

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

210 S 6th St, Buckeye, AZ 85326

Buckeye Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Underperforming
2002-03	Underperforming
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Patti Joseph
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 1100
 Web Address :
 Phone Number : (623) 386-4487
 Fax Number : (623) 386-6063
 E-mail : pjoseph@besd.k12.az.us

Mission

Our mission: to provide a safe and happy atmosphere for our students where they are able to develop their academic and social skills to the fullest. Our students will become responsible, productive citizens, and culturally enriched life long learners. To improve academic achievement for all students; ensure an aligned, integrated curriculum; prepare and hold students, parents and staff accountable for student success; increase pride at BES; and expand the involvement of everyone.

School / Academic Goals

- ü To provide K-8 teachers professional development in becoming teachers of reading. To equip teachers with the ability to read and comprehend complex content and to integrate reading instruction across the curriculum.
- ü Provide K-8 teachers professional development in teaching mathematics using more scientific research based strategies, specifically constructivist methods of instruction.
- ü Provide K-8 teacher professional development in teaching the writing process using more scientific research based strategies, specifically the stages of writing methods of instruction and 'Six Traits Writing.'
- ü Examine summative and formative assessments to plan for instruction in targeted areas of reading, math and writing.

Enrollment

October 1, 2003 School Year Student Enrollment : 1078
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- ü Gifted/Talented Education
- ü At-risk Preschool
- ü Alternative Education
- ü On-site Special Education
- ü Character Enrichment Education
- ü Technology Instruction 1st-8th grade

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/5/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Our school's responsibility is to offer quality educational opportunities in all curriculum areas, gifted programs, interventions, and athletic participation and for all students to reach maximum potential in a safe and orderly environment. In addition, staff and students exhibit high expectations through a quality character enrichment program.

Parents

Parents' responsibilities are to help students attend school promptly every day, dressed for success; be a part of the team through teacher support, student academic support, school functions, and regular communication with the school/teachers.

Transportation Policy

Buckeye School provides transportation outside of a mile from the school. (North to McDowell Road, East to 223rd Avenue, South to Beloit Road, West on Highway 85 to include Cosmo Area and special ed students. Bus procedures are taught and followed.

