

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6313 W Southern Ave, Laveen, AZ 85339

Country Gardens Educational Services, 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)

2004-05	Performing
2003-04	Underperforming
2002-03	Not Evaluated

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

High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Goldie H. Burge
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-12
 2005 Enrollment : 275
 Web Address : coming soon
 Phone Number : (602) 237-3741
 Fax Number : (602) 237-3892
 E-mail : gcountrygardens@aol.com

Mission

Mission: To nurture academic, social, and emotional success, promoting well-rounded productive citizens.
 Philosophy: Integration of hands-on, experiential learning, with learning centers, technology & application projects in a Life-Science Environment. Instruction is individualized & students work in animal/zoo labs, greenhouses/gardens, student businesses, and take field study trips all over the US, & the rainforests of Costa Rica. Our campus is positive, safe, and nurturing with a strong sense of family.

School / Academic Goals

- ü To foster an increased awareness of science in everyday life and gain increased knowledge in the areas of life science, and be able to carry out the scientific method.
- ü To create a heightened interest in US History and its effects upon today's world, coupled with providing a broadened application of history and geography through project simulations and field study trips.
- ü To broaden students' understanding, acceptance and appreciation of cultural diversity through travel to different states and countries through our Experiential Education on Land & Sea (EELS) program.
- ü To graduate students with a high level of integrity, respect and a strong, enduring work ethic.

Enrollment

October 1, 2004 School Year Student Enrollment : 315
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 325

Instructional Programs

- Ü Individualized Curr/Life Sci Environment
- Ü Hands-on Experiential Learning/Centers
- Ü Phonetic & Linguistic Reading/Literature
- Ü Student-run Businesses Math Program
- Ü Out-of State Curriculum Trips
- Ü Costa Rica Rainforest Program/trips
- Ü Steel Drums Band/Band/Art/Horsemanship
- Ü Zoology/Botany/Animal Science Labs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/11/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

To provide a safe, secure environment for learning. To teach and guide children academically, socially and emotionally. To find the best in each child and help them be a successful student. To inspire, enlighten and instill a love of learning.

Parents

Provide their child with a loving and nurturing home, so the child comes to school with good self-esteem and confidence. Also to help their child with homework, support the teacher and principal in their decisions, and ensure high attendance.

Transportation Policy

Our busing boundaries are: north to Glendale Avenue, south to Estrella, west to 115th Avenue and east to 7th Avenue. No charge for this service at this time, yet bus service is a privilege which when abused will cease for that child.

