



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

25400 W. Maricopa Rd., 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 Not Evaluated
2002-03 Not Evaluated
2001-02 N/A

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

School Overview

Principal/Administrator : Mr. Kathryn Lynne Shelton
Schedule : 7:45 AM to 4:00 PM
Grades : K-7
2004 Enrollment : 632
Web Address :
Phone Number : (623) 386-4487
Fax Number : (623) 386-6063
E-mail : kshelton@besd.k12.az.us

Mission

To purposefully and systematically continue to improve student achievement in all academic areas for all levels of student ability; to ensure aligned, integrated curriculum for grades K-6; to hold students, parents and staff accountable for success.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Evaluated
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 / Academic Goals

- ü To purposefully and systematically continue to improve student achievement in all academic areas for all levels of student ability.
- ü To hold students, parents and staff accountable for student success.

Enrollment

October 1, 2003 School Year Student Enrollment : 391
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 5

Instructional Programs

- ü Gifted\Talented Enrichment
- ü At-risk Preschool
- ü Educational Interventions
- ü The Literacy Learning Network
- ü Extended Family Project

Calendar Information

Number of Instruction Days : 179
 Average Daily Instruction Time : 7 hours 10 minutes
 First Day of School : 8/5/2004
 Last Day of School : 5/27/2005

Shared Responsibilities

School

Our number one responsibility is to offer quality opportunities for all children to reach maximum potential in a safe, orderly and educational environment.

Parents

Parents' responsibilities are to have students in attendance; provide a study place and study time at home and become a part of the team accountable for the success of their child.

Transportation Policy

To transport students in the district to the site that are beyond the one mile mark. The school boundaries are Oglesby to the West, Watson Road to the East, The RID Canal to the south, and the I-10 to the north.

School Honors

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

Award/Honor	Year
ü New School	

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	70	171	75509	100	100	100	481	490	521	32	26	13	30	28	23	30	36	33	8	11	31
All Students (Prior Year)	--	170	75372	--	94	100	--	496	523	--	19	9	--	32	25	--	37	36	--	12	30
Female	39	86	37013	100	100	100	488	498	522	26	19	12	32	30	24	29	34	33	12	17	31
Male	31	85	38430	100	100	99	471	481	521	38	34	14	27	25	22	31	37	33	4	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	33	94	30486	100	100	99	471	485	505	35	26	18	39	36	29	22	31	32	4	7	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	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	486	496	534	30	26	8	24	17	19	33	41	35	12	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	64	158	65801	100	100	98	485	491	525	28	24	11	33	29	23	30	35	34	9	12	33
Limited English Proficient Students	11	35	16928	100	100	100	486	452	485	0	50	29	100	50	33	0	0	26	0	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	42	36411				NC	494	503	NC	29	19	NC	21	29	NC	32	32	NC	18	20
Non-Economically Disadvantaged	63	129	39040				476	488	534	33	25	8	33	30	19	28	37	34	6	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	69	167	75492	100	99	100	509	510	519	22	19	12	14	15	16	46	48	47	19	18	24
All Students (Prior Year)	--	169	75221	--	94	100	--	509	523	--	12	8	--	32	16	--	47	56	--	9	21
Female	39	86	37014	100	100	100	511	518	523	21	14	10	9	7	15	47	54	48	24	25	27
Male	30	81	38400	97	96	99	505	501	516	24	25	14	20	23	17	44	42	47	12	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	32	89	30438	100	96	99	504	509	508	18	16	17	23	18	21	41	50	47	18	16	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	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	514	513	528	24	21	8	6	12	13	48	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	64	156	65785	100	100	98	511	512	522	19	17	10	13	14	16	48	50	49	20	20	26
Limited English Proficient Students	11	35	16905	100	100	100	509	475	489	0	50	34	0	0	28	100	50	32	0	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	40	36302				NC	514	507	NC	22	18	NC	6	21	NC	53	46	NC	19	14
Non-Economically Disadvantaged	61	127	39164				507	508	528	23	19	8	15	18	13	42	46	48	19	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	69	167	75053	100	99	99	533	555	597	14	11	7	22	18	12	64	71	72	0	0	9
All Students (Prior Year)	--	156	73654	--	87	99	--	511	530	--	18	9	--	17	13	--	63	70	--	2	7
Female	39	86	36872	100	100	99	556	586	621	6	4	5	21	14	9	74	81	74	0	0	12
Male	30	81	38109	97	96	99	501	521	573	24	18	10	24	22	14	52	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	32	90	30235	100	97	98	531	551	575	9	7	9	27	23	14	64	70	70	0	0	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	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	33	65	35028	100	98	99	539	556	613	15	14	6	21	15	10	64	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	64	156	65428	100	100	98	537	559	604	13	11	6	20	16	11	67	73	73	0	0	10
Limited English Proficient Students	11	35	16765	100	100	100	519	461	525	0	50	17	0	0	20	100	50	60	0	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	40	36077				NC	550	566	NC	16	10	NC	16	16	NC	69	69	NC	0	5
Non-Economically Disadvantaged	61	127	38950				533	556	618	13	10	5	23	19	9	63	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	47	152	76019	100	100	100	477	484	499	22	23	14	56	47	39	5	7	14	17	24	33
All Students (Prior Year)	--	165	76230	--	99	100	--	459	498	--	35	12	--	39	38	--	11	12	--	15	37
Female	25	81	37207	100	100	100	473	485	499	25	19	12	60	54	41	5	4	14	10	23	33
Male	21	70	38677	95	97	100	482	482	498	20	27	15	50	39	38	5	9	13	25	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	24	78	29458	100	100	100	475	480	480	22	19	20	61	52	48	0	10	12	17	19	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	19	60	35880	95	97	100	479	492	515	16	18	7	58	45	32	11	5	16	16	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	44	142	66233	98	99	99	481	485	503	18	21	11	58	48	39	5	6	14	18	25	35
Limited English Proficient Students	NC	25	15206	NC	100	100	NC	451	459	NC	40	31	NC	60	53	NC	0	7	NC	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	34	35714				NC	453	480	NC	41	20	NC	48	47	NC	7	12	NC	4	20
Non-Economically Disadvantaged	43	118	40266				479	491	513	21	18	9	55	46	33	5	6	15	18	29	43