School Honors

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

Award/Honor	Year
ü Who's Who (2) Teacher Award	1998
ü Intel Teach to the Future	2000
ü NTTI Teacher Award	2000
ü Westside Impact Teacher of the Year	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	101	171	75509	100	100	100	496	490	521	22	26	13	26	28	23	40	36	33	13	11	31
All Students (Prior Year)	170	170	75372	94	94	100	496	496	523	19	19	9	32	32	25	37	37	36	12	12	30
Female	47	86	37013	100	100	100	507	498	522	11	19	12	28	30	24	39	34	33	22	17	31
Male	54	85	38430	100	100	99	487	481	521	31	34	14	24	25	22	40	37	33	5	4	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	61	94	30486	100	100	99	493	485	505	21	26	18	34	36	29	37	31	32	8	7	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	33	66	35192	100	100	99	507	496	534	21	26	8	9	17	19	48	41	35	21	17	39
Students with Disabilities	NC	13	9708	NC	100	100	NC	470	489	NC	50	32	NC	8	27	NC	42	24	NC	0	17
Students without Disabilities	94	158	65801	99	100	98	496	491	525	21	24	11	26	29	23	39	35	34	14	12	33
Limited English Proficient Students	24	35	16928	100	100	100	417	452	485	100	50	29	0	50	33	0	0	26	0	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	35	42	36411				489	494	503	32	29	19	25	21	29	29	32	32	14	18	20
Non-Economically Disadvantaged	66	129	39040				501	488	534	16	25	8	26	30	19	46	37	34	12	9	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	167	75492	98	99	100	510	510	519	17	19	12	16	15	16	49	48	47	17	18	24
All Students (Prior Year)	169	169	75221	94	94	100	509	509	523	12	12	8	32	32	16	47	47	56	9	9	21
Female	47	86	37014	100	100	100	524	518	523	9	14	10	6	7	15	60	54	48	26	25	27
Male	51	81	38400	96	96	99	499	501	516	25	25	14	25	23	17	40	42	47	10	11	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	57	89	30438	93	96	99	512	509	508	15	16	17	15	18	21	56	50	47	15	16	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	33	66	35177	100	100	99	512	513	528	18	21	8	18	12	13	42	45	49	21	21	31
Students with Disabilities	NC	11	9707	NC	92	100	NC	484	495	NC	45	33	NC	27	21	NC	27	33	NC	0	13
Students without Disabilities	92	156	65785	97	100	98	512	512	522	16	17	10	14	14	16	51	50	49	19	20	26
Limited English Proficient Students	24	35	16905	100	100	100	441	475	489	100	50	34	0	0	28	0	50	32	0	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	32	40	36302				510	514	507	24	22	18	8	6	21	48	53	46	20	19	14
Non-Economically Disadvantaged	66	127	39164				510	508	528	14	19	8	20	18	13	50	46	48	16	18	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	167	75053	98	99	99	572	555	597	9	11	7	15	18	12	76	71	72	0	0	9
All Students (Prior Year)	156	156	73654	87	87	99	511	511	530	18	18	9	17	17	13	63	63	70	2	2	7
Female	47	86	36872	100	100	99	615	586	621	3	4	5	9	14	9	89	81	74	0	0	12
Male	51	81	38109	96	96	99	534	521	573	15	18	10	20	22	14	65	60	69	0	0	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	58	90	30235	95	97	98	565	551	575	6	7	9	20	23	14	74	70	70	0	0	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	32	65	35028	97	98	99	573	556	613	13	14	6	9	15	10	78	71	73	0	0	11
Students with Disabilities	NC	11	9625	NC	92	100	NC	507	530	NC	18	21	NC	36	21	NC	45	55	NC	0	4
Students without Disabilities	92	156	65428	97	100	98	576	559	604	9	11	6	13	16	11	78	73	73	0	0	10
Limited English Proficient Students	24	35	16765	100	100	100	403	461	525	100	50	17	0	0	20	0	50	60	0	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	32	40	36077				556	550	566	16	16	10	16	16	16	68	69	69	0	0	5
Non-Economically Disadvantaged	66	127	38950				580	556	618	6	10	5	14	19	9	80	72	73	0	0	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	152	76019	100	100	100	486	484	499	23	23	14	43	47	39	7	7	14	27	24	33
All Students (Prior Year)	165	165	76230	99	99	100	459	459	498	35	35	12	39	39	38	11	11	12	15	15	37
Female	56	81	37207	100	100	100	490	485	499	16	19	12	51	54	41	4	4	14	29	23	33
Male	49	70	38677	98	97	100	482	482	498	30	27	15	34	39	38	11	9	13	26	25	34
African American	NC	10	3817	NC	100	100	NC	473	475	NC	60	23	NC	20	47	NC	0	11	NC	20	18
