



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2004-05

## Buckeye Elementary District

210 S 6th St, Buckeye, AZ 85326-3299

**No Child Left Behind**

**Adequate Yearly Progress<sup>1</sup>**

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

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.

### Current Administrator<sup>2</sup>

Title: Superintendent  
Name: Mr. Michael Melton

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## District At A Glance

### Enrollment<sup>3</sup>

	State	District
2003-2004 Student Enrollment	1,012,068	1,466

### Expenditures<sup>4</sup>

2004 Administration Expense	\$1,270,702.00
2004 Classroom Supplies Expense	\$249,606.00
2004 Classroom Instruction Expense	\$5,229,627.00
2004 Other Support Services Expense	\$2,342,076.00
2004 Student Support Services Expense	\$466,954.00
2004 Total Current Expenditures	\$9,558,965.00

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	2	0	0
4 to 6 years	10	0	0	0
7 to 9 years	8	3	0	0
10 or more years	34	4	0	0

Teachers with Emergency Certificaton. 0  
Classes not Taught by Highly Qualified Teachers. \*  
District Poverty Level. \*

\* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	171	75509	100	100	490	521	26	13	28	23	36	33	11	31
All Students (02-03)	170	75372	94	100	496	523	19	9	32	25	37	36	12	30
Female (03-04)	86	37013	100	100	498	522	19	12	30	24	34	33	17	31
Female (02-03)	88	36901	96	100	497	524	17	8	33	25	36	36	14	31
Male (03-04)	85	38430	100	99	481	521	34	14	25	22	37	33	4	31
Male (02-03)	82	38385	93	100	495	523	22	9	31	24	37	36	10	30
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
African American (02-03)	NC	3589	NC	96	NC	501	NC	18	NC	33	NC	33	NC	16
Hispanic (03-04)	94	30486	100	99	485	505	26	18	36	29	31	32	7	21
Hispanic (02-03)	96	29103	91	99	498	510	21	12	28	31	43	36	9	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	66	35192	100	99	496	534	26	8	17	19	41	35	17	39
White (02-03)	65	34597	100	98	497	535	14	4	41	20	32	38	14	38
Students with Disabilities (03-04)	13	9708	100	100	470	489	50	32	8	27	42	24	0	17
Students with Disabilities (02-03)	23	8057	100	99	461	496	54	23	23	31	15	28	8	17
Students without Disabilities (03-04)	158	65801	100	98	491	525	24	11	29	23	35	34	12	33
Students without Disabilities (02-03)	147	67315	88	100	500	525	15	8	33	24	39	37	13	31
Limited English Proficient Students (03-04)	35	16928	100	100	452	485	50	29	50	33	0	26	0	12
Limited English Proficient Students (02-03)	43	16925	NA	100	428	482	100	27	0	40	0	26	0	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	NC	869	NC	NA	NC	501	NC	17	NC	30	NC	39	NC	14
Economically Disadvantaged (03-04)	42	36411	NA	NA	494	503	29	19	21	29	32	32	18	20
Economically Disadvantaged (02-03)	--	26325	--	NA	--	504	--	15	--	34	--	33	--	18
Non-Economically Disadvantaged (03-04)	129	39040	NA	NA	488	534	25	8	30	19	37	34	9	39
Non-Economically Disadvantaged (02-03)	170	49047	NA	NA	496	530	19	6	32	21	37	37	12	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	167	75492	99	100	510	519	19	12	15	16	48	47	18	24
All Students (02-03)	169	75221	94	100	509	523	12	8	32	16	47	56	9	21
Female (03-04)	86	37013	100	100	518	523	14	10	7	15	54	48	25	27
Female (02-03)	89	36833	97	100	513	526	9	6	31	15	51	56	9	23
Male (03-04)	81	38400	96	99	501	516	25	14	23	17	42	47	11	21
Male (02-03)	80	38319	91	100	505	520	16	9	33	17	42	56	9	18
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
African American (02-03)	NC	3597	NC	97	NC	510	NC	14	NC	22	NC	53	NC	11
Hispanic (03-04)	89	30438	96	99	509	508	16	17	18	21	50	47	16	15
