



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

School Overview

Principal/Administrator : Mrs. Kathryn Lynne Shelton
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 850
 Web Address :
 Phone Number : (623) 386-4487
 Fax Number : (623) 327-0744
 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)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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, 2004 School Year Student Enrollment : 639
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 10 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

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	89	221	79306	97	99	99	410	409	445	28	21	10	25	33	18	46	42	51	2	4	20
All Students (Prior Year)	70	171	75509	100	100	100	481	490	521	32	26	13	30	28	23	30	36	33	8	11	31
Female	40	103	38691	100	100	99	407	407	446	26	20	10	32	36	18	42	41	52	0	4	20
Male	49	118	40583	94	98	99	412	410	445	30	22	11	17	31	18	50	43	50	3	4	21
African American	NC	12	4041	NC	86	99	NC	418	426	NC	14	17	NC	43	23	NC	43	50	NC	0	10
Hispanic	46	122	32869	96	100	99	402	401	429	30	27	15	39	42	25	30	28	51	0	2	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	36	80	36197	97	99	99	419	418	463	24	14	5	8	17	11	64	63	53	4	7	31
Students with Disabilities	12	25	10321	86	100	100	402	361	389	40	41	30	10	23	27	50	36	34	0	0	9
Students without Disabilities	77	196	69060	99	98	98	411	416	454	25	18	7	27	35	17	45	43	54	2	4	22
Limited English Proficient Students	15	41	15509	100	100	100	390	375	406	54	33	20	15	38	30	31	28	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	54	139	39415	89	92	96	402	406	431	37	28	15	24	36	25	39	34	50	0	2	10
Non-Economically Disadvantaged	35	82	39966	100	100	100	425	414	459	10	7	6	25	27	12	60	58	52	5	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	222	79395	98	0	99	422	412	446	23	22	9	28	38	25	48	39	55	2	2	11
All Students (Prior Year)	69	167	75492	100	99	100	509	510	519	22	19	12	14	15	16	46	48	47	19	18	24
Female	41	104	38743	100	0	100	427	414	451	19	21	7	19	33	24	58	42	57	3	4	12
Male	49	118	40618	94	0	99	416	410	440	27	22	11	37	42	27	37	36	53	0	0	9
African American	NC	12	4052	NC	0	100	NC	426	434	NC	14	11	NC	43	29	NC	29	54	NC	14	6
Hispanic	47	123	32915	98	0	99	415	404	426	30	29	15	21	37	35	45	33	47	3	1	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	36	80	36221	97	0	99	431	423	465	12	12	4	36	36	15	52	51	63	0	2	17
Students with Disabilities	12	25	10331	86	0	100	411	372	388	30	23	25	20	36	37	50	41	34	0	0	4
Students without Disabilities	78	197	69139	100	0	99	424	419	454	22	21	7	29	38	24	47	39	58	2	2	11
Limited English Proficient Students	15	41	15545	100	0	100	395	380	399	54	38	21	15	28	42	31	33	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	141	39484	92	0	96	412	408	429	29	29	14	33	40	35	36	31	47	2	1	4
Non-Economically Disadvantaged	34	81	39986	100	0	100	443	421	461	11	7	4	16	33	16	74	56	63	0	4	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	89	219	78869	97	98	99	413	400	442	13	12	6	25	32	21	62	56	63	0	1	10
All Students (Prior Year)	69	167	75053	100	99	99	533	555	597	14	11	7	22	18	12	64	71	72	0	0	9
Female	40	102	38536	100	99	99	432	412	458	7	9	4	23	28	15	70	63	67	0	1	14
Male	49	117	40302	94	98	99	395	388	428	20	15	8	27	36	26	53	49	60	0	0	7
African American	NC	12	4015	NC	86	99	NC	400	430	NC	14	8	NC	57	24	NC	29	61	NC	0	7
Hispanic	46	122	32606	96	100	98	394	386	426	19	16	8	31	32	27	50	52	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	36	79	36078	97	98	99	435	419	459	8	5	4	16	29	16	76	64	66	0	2	14
Students with Disabilities	12	24	10246	86	100	100	342	324	367	40	23	18	20	41	39	40	36	40	0	0	4
Students without Disabilities	77	195	68697	99	97	98	427	412	454	8	10	4	26	30	18	66	59	67	0	1	11
Limited English Proficient Students	14	39	15339	93	100	100	367	359	399	25	19	11	50	35	31	25	43	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	54	137	39106	89	91	95	399	393	427	18	15	8	30	35	28	53	50	59	0	0	5
Non-Economically Disadvantaged	35	82	39837	100	100	100	442	413	457	5	5	4	15	25	14	80	67	67	0	2	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	232	78906	97	100	99	466	459	498	29	30	13	31	27	19	39	38	48	1	4	20
All Students (Prior Year)	47	152	76019	100	100	100	477	484	499	22	23	14	56	47	39	5	7	14	17	24	33
Female	66	129	38644	97	100	99	465	450	500	35	32	12	23	27	19	42	40	49	0	1	19