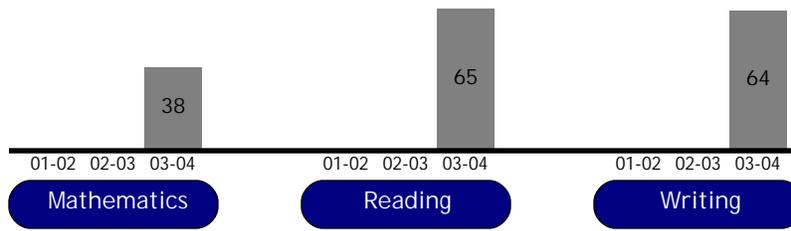
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	152	76020	100	100	100	498	499	503	32	30	25	37	35	23	24	27	40	7	9	12
All Students (Prior Year)	--	162	76202	--	97	100	--	490	505	--	48	19	--	21	24	--	25	46	--	5	11
Female	25	81	37213	100	100	100	491	495	504	35	28	22	40	39	23	25	27	42	0	6	13
Male	21	70	38666	95	97	100	505	503	501	30	31	29	30	30	22	25	27	38	15	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	24	78	29442	100	100	99	492	494	494	33	30	37	33	32	26	28	35	31	6	3	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	19	60	35890	95	97	100	497	505	511	26	21	15	42	41	20	26	22	48	5	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	44	142	66236	98	99	99	500	500	504	29	29	23	37	35	23	26	27	42	8	9	13
Limited English Proficient Students	NC	25	15198	NC	100	100	NC	480	483	NC	70	59	NC	30	25	NC	0	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	34	35703				NC	488	494	NC	37	37	NC	41	26	NC	22	31	NC	0	6
Non-Economically Disadvantaged	43	118	40274				498	501	509	32	28	17	34	33	20	26	28	47	8	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	46	151	75673	98	99	100	508	506	530	3	11	12	50	38	25	45	49	58	3	2	4
All Students (Prior Year)	--	156	74692	--	93	99	--	462	502	--	47	18	--	27	27	--	24	47	--	2	8
Female	25	81	37099	100	100	100	498	514	548	5	10	8	45	31	22	50	55	64	0	3	6
Male	21	70	38441	95	97	99	518	498	513	0	12	16	55	44	29	40	42	52	5	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	24	78	29305	100	100	99	503	505	507	6	13	16	44	38	31	50	46	51	0	3	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	19	60	35760	95	97	99	505	514	550	0	7	9	53	34	21	47	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	43	141	65967	96	99	99	509	505	536	3	12	10	49	38	25	46	48	60	3	2	5
Limited English Proficient Students	NC	25	15115	NC	100	100	NC	433	471	NC	50	26	NC	30	38	NC	20	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	34	35541				NC	465	504	NC	23	17	NC	38	31	NC	38	50	NC	0	2
Non-Economically Disadvantaged	42	117	40091				510	516	550	3	8	9	49	37	21	46	51	64	3	3	6

