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

Award/Honor	Year
• Top 10 Academic School - Arizona Parent Survey	2001
• Top 10 Academic School - Arizona Parent Survey	2002
• Top 10 Academic School - Arizona Parent Survey	2003
• Parent Satisfaction Rating of 96%	2004

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	94	94	75509	100	100	100	525	525	521	12	12	13	26	26	23	26	26	33	35	35	31
All Students (Prior Year)	115	115	75372	98	98	100	495	495	523	20	20	9	38	38	25	29	29	36	14	14	30
Female	45	45	37013	100	100	100	516	516	522	12	12	12	31	31	24	24	24	33	33	33	31
Male	49	49	38430	100	100	99	532	532	521	12	12	14	22	22	22	29	29	33	37	37	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	34	34	30486	100	100	99	502	502	505	18	18	18	32	32	29	24	24	32	26	26	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	51	51	35192	100	100	99	549	549	534	4	4	8	22	22	19	30	30	35	44	44	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	87	87	65801	99	99	98	529	529	525	10	10	11	25	25	23	28	28	34	37	37	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	62	62	36411				523	523	503	8	8	19	31	31	29	25	25	32	36	36	20
Non-Economically Disadvantaged	32	32	39040				528	528	534	19	19	8	19	19	19	28	28	34	34	34	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	93	93	75492	100	100	100	536	536	519	11	11	12	10	10	16	39	39	47	40	40	24
All Students (Prior Year)	114	114	75221	97	97	100	530	530	523	5	5	8	14	14	16	57	57	56	23	23	21
Female	44	44	37014	100	100	100	532	532	523	10	10	10	10	10	15	46	46	48	34	34	27
Male	49	49	38400	100	100	99	539	539	516	12	12	14	10	10	17	33	33	47	45	45	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	34	34	30438	100	100	99	519	519	508	18	18	17	15	15	21	38	38	47	29	29	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	50	50	35177	98	98	99	553	553	528	4	4	8	6	6	13	37	37	49	53	53	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	86	86	65785	98	98	98	538	538	522	10	10	10	9	9	16	38	38	49	42	42	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	61	61	36302				537	537	507	10	10	18	9	9	21	38	38	46	43	43	14
Non-Economically Disadvantaged	32	32	39164				534	534	528	13	13	8	13	13	13	41	41	48	34	34	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	90	90	75053	97	97	99	591	591	597	13	13	7	15	15	12	59	59	72	14	14	9
All Students (Prior Year)	109	109	73654	93	93	99	520	520	530	13	13	9	18	18	13	61	61	70	8	8	7
Female	43	43	36872	98	98	99	581	581	621	15	15	5	15	15	9	56	56	74	15	15	12
Male	47	47	38109	96	96	99	600	600	573	11	11	10	15	15	14	62	62	69	13	13	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	33	33	30235	97	97	98	575	575	575	9	9	9	18	18	14	64	64	70	9	9	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	49	49	35028	96	96	99	619	619	613	10	10	6	10	10	10	60	60	73	19	19	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	85	85	65428	97	97	98	597	597	604	12	12	6	14	14	11	60	60	73	14	14	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	60	60	36077				584	584	566	16	16	10	12	12	16	59	59	69	14	14	5
Non-Economically Disadvantaged	30	30	38950				604	604	618	7	7	5	20	20	9	60	60	73	13	13	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	52	52	76019	100	100	100	493	493	499	9	9	14	51	51	39	9	9	14	31	31	33
All Students (Prior Year)	38	38	76230	93	93	100	489	489	498	18	18	12	39	39	38	6	6	12	36	36	37
Female	32	32	37207	100	100	100	477	477	499	14	14	12	57	57	41	7	7	14	21	21	33
Male	20	20	38677	100	100	100	518	518	498	0	0	15	41	41	38	12	12	13	47	47	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	14	14	29458	100	100	100	467	467	480	10	10	20	70	70	48	0	0	12	20	20	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	27	27	35880	96	96	100	502	502	515	8	8	7	44	44	32	16	16	16	32	32	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	45	45	66233	100	100	99	493	493	503	9	9	11	51	51	39	9	9	14	31	31	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--	100	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	33	33	35714	--	--	100	481	481	480	7	7	20	61	61	47	7	7	12	25	25	20
Non-Economically Disadvantaged	19	19	40266	--	--	100	511	511	513	12	12	9	35	35	33	12	12	15	41	41	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	52	52	76020	100	100	100	499	499	503	24	24	25	20	20	23	47	47	40	9	9	12
All Students (Prior Year)	38	38	76202	93	93	100	508	508	505	23	23	19	19	19	24	39	39	46	19	19	11
Female	32	32	37213	100	100	100	495	495	504	32	32	22	18	18	23	50	50	42	0	0	13
Male	20	20	38666	100	100	100	507	507	501	12	12	29	24	24	22	41	41	38	24	24	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	14	14	29442	100	100	99	492	492	494	30	30	37	30	30	26	40	40	31	0	0	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	27	27	35890	96	96	100	502	502	511	20	20	15	16	16	20	60	60	48	4	4	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	45	45	66236	100	100	99	499	499	504	24	24	23	20	20	23	47	47	42	9	9	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--	100	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	33	33	35703	--	--	100	499	499	494	29	29	37	18	18	26	39	39	31	14	14	6
Non-Economically Disadvantaged	19	19	40274	--	--	100	500	500	509	18	18	17	24	24	20	59	59	47	0	0	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	52	52	75673	100	100	100	507	507	530	7	7	12	40	40	25	53	53	58	0	0	4
All Students (Prior Year)	37	37	74692	90	90	99	494	494	502	23	23	18	20	20	27	53	53	47	3	3	8
Female	32	32	37099	100	100	100	507	507	548	7	7	8	43	43	22	50	50	64	0	0	6
Male	20	20	38441	100	100	99	508	508	513	6	6	16	35	35	29	59	59	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	14	14	29305	100	100	99	511	511	507	10	10	16	20	20	31	70	70	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	27	27	35760	96	96	99	508	508	550	4	4	9	52	52	21	44	44	64	0	0	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	45	45	65967	100	100	99	507	507	536	7	7	10	40	40	25	53	53	60	0	0	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--	100	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	33	33	35541	--	--	100	497	497	504	11	11	17	39	39	31	50	50	50	0	0	2
Non-Economically Disadvantaged	19	19	40091	--	--	100	525	525	550	0	0	9	41	41	21	59	59	64	0	0	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	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
All Students (Prior Year)	NC	NC	71167	NC	NC	99	NC	NC	463	NC	NC	38	NC	NC	41	NC	NC	14	NC	NC	7
Female	NC	NC	36846	NC	NC	99	NC	NC	468	NC	NC	36	NC	NC	38	NC	NC	16	NC	NC	10
Male	--	--	37974	--	--	99	--	--	467	--	--	39	--	--	34	--	--	16	--	--	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	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	--	--	8802	--	--	100	--	--	418	--	--	79	--	--	16	--	--	3	--	--	1
Students without Disabilities	NC	NC	66199	NC	NC	99	NC	NC	472	NC	NC	34	NC	NC	38	NC	NC	17	NC	NC	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814	--	--		--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	NC	NC	45170	NC	NC		NC	NC	479	NC	NC	28	NC	NC	38	NC	NC	20	NC	NC	14