Male	46	102	40236	98	98	99	469	470	497	19	28	15	44	28	19	33	37	46	4	7	20
African American	NC	14	4087	NC	88	99	NC	458	481	NC	36	20	NC	27	24	NC	36	45	NC	0	11
Hispanic	60	127	31938	98	99	99	461	457	481	32	31	19	34	28	25	34	39	46	0	2	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	43	84	36483	98	100	99	475	460	517	25	29	7	28	24	13	44	39	51	3	8	30
Students with Disabilities	NC	22	10664	NC	100	100	NC	309	430	NC	65	42	NC	18	27	NC	18	26	NC	0	5
Students without Disabilities	103	210	68310	100	100	98	467	476	509	28	26	9	33	28	18	38	40	51	1	5	22
Limited English Proficient Students	12	35	12573	100	100	100	453	404	454	43	49	27	33	27	30	24	24	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	67	146	38679	85	92	96	462	461	483	33	34	20	28	26	25	39	39	45	0	2	10
Non-Economically Disadvantaged	45	86	40295	100	100	100	478	453	513	19	24	7	38	31	13	38	36	50	5	9	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	233	78908	97	0	99	470	452	484	16	20	10	35	34	23	45	44	58	4	2	9
All Students (Prior Year)	47	152	76020	100	100	100	498	499	503	32	30	25	37	35	23	24	27	40	7	9	12
Female	66	129	38648	97	0	99	473	450	489	15	18	8	33	33	22	48	47	61	4	2	10
Male	46	103	40233	98	0	99	463	454	479	19	24	12	37	35	25	41	39	55	4	3	8
African American	NC	14	4092	NC	0	99	NC	455	473	NC	18	12	NC	36	28	NC	45	54	NC	0	5
Hispanic	60	127	31940	98	0	99	458	449	465	21	22	16	45	40	32	34	39	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	43	85	36502	98	0	99	484	456	502	13	17	4	22	24	14	56	52	67	9	6	15
Students with Disabilities	NC	22	10665	NC	0	100	NC	305	423	NC	47	30	NC	35	36	NC	18	31	NC	0	2
Students without Disabilities	103	211	68312	100	0	98	471	468	493	16	17	7	33	34	21	46	47	62	4	3	10
Limited English Proficient Students	12	35	12556	100	0	100	448	392	436	38	42	24	43	38	40	19	20	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	67	146	38662	85	0	96	460	454	468	22	22	16	37	40	32	41	38	49	0	0	3
Non-Economically Disadvantaged	45	87	40315	100	0	100	494	448	498	0	16	5	29	21	15	57	55	66	14	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	231	78750	97	100	99	462	455	500	9	10	6	60	53	29	31	38	63	0	0	2
All Students (Prior Year)	46	151	75673	98	99	100	508	506	530	3	11	12	50	38	25	45	49	58	3	2	4
Female	66	127	38586	97	100	99	469	457	515	6	6	4	60	54	22	33	40	71	0	0	3
Male	46	103	40135	98	99	99	448	452	486	15	14	8	59	51	35	26	35	56	0	0	1
African American	NC	13	4081	NC	81	99	NC	460	488	NC	0	8	NC	80	32	NC	20	59	NC	0	2
Hispanic	60	126	31841	98	98	99	463	461	483	5	9	8	61	48	36	34	43	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	43	85	36440	98	100	99	462	446	516	16	13	3	53	54	22	31	33	71	0	0	4
Students with Disabilities	NC	22	10622	NC	100	100	NC	280	415	NC	41	21	NC	47	50	NC	12	28	NC	0	1
Students without Disabilities	103	209	68196	100	100	98	466	475	513	7	6	3	59	54	25	33	40	69	0	0	3
Limited English Proficient Students	12	34	12504	100	100	100	445	387	451	10	20	12	62	56	44	29	24	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	67	145	38558	85	92	96	453	455	485	11	11	8	65	57	37	24	33	54	0	0	1
Non-Economically Disadvantaged	45	86	40260	100	100	100	484	455	514	5	7	3	48	45	21	48	47	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	213	78250	--	96	99	--	530	548	--	29	21	--	23	18	--	38	48	--	9	13
All Students (Prior Year)	--	165	75001	--	100	99	--	460	468	--	44	37	--	33	36	--	15	16	--	7	10
Female	--	100	38071	--	94	99	--	535	549	--	21	20	--	28	19	--	41	49	--	10	12
Male	--	113	40126	--	97	99	--	526	547	--	37	23	--	19	17	--	36	46	--	8	14
African American	--	10	4058	--	100	99	--	507	523	--	44	32	--	22	22	--	33	41	--	0	5
Hispanic	--	118	29129	--	97	99	--	510	527	--	38	32	--	26	23	--	31	40	--	5	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	80	38320	--	96	99	--	560	568	--	17	12	--	17	14	--	48	55	--	17	19
Students with Disabilities	--	26	9329	--	100	100	--	433	454	--	71	64	--	25	18	--	4	16	--	0	2
Students without Disabilities	--	187	68996	--	95	99	--	545	561	--	23	16	--	23	18	--	44	52	--	11	14
Limited English Proficient Students	--	39	10133	--	95	100	--	481	488	--	53	45	--	18	25	--	30	28	--	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	122	33388	--	92	94	--	526	530	--	36	32	--	27	22	--	31	40	--	6	5
Non-Economically Disadvantaged	--	91	44937	--	100	100	--	535	561	--	21	13	--	18	15	--	47	54	--	13	18

