



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing Plus
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. Glen Gaddie
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : www.burkebasicschool.com
Phone Number : (480) 964-4602
Fax Number : (480) 964-6566
E-mail : ronna@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)

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

- 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.
Students will rank in the 85th percentile of the national average of students' performance by school year 2008-2009, as indicated by the state AIMS test.

Enrollment

October 1, 2005 School Year Student Enrollment : 639
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 600

Instructional Programs

- Ü Ability Grouping
- Ü Phonics-based
- Ü Full-day Kindergarten
- Ü Character Training
- Ü I Love America Training
- Ü Daily 90 minute reading block

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
Ü Top 10 Academic School - Arizona Parent Survey	2001
Ü Top 10 Academic School - Arizona Parent Survey	2002
Ü Top 10 Academic School - Arizona Parent Survey	2003
Ü 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	77	77	80010	100	100	99	452	452	447	9	9	10	12	12	18	62	62	53	17	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38935	100	100	99	447	447	447	8	8	9	18	18	19	63	63	55	13	13	17
Male	37	37	40974	100	100	98	458	458	448	11	11	11	5	5	18	62	62	52	22	22	19
African American	12	12	4201	100	100	99	426	426	430	17	17	17	25	25	23	50	50	51	8	8	9
Hispanic	24	24	34545	100	100	99	443	443	432	13	13	14	21	21	24	54	54	53	13	13	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	38	38	35142	100	100	99	464	464	465	5	5	5	3	3	11	71	71	56	21	21	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	73	73	69849	100	100	100	453	453	451	10	10	7	12	12	17	60	60	56	18	18	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	45	45	39029	100	100	98	451	451	432	7	7	14	11	11	25	69	69	52	13	13	9
Non-Economically Disadvantaged	32	32	40981	100	100	100	455	455	462	13	13	6	13	13	13	53	53	54	22	22	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	77	77	79438	100	100	98	482	482	451	1	1	9	16	16	24	55	55	56	29	29	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38775	100	100	99	487	487	457	NA	NA	7	13	13	22	55	55	58	33	33	13
Male	37	37	40560	100	100	97	477	477	446	3	3	12	19	19	25	54	54	54	24	24	9
African American	12	12	4178	100	100	98	467	467	439	NA	NA	13	17	17	29	67	67	52	17	17	6
Hispanic	24	24	34297	100	100	98	470	470	434	NA	NA	14	25	25	31	58	58	50	17	17	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	38	38	34887	100	100	98	495	495	471	3	3	4	11	11	15	47	47	63	39	39	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	73	73	69850	100	100	100	483	483	456	1	1	7	16	16	23	52	52	59	30	30	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	45	45	38685	100	100	97	476	476	435	NA	NA	14	20	20	32	56	56	50	24	24	5
Non-Economically Disadvantaged	32	32	40753	100	100	99	491	491	467	3	3	5	9	9	16	53	53	62	34	34	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	77	77	79971	100	100	99	408	408	423	6	6	8	58	58	41	35	35	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	40	38974	100	100	99	426	426	437	5	5	5	43	43	33	53	53	57	NA	NA	4
Male	37	37	40895	100	100	98	388	388	410	8	8	10	76	76	47	16	16	41	NA	NA	2
African American	12	12	4203	100	100	99	381	381	411	17	17	11	67	67	45	17	17	43	NA	NA	2
Hispanic	24	24	34481	100	100	99	411	411	410	8	8	10	42	42	46	50	50	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	38	38	35150	100	100	99	413	413	437	3	3	5	66	66	35	32	32	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	73	73	69713	100	100	100	406	406	429	7	7	5	59	59	39	34	34	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	45	45	38994	100	100	98	410	410	409	7	7	10	53	53	47	40	40	41	NA	NA	1
Non-Economically Disadvantaged	32	32	40977	100	100	100	405	405	437	6	6	5	66	66	34	28	28	56	NA	NA	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	69	69	80147	100	100	99	489	489	482	4	4	11	14	14	17	57	57	49	25	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39281	100	100	99	490	490	483	NA	NA	9	13	13	17	69	69	50	19	19	24
Male	37	37	40780	100	100	98	488	488	482	8	8	12	16	16	17	46	46	48	30	30	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	22	22	33494	100	100	99	465	465	466	5	5	15	32	32	23	64	64	49	NA	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	37	37	36122	100	100	99	503	503	501	5	5	5	5	5	10	51	51	50	38	38	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	61	61	69852	100	100	100	492	492	488	2	2	7	13	13	16	59	59	51	26	26	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	50	50	38371	100	100	97	485	485	465	2	2	15	16	16	23	62	62	49	20	20	13
Non-Economically Disadvantaged	19	19	41776	100	100	100	499	499	498	11	11	6	11	11	11	42	42	49	37	37	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	69	69	79686	100	100	98	473	473	470	3	3	11	20	20	24	70	70	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39163	100	100	99	477	477	475	NA	NA	9	13	13	22	81	81	60	6	6	10