Hispanic (02-03)	96	29019	91	99	510	513	9	12	35	21	44	55	12	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	66	35177	100	99	513	528	21	8	12	13	45	49	21	31
White (02-03)	64	34543	100	97	511	531	12	4	32	12	49	58	7	26
Students with Disabilities (03-04)	11	9707	92	100	484	495	45	33	27	21	27	33	0	13
Students with Disabilities (02-03)	22	8006	100	99	483	505	50	22	25	23	17	42	8	13
Students without Disabilities (03-04)	156	65785	100	98	512	522	17	10	14	16	50	49	20	26
Students without Disabilities (02-03)	147	67215	88	100	512	524	8	7	33	16	50	56	9	21
Limited English Proficient Students (03-04)	35	16905	100	100	475	489	50	34	0	28	50	32	0	6
Limited English Proficient Students (02-03)	43	16853	NA	100	456	489	75	29	25	36	0	32	0	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	NC	866	NC	NA	NC	503	NC	19	NC	23	NC	49	NC	8
Economically Disadvantaged (03-04)	40	36302	NA	NA	514	507	22	18	6	21	53	46	19	14
Economically Disadvantaged (02-03)	--	26256	--	NA	--	509	--	14	--	24	--	51	--	11
Non-Economically Disadvantaged (03-04)	127	39164	NA	NA	508	528	19	8	18	13	46	48	18	31
Non-Economically Disadvantaged (02-03)	169	48965	NA	NA	509	528	12	5	32	13	47	58	9	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	167	75053	99	99	555	597	11	7	18	12	71	72	0	9
All Students (02-03)	156	73654	87	99	511	530	18	9	17	13	63	70	2	7
Female (03-04)	86	36872	100	99	586	621	4	5	14	9	81	74	0	12
Female (02-03)	83	36239	90	99	520	537	12	7	15	11	69	72	3	10
Male (03-04)	81	38109	96	99	521	573	18	10	22	14	60	69	0	6
Male (02-03)	73	37301	83	98	501	523	26	12	19	15	56	68	0	5
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
Hispanic (03-04)	90	30235	97	98	551	575	7	9	23	14	70	70	0	6
Hispanic (02-03)	92	28348	87	96	513	520	14	13	19	17	65	65	2	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	65	35028	98	99	556	613	14	6	15	10	71	73	0	11
White (02-03)	56	33924	89	96	515	537	18	5	16	10	64	75	2	9
Students with Disabilities (03-04)	11	9625	92	100	507	530	18	21	36	21	45	55	0	4
Students with Disabilities (02-03)	16	7306	100	90	474	506	58	24	17	20	25	52	0	4
Students without Disabilities (03-04)	156	65428	100	98	559	604	11	6	16	11	73	73	0	10
Students without Disabilities (02-03)	140	66348	83	100	516	531	14	8	17	13	67	71	2	8
Limited English Proficient Students (03-04)	35	16765	100	100	461	525	50	17	0	20	50	60	0	2
Limited English Proficient Students (02-03)	40	16422	NA	100	443	495	100	30	0	27	0	43	0	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	NC	849	NC	NA	NC	511	NC	19	NC	22	NC	56	NC	4
Economically Disadvantaged (03-04)	40	36077	NA	NA	550	566	16	10	16	16	69	69	0	5
Economically Disadvantaged (02-03)	--	25711	--	NA	--	514	--	16	--	19	--	61	--	3
Non-Economically Disadvantaged (03-04)	127	38950	NA	NA	556	618	10	5	19	9	72	73	0	12
Non-Economically Disadvantaged (02-03)	156	47943	NA	NA	511	535	18	7	17	11	63	74	2	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	152	76019	100	100	484	499	23	14	47	39	7	14	24	33
All Students (02-03)	165	76230	99	100	459	498	35	12	39	38	11	12	15	37
Female (03-04)	81	37207	100	100	485	499	19	12	54	41	4	14	23	33
Female (02-03)	97	37247	100	100	463	500	32	11	41	40	12	13	15	37
Male (03-04)	70	38677	97	100	482	498	27	15	39	38	9	13	25	34
Male (02-03)	68	38725	97	100	452	497	40	14	37	37	10	12	13	37
African American (03-04)	10	3817	100	100	473	475	60	23	20	47	0	11	20	18
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
Hispanic (03-04)	78	29458	100	100	480	480	19	20	52	48	10	12	19	20
Hispanic (02-03)	89	28100	100	98	440	482	53	18	32	47	11	11	5	24