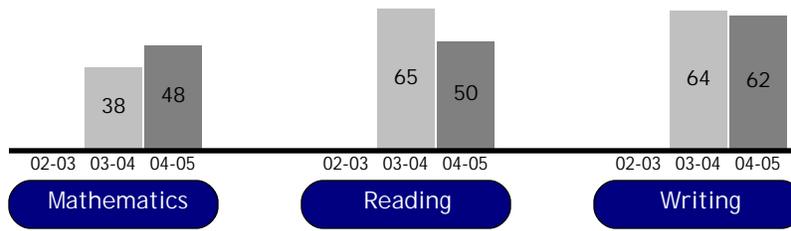
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	218	78302	--	0	99	--	489	512	--	19	11	--	34	25	--	44	57	--	3	7
All Students (Prior Year)	--	167	74918	--	100	99	--	482	497	--	43	32	--	21	19	--	26	35	--	9	15
Female	--	103	38082	--	0	99	--	495	518	--	13	8	--	36	24	--	48	61	--	4	7
Male	--	115	40166	--	0	99	--	485	507	--	25	14	--	33	26	--	40	54	--	2	6
African American	--	10	4064	--	0	100	--	481	498	--	11	14	--	56	29	--	33	54	--	0	3
Hispanic	--	122	29152	--	0	99	--	474	492	--	26	17	--	37	34	--	36	46	--	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	81	38347	--	0	99	--	512	531	--	11	5	--	28	17	--	54	68	--	8	10
Students with Disabilities	--	26	9353	--	0	100	--	407	429	--	71	40	--	21	38	--	4	22	--	4	1
Students without Disabilities	--	192	69024	--	0	99	--	502	524	--	11	7	--	37	23	--	50	62	--	3	7
Limited English Proficient Students	--	40	10140	--	0	100	--	447	451	--	37	28	--	39	43	--	24	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	124	33398	--	0	94	--	484	495	--	24	18	--	36	35	--	38	46	--	1	2
Non-Economically Disadvantaged	--	94	44979	--	0	100	--	497	525	--	13	6	--	32	18	--	50	66	--	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	219	78094	--	99	99	--	508	545	--	11	3	--	24	18	--	64	77	--	1	2
All Students (Prior Year)	--	163	74503	--	99	99	--	466	491	--	10	9	--	40	32	--	47	51	--	2	8
Female	--	103	38025	--	97	99	--	524	558	--	6	2	--	16	13	--	76	82	--	1	2
Male	--	116	40013	--	100	99	--	496	534	--	14	5	--	31	23	--	55	71	--	0	1
African American	--	10	4037	--	100	99	--	492	532	--	11	4	--	33	22	--	56	73	--	0	1
Hispanic	--	122	29068	--	100	99	--	493	523	--	12	5	--	27	27	--	60	67	--	1	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	82	38265	--	99	99	--	530	564	--	9	2	--	20	11	--	71	84	--	0	3
Students with Disabilities	--	26	9275	--	100	100	--	413	444	--	29	14	--	42	46	--	25	39	--	4	1
Students without Disabilities	--	193	68892	--	98	98	--	523	559	--	8	2	--	22	14	--	71	82	--	0	2
Limited English Proficient Students	--	40	10084	--	98	100	--	449	474	--	15	10	--	44	39	--	39	50	--	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	124	33296	--	94	94	--	500	527	--	13	5	--	31	27	--	56	67	--	0	0
Non-Economically Disadvantaged	--	95	44871	--	100	100	--	519	559	--	8	2	--	15	12	--	76	84	--	1	3