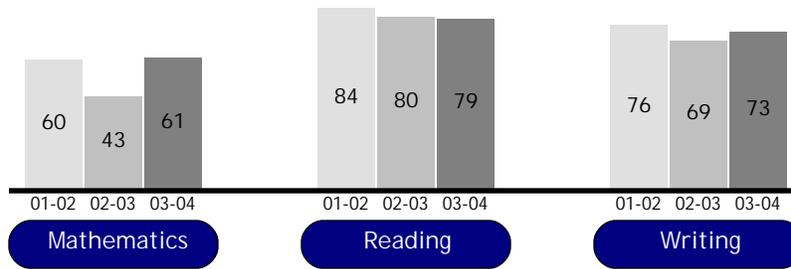
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
All Students (Prior Year)	NC	NC	71100	NC	NC	99	NC	NC	502	NC	NC	25	NC	NC	21	NC	NC	40	NC	NC	15
Female	NC	NC	36805	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Male	--	--	37936	--	--	99	--	--	493	--	--	35	--	--	18	--	--	33	--	--	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	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	--	--	8801	--	--	100	--	--	448	--	--	75	--	--	13	--	--	10	--	--	2
Students without Disabilities	NC	NC	66117	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785	--	--		--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	NC	NC	45115	NC	NC		NC	NC	508	NC	NC	23	NC	NC	18	NC	NC	39	NC	NC	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	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
All Students (Prior Year)	NC	NC	69001	NC	NC	96	NC	NC	490	NC	NC	17	NC	NC	37	NC	NC	45	NC	NC	1
Female	NC	NC	36686	NC	NC	99	NC	NC	506	NC	NC	5	NC	NC	29	NC	NC	57	NC	NC	9
Male	--	--	37644	--	--	98	--	--	476	--	--	13	--	--	36	--	--	45	--	--	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	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	--	--	8662	--	--	100	--	--	409	--	--	37	--	--	42	--	--	20	--	--	1
Students without Disabilities	NC	NC	65841	NC	NC	98	NC	NC	499	NC	NC	7	NC	NC	32	NC	NC	53	NC	NC	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587	--	--		--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	NC	NC	44898	NC	NC		NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