Hispanic	54	78	29458	100	100	100	482	480	480	18	19	20	49	52	48	13	10	12	20	19	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	41	60	35880	98	97	100	498	492	515	20	18	7	39	45	32	2	5	16	39	32	45
Students with Disabilities	NC	10	9786	NC	100	100	NC	456	457	NC	44	39	NC	33	40	NC	11	7	NC	11	13
Students without Disabilities	98	142	66233	100	99	99	487	485	503	22	21	11	43	48	39	7	6	14	28	25	35
Limited English Proficient Students	18	25	15206	100	100	100	451	451	459	44	40	31	56	60	53	0	0	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	30	34	35714				452	453	480	42	41	20	46	48	47	8	7	12	4	4	20
Non-Economically Disadvantaged	75	118	40266				498	491	513	17	18	9	42	46	33	7	6	15	35	29	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	152	76020	100	100	100	499	499	503	29	30	25	34	35	23	28	27	40	10	9	12
All Students (Prior Year)	162	162	76202	97	97	100	490	490	505	48	48	19	21	21	24	25	25	46	5	5	11
Female	56	81	37213	100	100	100	496	495	504	26	28	22	38	39	23	28	27	42	9	6	13
Male	49	70	38666	98	97	100	502	503	501	32	31	29	30	30	22	28	27	38	11	12	12
African American	NC	10	3819	NC	100	100	NC	499	494	NC	60	37	NC	20	26	NC	10	31	NC	10	6
Hispanic	54	78	29442	100	100	99	495	494	494	29	30	37	31	32	26	38	35	31	2	3	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	41	60	35890	98	97	100	509	505	511	18	21	15	41	41	20	21	22	48	21	16	18
Students with Disabilities	NC	10	9784	NC	100	100	NC	483	485	NC	43	58	NC	29	19	NC	29	19	NC	0	4
Students without Disabilities	98	142	66236	100	99	99	500	500	504	29	29	23	34	35	23	27	27	42	10	9	13
Limited English Proficient Students	18	25	15198	100	100	100	481	480	483	67	70	59	33	30	25	0	0	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	30	34	35703				488	488	494	38	37	37	38	41	26	25	22	31	0	0	6
Non-Economically Disadvantaged	75	118	40274				503	501	509	26	28	17	33	33	20	29	28	47	13	11	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	105	151	75673	100	99	100	505	506	530	15	11	12	32	38	25	51	49	58	2	2	4
All Students (Prior Year)	156	156	74692	93	93	99	462	462	502	47	47	18	27	27	27	24	24	47	2	2	8
Female	56	81	37099	100	100	100	521	514	548	13	10	8	26	31	22	57	55	64	4	3	6
Male	49	70	38441	98	97	99	490	498	513	17	12	16	39	44	29	43	42	52	0	2	3
African American	NC	10	3791	NC	100	99	NC	476	506	NC	30	18	NC	40	29	NC	20	50	NC	10	3
Hispanic	54	78	29305	100	100	99	506	505	507	16	13	16	36	38	31	44	46	51	4	3	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	41	60	35760	98	97	99	518	514	550	10	7	9	26	34	21	64	59	64	0	0	6
Students with Disabilities	NC	10	9706	NC	100	100	NC	538	462	NC	0	36	NC	33	32	NC	67	31	NC	0	1
Students without Disabilities	98	141	65967	100	99	99	503	505	536	16	12	10	33	38	25	49	48	60	2	2	5
Limited English Proficient Students	18	25	15115	100	100	100	433	433	471	56	50	26	22	30	38	22	20	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	30	34	35541				462	465	504	26	23	17	35	38	31	39	38	50	0	0	2
Non-Economically Disadvantaged	75	117	40091				520	516	550	11	8	9	31	37	21	54	51	64	3	3	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	165	75001	100	100	99	460	460	468	44	44	37	33	33	36	15	15	16	7	7	10
All Students (Prior Year)	161	161	71167	96	96	99	436	436	463	59	59	38	28	28	41	10	10	14	3	3	7
Female	71	71	36846	100	100	99	463	463	468	40	40	36	35	35	38	17	17	16	8	8	10
Male	94	94	37974	99	99	99	457	457	467	48	48	39	31	31	34	14	14	16	7	7	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	68	68	26675	100	100	98	458	458	448	44	44	52	37	37	34	14	14	10	5	5	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	85	85	37785	100	100	99	461	461	482	44	44	25	32	32	39	16	16	21	9	9	15
Students with Disabilities	17	17	8802	100	100	100	419	419	418	80	80	79	20	20	16	0	0	3	0	0	1
Students without Disabilities	148	148	66199	100	100	99	463	463	472	42	42	34	34	34	38	16	16	17	8	8	11
Limited English Proficient Students	17	17	11710	100	100	100	424	424	429	67	67	70	33	33	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	39	39	29814				448	448	448	58	58	53	25	25	33	11	11	10	6	6	4
Non-Economically Disadvantaged	126	126	45170				464	464	479	40	40	28	36	36	38	17	17	20	8	8	14