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	60	35880	97	100	492	515	18	7	45	32	5	16	32	45
White (02-03)	64	35389	96	96	480	514	16	6	46	32	11	14	26	48
Students with Disabilities (03-04)	10	9786	100	100	456	457	44	39	33	40	11	7	11	13
Students with Disabilities (02-03)	11	9022	100	100	408	465	80	31	20	43	0	8	0	17
Students without Disabilities (03-04)	142	66233	99	99	485	503	21	11	48	39	6	14	25	35
Students without Disabilities (02-03)	154	67208	98	100	461	500	33	12	40	38	11	12	15	38
Limited English Proficient Students (03-04)	25	15206	100	100	451	459	40	31	60	53	0	7	0	9
Limited English Proficient Students (02-03)	45	14826	100	100	422	460	65	31	35	51	0	8	0	10
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	34	35714	NA	NA	453	480	41	20	48	47	7	12	4	20
Economically Disadvantaged (02-03)	NC	25037	NC	NA	NC	477	NC	21	NC	47	NC	11	NC	21
Non-Economically Disadvantaged (03-04)	118	40266	NA	NA	491	513	18	9	46	33	6	15	29	43
Non-Economically Disadvantaged (02-03)	159	51193	NA	NA	459	507	36	9	39	35	11	13	15	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	152	76020	100	100	499	503	30	25	35	23	27	40	9	12
All Students (02-03)	162	76202	97	100	490	505	48	19	21	24	25	46	5	11
Female (03-04)	81	37207	100	100	495	504	28	22	39	23	27	42	6	13
Female (02-03)	97	37231	100	100	493	507	42	16	24	24	28	48	6	13
Male (03-04)	70	38666	97	100	503	501	31	29	30	22	27	38	12	12
Male (02-03)	65	38718	93	100	486	503	59	22	16	24	20	44	4	10
African American (03-04)	10	3819	100	100	499	494	60	37	20	26	10	31	10	6
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
Hispanic (03-04)	78	29442	100	99	494	494	30	37	32	26	35	31	3	6
Hispanic (02-03)	88	28090	100	98	483	497	64	28	22	30	13	37	2	5
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	60	35890	97	100	505	511	21	15	41	20	22	48	16	18
White (02-03)	62	35371	93	96	497	512	33	10	17	20	41	54	9	16
Students with Disabilities (03-04)	10	9784	100	100	483	485	43	58	29	19	29	19	0	4
Students with Disabilities (02-03)	10	9097	100	100	472	493	100	39	0	27	0	29	0	5
Students without Disabilities (03-04)	142	66236	99	99	500	504	29	23	35	23	27	42	9	13
Students without Disabilities (02-03)	152	67105	97	100	490	506	48	18	22	24	25	47	5	12
Limited English Proficient Students (03-04)	25	15198	100	100	480	483	70	59	30	25	0	14	0	1
Limited English Proficient Students (02-03)	44	14780	100	100	476	486	89	50	6	32	6	18	0	1
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	34	35703	NA	NA	488	494	37	37	41	26	22	31	0	6
Economically Disadvantaged (02-03)	NC	24961	NC	NA	NC	495	NC	32	NC	30	NC	34	NC	4
Non-Economically Disadvantaged (03-04)	118	40274	NA	NA	501	509	28	17	33	20	28	47	11	17
Non-Economically Disadvantaged (02-03)	156	51241	NA	NA	490	509	48	14	21	22	25	51	5	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	151	75673	99	100	506	530	11	12	38	25	49	58	2	4
All Students (02-03)	156	74692	93	99	462	502	47	18	27	27	24	47	2	8
Female (03-04)	81	37099	100	100	514	548	10	8	31	22	55	64	3	6
Female (02-03)	94	36710	97	99	470	509	41	14	28	26	28	50	2	10
Male (03-04)	70	38441	97	99	498	513	12	16	44	29	42	52	2	3
Male (02-03)	62	37742	89	98	449	495	58	22	25	28	17	44	0	6
African American (03-04)	10	3791	100	99	476	506	30	18	40	29	20	50	10	3
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
Hispanic (03-04)	78	29305	100	99	505	507	13	16	38	31	46	51	3	2
Hispanic (02-03)	83	27492	94	96	447	486	65	27	22	32	12	38	2	4
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	60	35760	97	99	514	550	7	9	34	21	59	64	0	6