School Honors

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

Award/Honor	Year
Ü Physician's Program St. Joseph's Hospital	2003
Ü Grand Canyon University Full Scholarship	2005
Ü Phoenix College Scholarship	2004
Ü Presidential Scholarships	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	79306	95	95	99	397	397	445	41	41	10	18	18	18	41	41	51	0	0	20
All Students (Prior Year)	20	20	75509	91	91	100	412	412	521	90	90	13	10	10	23	0	0	33	0	0	31
Female	10	10	38691	100	100	99	399	399	446	44	44	10	11	11	18	44	44	52	0	0	20
Male	10	10	40583	91	91	99	394	394	445	38	38	11	25	25	18	38	38	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	16	16	36197	100	100	99	403	403	463	36	36	5	14	14	11	50	50	53	0	0	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	19	19	69060	95	95	98	393	393	454	44	44	7	19	19	17	38	38	54	0	0	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	20	20	39966	100	100	100	397	397	459	41	41	6	18	18	12	41	41	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	79395	95	0	99	409	409	446	35	35	9	18	18	25	47	47	55	0	0	11
All Students (Prior Year)	19	19	75492	86	86	100	450	450	519	89	89	12	5	5	16	5	5	47	0	0	24
Female	10	10	38743	100	0	100	417	417	451	33	33	7	11	11	24	56	56	57	0	0	12
Male	10	10	40618	91	0	99	400	400	440	38	38	11	25	25	27	38	38	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	16	16	36221	100	0	99	416	416	465	36	36	4	7	7	15	57	57	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	19	19	69139	95	0	99	406	406	454	38	38	7	19	19	24	44	44	58	0	0	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	20	20	39986	100	0	100	409	409	461	35	35	4	18	18	16	47	47	63	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	20	20	78869	95	95	99	388	388	442	18	18	6	35	35	21	47	47	63	0	0	10
All Students (Prior Year)	17	17	75053	77	77	99	379	379	597	59	59	7	41	41	12	0	0	72	0	0	9
Female	10	10	38536	100	100	99	394	394	458	11	11	4	44	44	15	44	44	67	0	0	14
Male	10	10	40302	91	91	99	380	380	428	25	25	8	25	25	26	50	50	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	16	16	36078	100	100	99	395	395	459	14	14	4	36	36	16	50	50	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	19	19	68697	95	95	98	382	382	454	19	19	4	38	38	18	44	44	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	20	20	39837	100	100	100	388	388	457	18	18	4	35	35	14	47	47	67	0	0	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	78906	95	95	99	456	456	498	37	37	13	37	37	19	26	26	48	0	0	20
All Students (Prior Year)	29	29	76019	100	100	100	432	432	499	59	59	14	28	28	39	7	7	14	7	7	33
Female	11	11	38644	92	92	99	457	457	500	40	40	12	30	30	19	30	30	49	0	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	13	13	36483	93	93	99	447	447	517	50	50	7	33	33	13	17	17	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	16	16	68310	94	94	98	463	463	509	33	33	9	33	33	18	33	33	51	0	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	20	20	40295	100	100	100	456	456	513	37	37	7	37	37	13	26	26	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78908	86	0	99	467	467	484	24	24	10	29	29	23	47	47	58	0	0	9
All Students (Prior Year)	29	29	76020	100	100	100	479	479	503	66	66	25	14	14	23	17	17	40	3	3	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	11	11	36502	79	0	99	459	459	502	40	40	4	20	20	14	40	40	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	14	14	68312	82	0	98	483	483	493	8	8	7	31	31	21	62	62	62	0	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	18	18	40315	95	0	100	467	467	498	24	24	5	29	29	15	47	47	66	0	0	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	19	19	78750	90	90	99	465	465	500	21	21	6	37	37	29	42	42	63	0	0	2
All Students (Prior Year)	27	27	75673	96	96	100	451	451	530	26	26	12	52	52	25	22	22	58	0	0	4
Female	10	10	38586	83	83	99	501	501	515	0	0	4	40	40	22	60	60	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	12	12	36440	86	86	99	462	462	516	25	25	3	42	42	22	33	33	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	15	15	68196	88	88	98	493	493	513	7	7	3	40	40	25	53	53	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	19	19	40260	100	100	100	465	465	514	21	21	3	37	37	21	42	42	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78250	83	86	99	536	536	548	33	33	21	19	19	18	43	43	48	5	5	13
All Students (Prior Year)	21	21	75001	91	91	99	413	413	468	86	86	37	14	14	36	0	0	16	0	0	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	15	15	40126	83	83	99	542	542	547	15	15	23	31	31	17	46	46	46	8	8	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	14	14	38320	78	82	99	541	541	568	23	23	12	23	23	14	54	54	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	21	21	68996	88	91	99	537	537	561	33	33	16	22	22	18	39	39	52	6	6	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	24	24	44937	92	96	100	536	536	561	33	33	13	19	19	15	43	43	54	5	5	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78302	90	0	99	509	509	512	9	9	11	30	30	25	61	61	57	0	0	7
All Students (Prior Year)	22	22	74918	96	96	99	459	459	497	55	55	32	27	27	19	14	14	35	5	5	15
Female	10	10	38082	91	0	99	497	497	518	11	11	8	33	33	24	56	56	61	0	0	7
Male	16	16	40166	89	0	99	517	517	507	7	7	14	29	29	26	64	64	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	15	15	38347	83	0	99	513	513	531	7	7	5	14	14	17	79	79	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	22	22	69024	92	0	99	509	509	524	5	5	7	32	32	23	63	63	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	26	26	44979	100	0	100	509	509	525	9	9	6	30	30	18	61	61	66	0	0	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	24	24	78094	83	86	99	549	549	545	0	0	3	14	14	18	86	86	77	0	0	2
All Students (Prior Year)	21	21	74503	91	91	99	413	413	491	14	14	9	62	62	32	24	24	51	0	0	8
Female	10	10	38025	91	100	99	547	547	558	0	0	2	11	11	13	89	89	82	0	0	2
Male	14	14	40013	78	78	99	551	551	534	0	0	5	17	17	23	83	83	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	14	14	38265	78	82	99	558	558	564	0	0	2	8	8	11	92	92	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	20	20	68892	83	87	98	552	552	559	0	0	2	12	12	14	88	88	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	24	24	44871	92	96	100	549	549	559	0	0	2	14	14	12	86	86	84	0	0	3