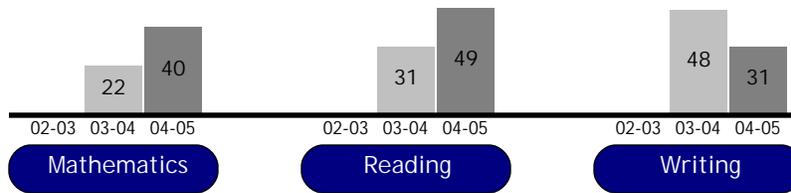
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

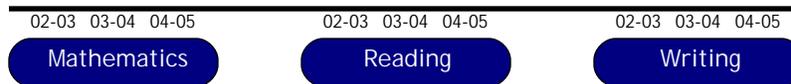
3rd Grade Proficiency



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 2004-05

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

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	34	50	93	42	NA	58	99	40	36	47
	Language	--	--	24	43	93	37	21	50	99	31	28	47
	Mathematics	--	--	39	57	93	25	25	64	98	35	31	50
3	Reading	--	--	31	47	100	41	NA	55	98	33	31	44
	Language	--	--	34	54	100	36	42	61	98	32	30	44
	Mathematics	--	--	35	54	100	30	37	61	97	31	32	51
4	Reading	--	--	35	52	100	39	NA	56	92	44	41	48
	Language	--	--	33	48	100	37	33	52	92	43	42	49
	Mathematics	--	--	34	57	100	37	32	61	92	42	42	53
5	Reading	--	--	32	50	95	49	NA	55	97	43	40	50
	Language	--	--	25	46	100	36	34	49	97	41	40	50
	Mathematics	--	--	33	57	100	43	41	63	97	35	37	49
6	Reading	--	--	37	53	100	41	NA	56	100	51	45	51
	Language	--	--	27	45	100	32	33	48	100	45	40	47
	Mathematics	--	--	41	62	100	49	49	66	100	47	42	52
7	Reading	--	--	38	51	--	--	NA	54	95	45	41	50
	Language	--	--	35	54	--	--	37	58	95	50	45	52
	Mathematics	--	--	36	58	--	--	39	62	95	44	38	50
8	Reading	--	--	41	53	--	--	NA	55	--	--	44	51
	Language	--	--	27	49	--	--	37	52	--	--	42	50
	Mathematics	--	--	42	58	--	--	49	61	--	--	46	53

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

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

School Site Council

Council Composition

- 2 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	1.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Sports
- Ü Technology Club
- Ü Band
- Ü Math Club
- Ü Drama Club

Social Services

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

ü New school year three.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	53	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We 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. Bullying and harrasment are not tolerated.

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

2

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	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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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