White (02-03)	62	34785	93	94	479	517	34	10	25	23	39	56	2	11
Students with Disabilities (03-04)	10	9706	100	100	538	462	0	36	33	32	67	31	0	1
Students with Disabilities (02-03)	NC	8428	NC	98	NC	472	NC	38	NC	30	NC	29	NC	3
Students without Disabilities (03-04)	141	65967	99	99	505	536	12	10	38	25	48	60	2	5
Students without Disabilities (02-03)	149	66264	95	99	463	503	47	17	27	27	24	48	2	8
Limited English Proficient Students (03-04)	25	15115	100	100	433	471	50	26	30	38	20	35	0	1
Limited English Proficient Students (02-03)	42	14363	100	100	432	459	83	47	11	34	6	19	0	1
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	34	35541	NA	NA	465	504	23	17	38	31	38	50	0	2
Economically Disadvantaged (02-03)	NC	24507	NC	NA	NC	480	NC	31	NC	33	NC	33	NC	3
Non-Economically Disadvantaged (03-04)	117	40091	NA	NA	516	550	8	9	37	21	51	64	3	6
Non-Economically Disadvantaged (02-03)	150	50185	NA	NA	463	511	46	13	28	24	24	53	2	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	165	75001	100	99	460	468	44	37	33	36	15	16	7	10
All Students (02-03)	161	71167	96	99	436	463	59	38	28	41	10	14	3	7
Female (03-04)	71	36846	100	99	463	468	40	36	35	38	17	16	8	10
Female (02-03)	83	34825	99	99	433	462	63	38	29	42	4	14	4	6
Male (03-04)	94	37974	99	99	457	467	48	39	31	34	14	16	7	11
Male (02-03)	77	36047	92	99	440	464	55	38	27	39	17	15	2	8
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
Hispanic (03-04)	68	26675	100	98	458	448	44	52	37	34	14	10	5	4
Hispanic (02-03)	73	23643	96	97	423	445	69	53	24	37	3	8	3	2
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	85	37785	100	99	461	482	44	25	32	39	16	21	9	15
White (02-03)	74	35245	94	95	444	476	54	26	30	45	14	19	3	10
Students with Disabilities (03-04)	17	8802	100	100	419	418	80	79	20	16	0	3	0	1
Students with Disabilities (02-03)	NC	8095	NC	100	NC	426	NC	69	NC	25	NC	5	NC	1
Students without Disabilities (03-04)	148	66199	100	99	463	472	42	34	34	38	16	17	8	11
Students without Disabilities (02-03)	152	63072	96	99	437	464	58	37	28	41	10	15	3	7
Limited English Proficient Students (03-04)	17	11710	100	100	424	429	67	70	33	25	0	4	0	1
Limited English Proficient Students (02-03)	32	10317	100	100	395	426	86	72	14	25	0	2	0	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	NC	614	NC	NA	NC	440	NC	57	NC	34	NC	6	NC	3
Economically Disadvantaged (03-04)	39	29814	NA	NA	448	448	58	53	25	33	11	10	6	4
Economically Disadvantaged (02-03)	NC	17057	NC	NA	NC	440	NC	58	NC	34	NC	6	NC	2
Non-Economically Disadvantaged (03-04)	126	45170	NA	NA	464	479	40	28	36	38	17	20	8	14
Non-Economically Disadvantaged (02-03)	159	54110	NA	NA	436	468	58	33	29	43	10	16	3	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	167	74918	100	99	482	497	43	32	21	19	26	35	9	15
All Students (02-03)	161	71100	96	99	480	502	48	25	15	21	29	40	8	15
Female (03-04)	71	36846	100	99	486	501	35	28	23	19	34	37	8	16
Female (02-03)	83	34801	99	99	485	505	44	21	15	22	34	42	7	15
Male (03-04)	96	37936	100	99	479	493	49	35	20	18	20	33	11	14
Male (02-03)	77	36010	92	99	474	499	53	28	14	20	24	38	9	14
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
Hispanic (03-04)	68	26645	100	98	475	478	52	46	16	20	26	27	7	6
Hispanic (02-03)	73	23630	96	96	469	485	58	37	16	25	21	32	5	6
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	87	37773	100	99	488	511	38	20	23	18	28	41	13	21
White (02-03)	74	35198	94	95	487	515	42	15	13	18	35	47	10	21
Students with Disabilities (03-04)	18	8801	100	100	450	448	75	75	13	13	0	10	13	2
Students with Disabilities (02-03)	NC	8121	NC	100	NC	470	NC	55	NC	20	NC	21	NC	4