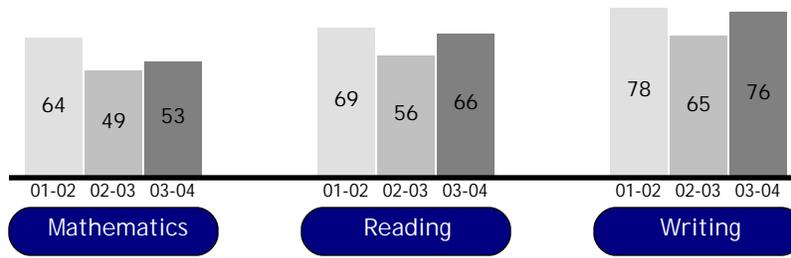
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	74918	100	100	99	482	482	497	43	43	32	21	21	19	26	26	35	9	9	15
All Students (Prior Year)	161	161	71100	96	96	99	480	480	502	48	48	25	15	15	21	29	29	40	8	8	15
Female	71	71	36805	100	100	99	486	486	501	35	35	28	23	23	19	34	34	37	8	8	16
Male	96	96	37936	100	100	99	479	479	493	49	49	35	20	20	18	20	20	33	11	11	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	68	68	26645	100	100	98	475	475	478	52	52	46	16	16	20	26	26	27	7	7	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	87	87	37773	100	100	99	488	488	511	38	38	20	23	23	18	28	28	41	13	13	21
Students with Disabilities	18	18	8801	100	100	100	450	450	448	75	75	75	13	13	13	0	0	10	13	13	2
Students without Disabilities	149	149	66117	100	100	99	484	484	501	42	42	28	22	22	19	27	27	37	9	9	16
Limited English Proficient Students	17	17	11706	100	100	100	443	443	454	86	86	71	14	14	16	0	0	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	41	41	29785				476	476	477	50	50	47	22	22	20	19	19	26	8	8	6
Non-Economically Disadvantaged	126	126	45115				484	484	508	41	41	23	21	21	18	28	28	39	10	10	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	163	74503	99	99	99	466	466	491	10	10	9	40	40	32	47	47	51	2	2	8
All Students (Prior Year)	148	148	69001	88	88	96	466	466	490	34	34	17	41	41	37	25	25	45	0	0	1
Female	71	71	36686	100	100	99	483	483	506	3	3	5	42	42	29	52	52	57	3	3	9
Male	92	92	37644	97	97	98	453	453	476	16	16	13	40	40	36	43	43	45	1	1	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	68	68	26500	100	100	97	451	451	467	12	12	13	47	47	39	40	40	44	2	2	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	83	83	37606	99	99	99	477	477	508	7	7	6	38	38	28	54	54	56	1	1	10
Students with Disabilities	16	16	8662	94	94	100	361	361	409	33	33	37	67	67	42	0	0	20	0	0	1
Students without Disabilities	147	147	65841	100	100	98	471	471	499	9	9	7	39	39	32	49	49	53	2	2	8
Limited English Proficient Students	17	17	11608	100	100	100	368	368	430	29	29	23	57	57	47	14	14	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	40	40	29587				457	457	465	6	6	14	54	54	40	40	40	43	0	0	4
Non-Economically Disadvantaged	123	123	44898				469	469	507	12	12	7	36	36	28	50	50	55	3	3	10

