

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

902 Eason Avenue, Buckeye, AZ 85326

Buckeye Union High School 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

### School Overview

Principal/Administrator : Ms. MaryAnn Sphar  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : www.buhsd.org  
 Phone Number : (623) 386-9715  
 Fax Number : (623) 386-9711  
 E-mail : msphar@buhsd.org

### Mission

The mission of Buckeye Union High School District is to provide an education that empowers all students to succeed in a rapidly changing world by providing challenging opportunities to learn according to individual needs in a safe, supportive environment.

### School / Academic Goals

- ü All students will meet or exceed the academic standards established by the state of Arizona as measured by the AIMS in order to earn a high school diploma.
- ü All schools in the district will meet or exceed ADE standards to receive a 'performing school', 'highly performing' or a 'excelling' school label.
- ü To enhance character leadership and citizenship, the school will increase the percentage of students participating in extra- and co-curricular opportunities offered in the district.
- ü To increase the percentage of students who are enrolling in post-secondary education and/or vocational training.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1297  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- ü Honors Classes
- ü Extended-day Classes
- ü ELL
- ü On-site Special Education
- ü Dual Enrollment Classes
- ü Gifted Program
- ü Career-Technical Education Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Arrange to meet parents when necessary to discuss concerns. Ensure a friendly and welcoming attitude toward parents. Provide an environment that allows for positive communication among teachers, parents, and students. Enforce all school/classroom rules fairly and consistently. Ensure classroom instruction focuses on mastery of the AZ academic standards. Model and reinforce respect for adults and students. Provide a safe and appropriate learning environment.

Parents

Communicate regularly with my student's teachers. Encourage student's efforts and be available for questions. Promote high expectations for my student's achievement. Participate in decisions about my student's education. Encourage positive attitudes about school. Require daily and on time school attendance. Understand and support the policies and decisions set by the school and/or teacher. Support school-wide interventions for my student's success. Demonstrate respect toward school staff.

Transportation Policy

The district provides bus transportation for those living outside of the Buckeye city limits. Transportation is a service and privilege that is not required of the school districts and can be revoked.

School Honors

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

Award/Honor	Year
ü National Hispanic Scholar Recipient	2005
ü FFA Livestock Team placed 15th (Silver) in nation	2005
ü Amer Assn of Volleyball Coaches Academic Award	2005
ü FFA Ag Mech Team receives Silver medal in nation	2005

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	309	547	71130	99	98	95	704	706	701	16	16	23	10	10	13	61	58	51	13	15	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	262	35465	97	98	96	704	705	702	13	16	21	13	11	13	63	61	53	12	13	13
Male	173	285	35648	100	99	94	703	707	701	18	17	24	9	9	12	59	56	50	14	18	14
African American	13	23	3868	93	96	95	688	697	686	15	13	33	23	13	17	62	70	45	NA	4	6
Hispanic	136	201	25103	100	100	95	696	696	685	19	22	34	12	12	16	60	57	45	9	9	5
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	NA	731	NC	NA	9	NC	NA	7	NC	NA	50	NC	NA	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	153	307	36075	98	97	95	711	713	715	13	13	12	7	8	9	61	59	58	18	20	21
Students with Disabilities	22	41	5862	85	85	71	656	655	658	55	63	63	27	22	15	18	15	20	NA	NA	2
Students without Disabilities	287	506	65268	100	99	98	707	710	705	13	12	19	9	9	12	64	62	54	14	17	15
Limited English Proficient Students	12	15	4859	100	100	93	673	673	662	50	53	64	8	7	15	42	40	20	NA	NA	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	106	150	22957	96	97	93	696	696	685	17	20	34	15	14	17	58	57	44	9	9	5
Non-Economically Disadvantaged	203	397	48173	100	99	96	708	710	709	15	15	17	8	9	11	62	59	55	15	18	18