Students without Disabilities (03-04)	149	66117	100	99	484	501	42	28	22	19	27	37	9	16
Students without Disabilities (02-03)	152	62979	96	99	480	503	48	23	15	21	29	41	8	15
Limited English Proficient Students (03-04)	17	11706	100	100	443	454	86	71	14	16	0	12	0	1
Limited English Proficient Students (02-03)	32	10304	100	100	436	462	93	63	7	23	0	13	0	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	NC	623	NC	NA	NC	475	NC	45	NC	27	NC	25	NC	3
Economically Disadvantaged (03-04)	41	29785	NA	NA	476	477	50	47	22	20	19	26	8	6
Economically Disadvantaged (02-03)	NC	17040	NC	NA	NC	483	NC	40	NC	25	NC	29	NC	6
Non-Economically Disadvantaged (03-04)	126	45115	NA	NA	484	508	41	23	21	18	28	39	10	20
Non-Economically Disadvantaged (02-03)	159	54060	NA	NA	480	507	49	20	13	20	30	43	8	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	163	74503	99	99	466	491	10	9	40	32	47	51	2	8
All Students (02-03)	148	69001	88	96	466	490	34	17	41	37	25	45	0	1
Female (03-04)	71	36686	100	99	483	506	3	5	42	29	52	57	3	9
Female (02-03)	79	34086	94	97	469	496	35	13	35	36	30	51	0	1
Male (03-04)	92	37644	97	98	453	476	16	13	40	36	43	45	1	6
Male (02-03)	68	34644	81	95	462	484	34	22	47	39	19	38	0	0
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
Hispanic (03-04)	68	26500	100	97	451	467	12	13	47	39	40	44	2	4
Hispanic (02-03)	65	22656	86	92	456	476	38	27	50	43	12	30	0	0
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
American Indian/Alaskan Native (02-03)	NC	4940	NC	98	NC	469	NC	34	NC	43	NC	23	NC	0
White (03-04)	83	37606	99	99	477	508	7	6	38	28	54	56	1	10
White (02-03)	70	34501	89	93	472	500	31	10	34	34	34	55	0	1
Students with Disabilities (03-04)	16	8662	94	100	361	409	33	37	67	42	0	20	0	1
Students with Disabilities (02-03)	NC	7386	NC	95	NC	459	NC	46	NC	37	NC	17	NC	0
Students without Disabilities (03-04)	147	65841	100	98	471	499	9	7	39	32	49	53	2	8
Students without Disabilities (02-03)	140	61615	88	97	466	491	34	16	41	37	25	45	0	1
Limited English Proficient Students (03-04)	17	11608	100	100	368	430	29	23	57	47	14	28	0	1
Limited English Proficient Students (02-03)	26	9662	100	100	423	454	75	51	25	40	0	9	0	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	NC	590	NC	NA	NC	466	NC	35	NC	43	NC	22	NC	0
Economically Disadvantaged (03-04)	40	29587	NA	NA	457	465	6	14	54	40	40	43	0	4
Economically Disadvantaged (02-03)	NC	16383	NC	NA	NC	472	NC	30	NC	43	NC	26	NC	0
Non-Economically Disadvantaged (03-04)	123	44898	NA	NA	469	507	12	7	36	28	50	55	3	10
Non-Economically Disadvantaged (02-03)	147	52618	NA	NA	465	494	35	14	41	36	24	49	0	1

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

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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](http://www.ade.az.gov/azlearns) and go to NCLB link

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
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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 school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

## Buckeye Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Bales Elementary School	Not Evaluated	Not Evaluated	Met
Buckeye Elementary School	Underperforming	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). 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 of data by subgroups and by 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](http://www.ade.az.gov/standards). These data also provides a two year trend analysis of student performance as required by NCLB.

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