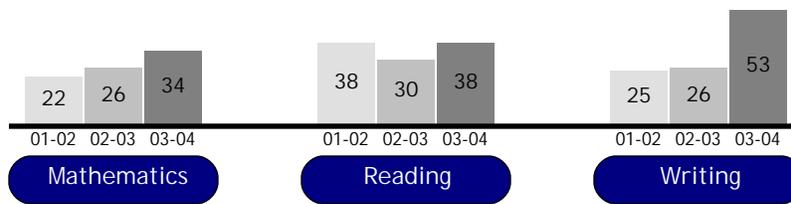
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

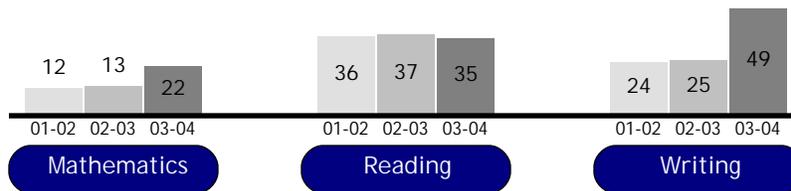
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	20	20	44	90	34	34	50	95	26	NA	58
	Language	99	21	21	39	97	24	24	43	100	15	21	50
	Mathematics	99	32	32	52	97	39	39	57	100	24	25	64
3	Reading	99	37	37	43	96	31	31	47	90	46	NA	55
	Language	99	39	39	50	95	34	34	54	97	47	42	61
	Mathematics	99	42	42	50	96	35	35	54	98	42	37	61
4	Reading	99	28	28	47	95	35	35	52	90	32	NA	56
	Language	99	29	29	45	97	33	33	48	95	30	33	52
	Mathematics	99	32	32	52	99	34	34	57	96	28	32	61
5	Reading	99	30	30	46	92	32	32	50	94	40	NA	55
	Language	99	27	27	43	97	25	25	46	94	33	34	49
	Mathematics	99	33	33	54	100	33	33	57	94	40	41	63
6	Reading	96	33	33	49	91	37	37	53	90	40	NA	56
	Language	97	27	27	42	93	27	27	45	95	34	33	48
	Mathematics	97	37	37	58	96	41	41	62	97	49	49	66
7	Reading	99	35	35	48	97	38	38	51	99	37	NA	54
	Language	99	33	33	51	96	35	35	54	98	37	37	58
	Mathematics	99	31	31	54	96	36	36	58	98	39	39	62
8	Reading	99	40	40	49	97	41	41	53	100	49	NA	55
	Language	99	25	25	46	98	27	27	49	100	37	37	52
	Mathematics	99	39	39	54	98	42	42	58	100	49	49	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Meet Monthly
- Ü Conduct and Analyze Needs Assessment
- Ü Develop Understanding of Curriculum
- Ü Understand Discipline; Student Growth
- Ü Parent/Community/Bus./School Relations
- Ü Analyze Safety Needs of the School

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	61.00
Other Professional Staff	6.00	Teacher Aide	32.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	1	0	0
4 to 6 years	9	0	0	0
7 to 9 years	1	3	0	0
10 or more years	21	4	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	159
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs--30 Stations each
- Ü Special Needs Class
- Ü Multi-Purpose Building
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Sports
- Ü Band/Choir
- Ü Afterschool Enrichment Clubs
- Ü Before School Clubs
- Ü National Junior Honor Society
- Ü Read to Me Nights - Parents/Students

Social Services

- Ü Health & Counseling Services
- Ü Buckeye Valley Family Resource Center
- Ü Partnerships with Wal-Mart & APS
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü All staff are participating in regular professional development focused conversations in reading, writing and math. Teaching focus is on an articulated curriculum aligned to Arizona State Standards.
- ü BES Staff are recognized at the local, state, and national level with awards, grants, conference presentations, and committee involvement in a variety of areas.
- ü Students and teachers are focused on formative assessment results and its use in planning and learning instructional goals in reading, writing and math.
- ü Teachers are dedicated to maximizing instructional time through 90 minute blocks of instructional time. Instruction includes reading and writing in all curriculum areas.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	60
Grades 3-4	56	45
Grades 4-5	67	64
Grades 5-6	77	80
Grades 6-7	63	56
Grades 7-8	67	78

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

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

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

School Safety

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

The Character Enrichment program through the BEST Practice program encourages students to demonstrate positive behavior and make educational choices that will promote a safe and orderly environment. Incentives include: a back-to-school swim party, Student of Month/Week, Celebration Assemblies, fine dining, character cards, token economy, Read to me Nights, Curriculum Nights, PTO activities, parent involvement activities, student activities, sports, and dances for 6-8.

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

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patti Joseph	(623) 386-4487
Transportation Policy	John Neil	(623) 386-4487
Community Resources	Family Resource Center	(623) 386-4008
School Nutrition Programs	Carol Barton	(623) 386-4487
Parent Organization	Maria Valverde, president - PTSO	(623) 386-4487
Student Health/Nurse	Meredith Hood	(623) 386-4487

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

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.