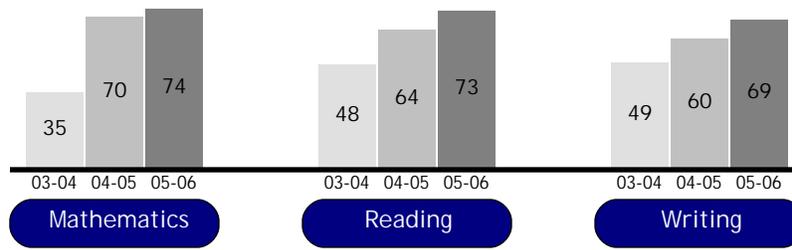
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	310	551	73018	98	98	97	700	704	703	4	3	6	24	21	23	68	69	64	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	262	36181	98	97	97	702	706	708	2	2	4	22	20	21	73	73	65	3	5	9
Male	172	289	36816	98	98	96	700	702	699	5	5	7	26	22	24	64	66	62	6	7	7
African American	13	22	3976	100	100	96	697	704	689	NA	NA	8	23	18	29	77	82	59	NA	NA	3
Hispanic	136	204	25801	100	100	96	687	688	683	3	4	10	35	33	34	60	60	53	2	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	155	309	37024	96	96	97	712	714	721	5	3	2	15	15	12	73	74	73	7	8	13
Students with Disabilities	23	43	7170	82	84	85	651	652	654	26	21	23	52	58	47	22	21	29	NA	NA	1
Students without Disabilities	287	508	65848	100	99	98	704	708	708	2	2	4	22	18	20	72	73	67	5	6	9
Limited English Proficient Students	12	15	5099	100	100	95	650	651	641	NA	NA	29	100	93	59	NA	7	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	107	151	23912	96	96	94	690	690	681	5	5	10	33	32	36	59	58	52	4	4	2
Non-Economically Disadvantaged	203	400	49106	99	98	98	706	710	714	3	3	4	19	17	16	73	74	69	5	7	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	307	552	72810	97	98	96	685	684	685	4	6	6	27	29	30	66	61	58	3	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	263	36111	97	97	97	692	695	695	1	2	4	23	22	23	73	70	65	3	6	8
Male	170	289	36678	97	98	95	680	674	674	6	9	9	31	35	36	61	54	52	2	2	3
African American	14	24	3962	100	100	96	679	680	675	7	8	8	14	17	33	79	75	55	NA	NA	3
Hispanic	133	201	25735	98	99	96	680	677	669	4	6	10	35	37	41	60	54	48	1	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	154	312	36915	96	97	97	690	689	697	4	5	3	22	25	21	70	65	67	4	5	8
Students with Disabilities	23	45	7071	82	88	84	629	623	634	26	36	24	39	40	53	30	22	21	4	2	1
Students without Disabilities	284	507	65739	99	99	98	689	689	689	2	3	4	26	28	27	69	65	62	2	4	6
Limited English Proficient Students	12	15	5046	100	100	94	637	636	621	17	13	31	83	87	56	NA	NA	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	106	152	23814	95	97	94	675	672	667	5	7	10	37	40	41	58	53	47	NA	1	2
Non-Economically Disadvantaged	201	400	48996	98	98	97	691	689	693	3	6	4	22	25	24	71	65	64	4	5	7

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)

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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	37	NA	42	98	48	50	51	92	44	50	52
	Language	94	31	35	42	98	47	48	50	92	43	48	50
	Mathematics	93	59	62	63	98	45	47	50	91	41	46	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/](http://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

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

Council Duties

- Ü Curriculum
- Ü Improvement Plan
- Ü Extra-curricular Activities
- Ü Celebration of success of students&staff

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	56.20
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	2	0	0
4 to 6 years	9	2	0	0
7 to 9 years	6	2	0	0
10 or more years	13	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	197
Teachers with Emergency Certification.	26
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Vocational Labs
- Ü Library
- Ü Greenhouse Lab

Extracurricular Activities

- Ü Student Government/
- Ü FBLA/FFA/SADD
- Ü Close-Up/Culture Club
- Ü Spanish/French Club/Mecha
- Ü Athletics
- Ü Chess/Skateboard
- Ü Athletics

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Crisis Intervention
- Ü Community Classes
- Ü School Resource Officer
- Ü Probation Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementing the Professional Learning Communities framework with a focused approach to teacher development, interventions promoting student success resulting in increase in AIMS Reading, Writing & Math scores, and attainment of academic standards.
- ü A dual enrollment program partnering with local community colleges allows students to simultaneously earn credit toward a high school diploma and postsecondary degree.
- ü We are pleased to report that Buckeye Union High School has met the criteria for Adequate Yearly Progress (AYP) and Az Learns.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	82	89	88	73
Graduation Rate <sup>6</sup>	83	NA	NA	81

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

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

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

School Safety

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

BUHS continues to provide a safe and supportive environment for a quality and comprehensive education where all students can achieve their full potential as responsible, ethical and productive members of society.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

28
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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	Mary Ann Sphar	(623) 386-9715
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Mary Ann Sphar	(623) 386-9715
School Nutrition Programs	Jeff Simmons	(623) 386-9703
Parent Organization		
Student Health/Nurse	Marge Nelson	(623) 386-9756

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](http://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](http://www.ade.az.gov/azlearns).

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* 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.