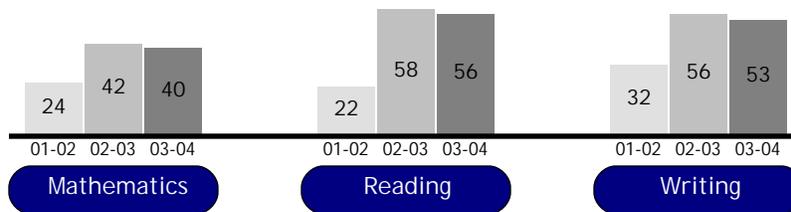
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

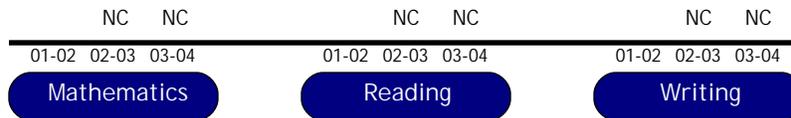
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	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 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	100	64	64	44	77	59	59	50	88	62	NA	58
	Language	98	59	59	39	100	47	47	43	90	41	41	50
	Mathematics	98	65	65	52	99	57	57	57	91	47	47	64
3	Reading	100	52	52	43	96	56	56	47	98	54	NA	55
	Language	100	58	58	50	100	61	61	54	100	56	56	61
	Mathematics	100	62	62	50	99	52	52	54	100	55	55	61
4	Reading	97	62	62	47	100	61	61	52	97	53	NA	56
	Language	97	54	54	45	100	50	50	48	98	50	50	52
	Mathematics	97	63	63	52	100	66	66	57	98	54	54	61
5	Reading	98	37	37	46	97	60	60	50	96	55	NA	55
	Language	98	37	37	43	97	47	47	46	96	39	39	49
	Mathematics	98	39	39	54	100	56	56	57	94	54	54	63
6	Reading	91	54	54	49	100	48	48	53	93	54	NA	56
	Language	91	51	51	42	100	41	41	45	93	53	53	48
	Mathematics	91	59	59	58	100	56	56	62	93	60	60	66
7	Reading	96	50	50	48	NC	NC	NC	51	100	NA	NA	54
	Language	96	56	56	51	NC	NC	NC	54	100	NA	NA	58
	Mathematics	96	57	57	54	NC	NC	NC	58	100	NA	NA	62
8	Reading	--	--	--	49	NC	NC	NC	53	NC	NC	NC	55
	Language	--	--	--	46	NC	NC	NC	49	NC	NC	NC	52
	Mathematics	--	--	--	54	NC	NC	NC	58	NC	NC	NC	61

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	2.00	Teacher	26.00
Other Professional Staff	8.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 18
- Core academic classes taught by Highly Qualified (NCLB) teachers. 18
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Cafeteria/Gym
- ü Assembly Hall

Extracurricular Activities

- ü Band
- ü Winter and Spring Concerts
- ü Annual Talent Show

Social Services

- ü SEI Classrooms for English Lang. Learner
- ü Health Services (Growth and Development)
- ü Before/After School Care (DES certified)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Overall achievement for the entire student body averaged 2.03 grade levels in reading, spelling and math according to a standardized achievement test.
- ü Curriculum was aligned to meet the Arizona Academic Standards.
- ü Over 200 students earned the National or Presidential Physical Fitness Award.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	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	41	42
Grades 3-4	78	56
Grades 4-5	68	48
Grades 5-6	53	65
Grades 6-7	NC	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use the Positive Classroom Management System to promote an orderly climate for learning. The Administration has been trained by the State of Arizona in the Safety Management of Schools Seminar.

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) :

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.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Tammy Turner	(480) 964-4602
Community Resources		
School Nutrition Programs	Cindy Woods	(480) 964-4602
Parent Organization	Ronna Krantzman	(480) 964-4602
Student Health/Nurse	Shakira Sterner	(480) 964-4602

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.