Male	37	37	40438	100	100	97	470	470	465	5	5	13	27	27	25	59	59	54	8	8	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	22	22	33299	100	100	98	454	454	452	5	5	17	45	45	32	50	50	47	NA	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	37	37	35914	100	100	98	482	482	489	3	3	5	8	8	15	81	81	67	8	8	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	61	61	69878	100	100	100	476	476	475	2	2	8	20	20	23	70	70	61	8	8	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	50	50	38095	100	100	97	470	470	452	2	2	17	22	22	32	70	70	48	6	6	3
Non-Economically Disadvantaged	19	19	41591	100	100	99	480	480	486	5	5	6	16	16	16	68	68	65	11	11	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	69	69	80372	100	100	99	477	477	475	NA	NA	4	30	30	30	70	70	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39452	100	100	99	487	487	488	NA	NA	3	16	16	22	84	84	72	NA	NA	3
Male	37	37	40836	100	100	98	467	467	464	NA	NA	6	43	43	37	57	57	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	22	22	33608	100	100	99	463	463	462	NA	NA	6	41	41	36	59	59	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	37	37	36213	100	100	99	483	483	489	NA	NA	2	24	24	22	76	76	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	61	61	69846	100	100	100	479	479	482	NA	NA	3	26	26	26	74	74	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	50	50	38521	100	100	98	472	472	461	NA	NA	6	32	32	38	68	68	55	NA	NA	1
Non-Economically Disadvantaged	19	19	41851	100	100	100	488	488	489	NA	NA	3	26	26	22	74	74	72	NA	NA	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	70	70	79306	100	100	99	502	502	504	7	7	13	17	17	20	66	66	49	10	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38845	100	100	99	498	498	505	9	9	11	11	11	20	74	74	50	6	6	18
Male	35	35	40383	100	100	98	506	506	504	6	6	14	23	23	19	57	57	47	14	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	27	27	32673	100	100	99	504	504	487	11	11	18	15	15	25	63	63	46	11	11	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	39	39	36234	100	100	99	504	504	523	3	3	6	18	18	13	69	69	52	10	10	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	66	66	69020	100	100	100	506	506	510	3	3	9	17	17	18	70	70	52	11	11	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	48	48	37437	100	100	97	499	499	486	10	10	19	17	17	26	65	65	46	8	8	9
Non-Economically Disadvantaged	22	22	41869	100	100	100	510	510	521	NA	NA	7	18	18	14	68	68	51	14	14	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	70	70	79000	100	100	98	492	492	489	6	6	10	20	20	24	70	70	58	4	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38774	100	100	99	490	490	494	9	9	7	14	14	22	74	74	61	3	3	10
Male	35	35	40150	100	100	98	493	493	485	3	3	12	26	26	25	66	66	55	6	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	27	27	32508	100	100	98	488	488	472	7	7	15	33	33	33	48	48	49	11	11	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	39	39	36135	100	100	98	496	496	508	3	3	4	13	13	14	85	85	67	NA	NA	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	66	66	69009	100	100	100	495	495	495	2	2	6	21	21	22	73	73	62	5	5	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	48	48	37234	100	100	97	489	489	472	8	8	15	19	19	33	67	67	50	6	6	3
Non-Economically Disadvantaged	22	22	41766	100	100	99	497	497	505	NA	NA	5	23	23	16	77	77	65	NA	NA	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	70	70	79611	100	100	99	497	497	496	6	6	7	39	39	37	56	56	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39016	100	100	99	509	509	511	6	6	4	26	26	29	69	69	66	NA	NA	1
Male	35	35	40519	100	100	98	484	484	482	6	6	10	51	51	44	43	43	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	27	27	32855	100	100	99	488	488	481	7	7	10	37	37	43	56	56	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	39	39	36380	100	100	99	500	500	511	5	5	4	41	41	30	54	54	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	66	66	68947	100	100	100	500	500	504	5	5	4	38	38	34	58	58	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	48	48	37626	100	100	98	491	491	479	8	8	10	33	33	45	58	58	45	NA	NA	0
Non-Economically Disadvantaged	22	22	41985	100	100	100	510	510	511	NA	NA	4	50	50	30	50	50	65	NA	NA	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	67	67	79327	100	100	98	501	501	518	21	21	19	22	22	20	54	54	46	3	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	38961	100	100	98	498	498	520	23	23	16	21	21	20	53	53	48	2	2	16
Male	24	24	40295	100	100	97	507	507	516	17	17	21	25	25	19	54	54	44	4	4	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	27	27	32327	100	100	98	492	492	499	26	26	27	26	26	25	48	48	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	33	33	36373	100	100	98	508	508	538	15	15	10	18	18	14	64	64	52	3	3	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	63	63	70006	100	100	100	501	501	524	21	21	14	22	22	19	54	54	49	3	3	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	43	43	37097	100	100	97	492	492	498	28	28	27	26	26	25	44	44	41	2	2	7
Non-Economically Disadvantaged	24	24	42230	100	100	99	517	517	535	8	8	11	17	17	15	71	71	50	4	4	24