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

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	69846	100	100	100	658	658	699	69	69	21	13	13	11	19	19	49	0	0	18
All Students (Prior Year)	12	12	65934	92	92	100	453	453	492	92	92	43	0	0	18	8	8	24	0	0	15
Female	NC	NC	34328	NC	NC	99	NC	NC	702	NC	NC	19	NC	NC	12	NC	NC	51	NC	NC	18
Male	11	11	35509	100	100	100	656	656	696	80	80	23	10	10	11	10	10	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	13	13	36421	100	100	99	654	654	714	83	83	12	0	0	8	17	17	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	11	11	62220	100	100	99	669	669	712	50	50	16	20	20	11	30	30	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	18	18	48489	100	100	100	658	658	704	69	69	15	13	13	10	19	19	52	0	0	23

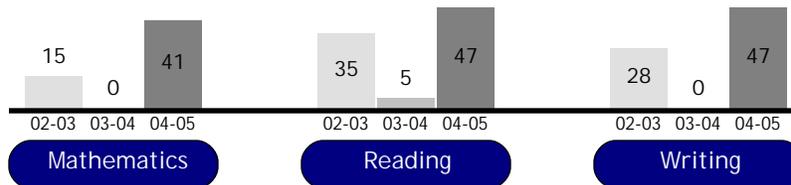
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	71311	95	100	100	663	663	694	19	19	7	38	38	21	44	44	63	0	0	9
All Students (Prior Year)	NC	NC	68162	NC	NC	100	NC	NC	509	NC	NC	18	NC	NC	24	NC	NC	51	NC	NC	8
Female	NC	NC	34899	NC	NC	100	NC	NC	700	NC	NC	5	NC	NC	19	NC	NC	66	NC	NC	10
Male	11	11	36430	100	100	100	655	655	688	20	20	9	50	50	22	30	30	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	13	13	36841	93	100	99	661	661	713	25	25	3	33	33	12	42	42	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	13	13	63379	100	100	100	678	678	707	8	8	5	33	33	18	58	58	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	18	18	49157	100	100	100	663	663	702	19	19	4	38	38	16	44	44	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	70868	89	100	100	685	685	688	7	7	5	27	27	23	67	67	63	0	0	9
All Students (Prior Year)	NC	NC	67629	NC	NC	100	NC	NC	524	NC	NC	22	NC	NC	16	NC	NC	59	NC	NC	3
Female	NC	NC	34710	NC	NC	99	NC	NC	697	NC	NC	3	NC	NC	19	NC	NC	66	NC	NC	12
Male	11	11	36176	100	100	100	675	675	678	0	0	7	40	40	27	60	60	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	12	12	36710	86	92	99	679	679	702	9	9	2	27	27	15	64	64	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	13	13	63054	100	100	99	699	699	701	0	0	3	17	17	20	83	83	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	17	17	48960	94	100	100	685	685	694	7	7	3	27	27	18	67	67	67	0	0	12

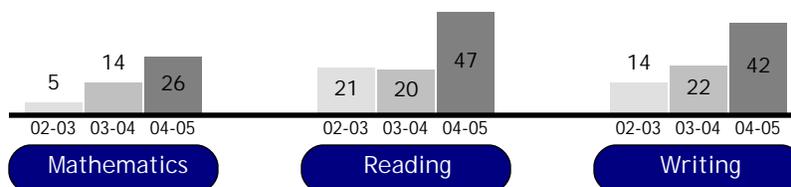
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