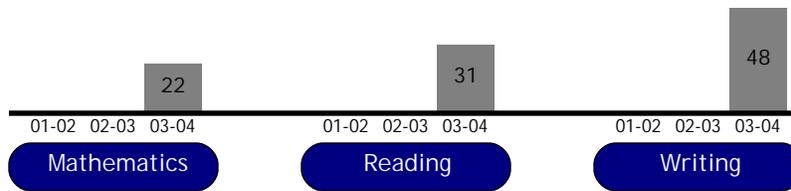
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. 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	--	--	20	44	--	--	34	50	93	42	NA	58
	Language	--	--	21	39	--	--	24	43	93	37	21	50
	Mathematics	--	--	32	52	--	--	39	57	93	25	25	64
3	Reading	--	--	37	43	--	--	31	47	100	41	NA	55
	Language	--	--	39	50	--	--	34	54	100	36	42	61
	Mathematics	--	--	42	50	--	--	35	54	100	30	37	61
4	Reading	--	--	28	47	--	--	35	52	100	39	NA	56
	Language	--	--	29	45	--	--	33	48	100	37	33	52
	Mathematics	--	--	32	52	--	--	34	57	100	37	32	61
5	Reading	--	--	30	46	--	--	32	50	95	49	NA	55
	Language	--	--	27	43	--	--	25	46	100	36	34	49
	Mathematics	--	--	33	54	--	--	33	57	100	43	41	63
6	Reading	--	--	33	49	--	--	37	53	100	41	NA	56
	Language	--	--	27	42	--	--	27	45	100	32	33	48
	Mathematics	--	--	37	58	--	--	41	62	100	49	49	66
7	Reading	--	--	35	48	--	--	38	51	--	--	NA	54
	Language	--	--	33	51	--	--	35	54	--	--	37	58
	Mathematics	--	--	31	54	--	--	36	58	--	--	39	62

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 8 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Advisory for Curriculum
- Ü Fund Raisers
- Ü Volunteering
- Ü Parent Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 18
 Core academic classes taught by Highly Qualified (NCLB) teachers. 54
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Multi Purpose\Gym area

Extracurricular Activities

- Ü Sports
- Ü Band
- Ü Choir
- Ü Drama Club
- Ü Technology Club
- Ü Spanish Club

Social Services

- Ü Health and Counseling Services
- Ü Adult Education
- Ü Breakfast and Lunch Programs
- Ü Academic Support

ü New school year two.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	60	37
Grades 3-4	64	67
Grades 4-5	76	72
Grades 5-6	79	85
Grades 6-7	--	--

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

We offer students mediation services and encourage open communication. Students are taught 'Character Counts'. We teach six pillars of success: Trustworthiness, Fairness, Respect, Caring, Responsibility and Citizenship, and apply them everyday.

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) :

0

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

Contacts

	Name	Phone Number
School Site Council	Kathy Shelton	(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	Jennifer Jonovich	(623) 386-4487
Student Health/Nurse	Meridith 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.