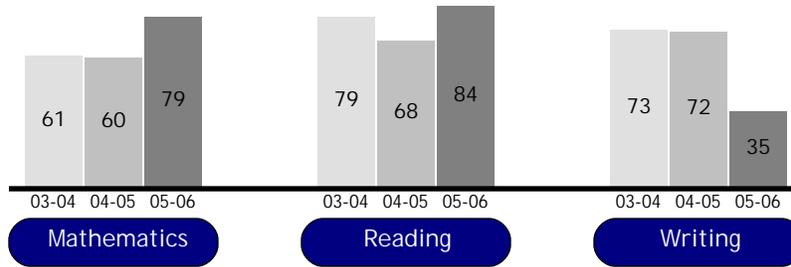
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	79501	100	100	98	495	495	497	4	4	10	28	28	25	66	66	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	39062	100	100	99	496	496	502	NA	NA	8	35	35	23	63	63	64	2	2	5
Male	24	24	40368	100	100	98	493	493	491	13	13	13	17	17	27	71	71	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	27	27	32389	100	100	98	477	477	478	7	7	16	48	48	34	44	44	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	33	33	36446	100	100	99	507	507	516	3	3	4	12	12	15	82	82	73	3	3	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	63	63	70090	100	100	100	494	494	502	5	5	7	29	29	24	65	65	65	2	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	43	43	37183	100	100	97	486	486	479	7	7	16	40	40	34	51	51	49	2	2	1
Non-Economically Disadvantaged	24	24	42318	100	100	99	509	509	513	NA	NA	5	8	8	17	92	92	70	NA	NA	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	67	67	80000	100	100	99	592	592	564	1	1	3	1	1	11	81	81	75	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	39288	100	100	99	603	603	579	NA	NA	2	NA	NA	6	81	81	77	19	19	16
Male	24	24	40644	100	100	98	571	571	549	4	4	4	4	4	15	79	79	74	13	13	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	27	27	32672	100	100	99	568	568	548	4	4	4	4	4	14	85	85	76	7	7	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	33	33	36602	100	100	99	609	609	579	NA	NA	2	NA	NA	7	82	82	75	18	18	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	63	63	70081	100	100	100	597	597	571	NA	NA	2	2	2	7	81	81	79	17	17	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	43	43	37534	100	100	98	578	578	547	2	2	4	2	2	15	84	84	76	12	12	5
Non-Economically Disadvantaged	24	24	42466	100	100	100	617	617	578	NA	NA	2	NA	NA	7	75	75	75	25	25	16

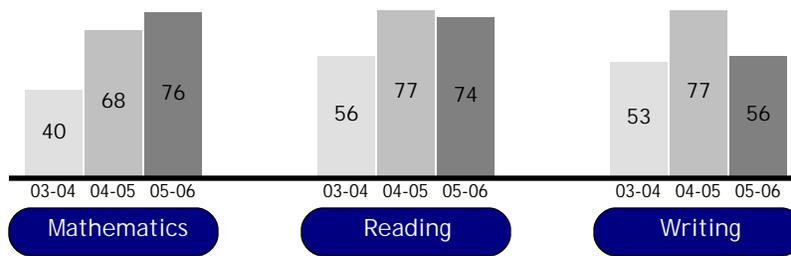
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	62	NA	58	98	52	52	47	99	58	58	46
	Language	90	41	41	50	98	54	54	47	99	70	70	48
	Mathematics	91	47	47	64	98	50	50	50	99	56	56	52
3	Reading	98	54	NA	55	99	50	50	44	100	61	61	46
	Language	100	56	56	61	99	49	49	44	100	56	56	46
	Mathematics	100	55	55	61	98	52	52	51	100	54	54	52
4	Reading	97	53	NA	56	100	57	57	48	99	56	56	52
	Language	98	50	50	52	100	59	59	49	99	54	54	52
	Mathematics	98	54	54	61	100	59	59	53	99	58	58	58
5	Reading	96	55	NA	55	99	52	52	50	100	56	56	56
	Language	96	39	39	49	99	54	54	50	100	50	50	54
	Mathematics	94	54	54	63	98	47	47	49	100	48	48	52
6	Reading	93	54	NA	56	100	49	49	51	100	56	56	56
	Language	93	53	53	48	100	43	43	47	100	48	48	50
	Mathematics	93	60	60	66	100	41	41	52	100	46	46	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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
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 Computer Lab	Ü Cafeteria/Gym
Ü Assembly Hall	Ü Playground

Extracurricular Activities

Ü Band	Ü Guitar
Ü Winter and Spring Concerts	
Ü Annual Talent Show	
Ü Orchestra	

Social Services

Ü SEI Classrooms for English Lang. Learner
Ü Health Services (Growth and Development)
Ü Before/After School Care (DES certified)
Ü Targeted Tutoring with Paraprofessionals

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Overall achievement for the entire student body averaged 1.85 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 250 students earned the National or Presidential Physical Fitness Award.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	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

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 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		
Transportation Policy	Dave Craig	(480) 228-6606
Community Resources		
School Nutrition Programs	Renaë O'Donnal	(480) 964-4602
Parent Organization	Ronna Krantzman	(480) 964-4602
Student Health/Nurse	Mary Johns	(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.

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.

Footnotes

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.