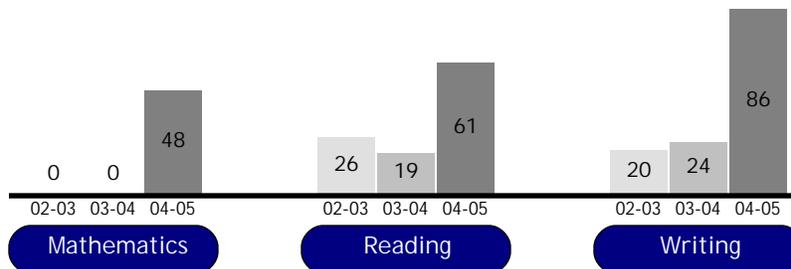
3rd Grade Proficiency



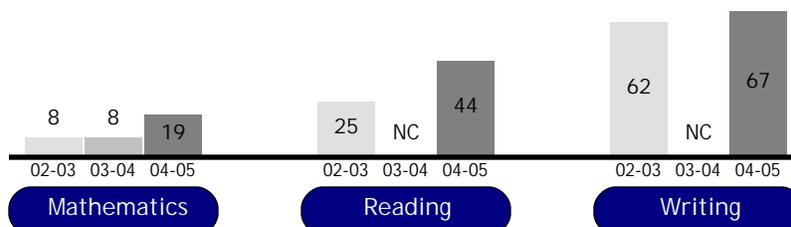
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	74	17	17	50	NC	NC	NC	58	100	25	25	47
	Language	93	8	8	43	70	18	18	50	100	25	25	47
	Mathematics	93	12	12	57	78	44	44	64	100	28	28	50
3	Reading	84	15	15	47	43	NA	NA	55	95	31	31	44
	Language	91	16	16	54	83	6	6	61	95	32	32	44
	Mathematics	91	14	14	54	78	4	4	61	95	28	28	51
4	Reading	64	19	19	52	79	20	NA	56	88	29	29	48
	Language	95	17	17	48	96	19	19	52	88	28	28	49
	Mathematics	91	15	15	57	96	13	13	61	100	25	25	53
5	Reading	77	24	24	50	78	23	NA	55	86	37	37	50
	Language	88	19	19	46	88	13	13	49	86	39	39	50
	Mathematics	85	14	14	57	91	19	19	63	95	33	33	49
6	Reading	77	22	22	53	85	32	NA	56	93	35	35	51
	Language	86	13	13	45	96	17	17	48	93	28	28	47
	Mathematics	91	21	21	62	96	21	21	66	100	22	22	52
7	Reading	90	20	20	51	95	27	NA	54	100	50	50	50
	Language	83	21	21	54	92	29	29	58	100	38	38	52
	Mathematics	97	17	17	58	87	27	27	62	96	41	41	50
8	Reading	97	30	30	53	87	33	NA	55	90	51	51	51
	Language	82	29	29	49	91	21	21	52	90	45	45	50
	Mathematics	89	25	25	58	91	24	24	61	83	47	47	53
9	Reading	93	29	29	41	95	24	NA	42	90	41	41	51
	Language	93	24	24	42	95	20	20	42	90	35	35	50
	Mathematics	100	29	29	60	95	32	32	63	90	34	34	50

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

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	16.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	75%
Percent of core classes not taught by Hightly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Outdoor/Indoor Sci. Labs(ponds/aviaries)
- Ü Student-Run Businesses Mini-mall
- Ü Computer Centers in Every Classroom
- Ü Animal Museum/Horse Corrals/greenhouses

Extracurricular Activities

- Ü Free Afterschool Tutor/Enrichment
- Ü Steel Drums/Band/Art
- Ü Overnight Academic Out-of-State Trips
- Ü Horseback Riding/Carriages/Clubs
- Ü Sports
- Ü School Newspaper/Magazine/Yearbook
- Ü Graphic Arts Production
- Ü Photography Production

Social Services

- Ü Clothing/Food Banks
- Ü Community Resources
- Ü Parenting Seminars
- Ü Health Resources
- Ü Family events

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Through our Animal Science programs our students have increased their awareness of science and have a higher level of interest towards science. The scientific method is being carried out on a regular basis and is increasing their understanding of it.
- ü Our extensive history programs utilize drama, videos, simulations, projects, and field study trips. These prove successful in increasing a broad and comprehensive understanding of history. Our Science/History 'Discovery Tours' are taught by students.
- ü We have achieved our goal of having a safe and comfortable campus with no gang activity, no drugs and only minor altercations.
- ü Our EELS program achieved its highest degree of success with the completion of its third trek & ocean voyage to Costa Rica to study the rainforest.
Other trips taken regularly(gr4-12):Wash.DC, Chicago,New England, Yellowstone, the South & Key West.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	39	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	61	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We have programs which empower children and build self-esteem. Students work with animals and plants on a daily basis, peer tutoring, and we have a strong 'Peer Mediation' program which places responsibility for behavior on the students. We have a strict suspension policy and zero tolerance for drugs. Our EELS program has proven successful in promoting good attendance, few suspensions and homework completion. It builds character, integrity and a strong work ethic.

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

1

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	J.R. Mayberry	(602) 237-3741
Community Resources	Lisa Vega	(602) 237-3741
School Nutrition Programs	Pam Mayberry	(602) 237-3741
Parent Organization	School Support Team/Lori Clement	(602) 237-3741
Student Health/Nurse	Lisa Vega	(602) 237-3741

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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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.