



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing
2004-05	Underperforming
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Randy D. Gilson
 Schedule : 07:30 AM to 04:30 PM
 Grades : 1-8
 Web Address : buckeye.az.schoolwebpages.com/educatio
 Phone Number : (623) 847-8503
 Fax Number : (623) 327-0744
 E-mail : rgilson@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 1-8; to hold students, parents and staff accountable for success.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 905
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

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 :	8/3/2005
Last Day of School :	5/18/2006

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 West Side Impact-Teacher of the Year	2004
ü West Side Impact-Teacher of the Year	2006

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	126	360	80010	96	98	99	417	416	447	19	25	10	33	28	18	46	44	53	2	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	183	38935	97	98	99	415	417	447	21	26	9	31	25	19	44	47	55	3	2	17
Male	56	177	40974	95	98	98	418	415	448	16	25	11	34	32	18	48	40	52	2	3	19
African American	NC	25	4201	NC	100	99	NC	412	430	NC	36	17	NC	24	23	NC	32	51	NC	8	9
Hispanic	64	186	34545	97	98	99	410	408	432	19	28	14	42	36	24	39	35	53	NA	1	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	55	142	35142	95	99	99	427	427	465	15	20	5	24	19	11	56	56	56	5	5	28
Students with Disabilities	NC	27	10161	NC	87	93	NC	382	419	NC	59	28	NC	22	28	NC	19	36	NC	NA	8
Students without Disabilities	120	333	69849	99	99	100	417	418	451	18	23	7	33	29	17	46	46	56	3	3	19
Limited English Proficient Students	13	52	14013	100	100	97	407	392	413	31	46	24	23	37	34	46	17	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	63	173	39029	98	97	98	407	408	432	25	28	14	40	35	25	35	35	52	NA	2	9
Non-Economically Disadvantaged	63	187	40981	94	99	100	427	423	462	13	22	6	25	22	13	57	52	54	5	4	27

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	125	359	79438	95	98	98	430	428	451	14	16	9	37	34	24	46	46	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	182	38775	96	98	99	433	435	457	7	11	7	38	31	22	52	54	58	3	4	13
Male	56	177	40560	95	98	97	426	422	446	21	22	12	36	36	25	38	38	54	5	3	9
African American	NC	26	4178	NC	100	98	NC	423	439	NC	23	13	NC	35	29	NC	38	52	NC	4	6
Hispanic	63	185	34297	95	97	98	420	418	434	16	21	14	46	41	31	38	37	50	NA	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	55	141	34887	95	99	98	445	444	471	7	9	4	29	26	15	55	59	63	9	6	18
Students with Disabilities	NC	24	9588	NC	77	88	NC	392	416	NC	38	30	NC	46	32	NC	17	34	NC	NA	5
Students without Disabilities	120	335	69850	99	100	100	430	431	456	13	15	7	38	33	23	46	48	59	4	4	12
Limited English Proficient Students	13	52	13856	100	100	96	408	393	407	15	38	27	54	42	43	31	19	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	63	173	38685	98	97	97	421	422	435	16	18	14	41	36	32	43	45	50	NA	1	5
Non-Economically Disadvantaged	62	186	40753	93	99	99	438	434	467	11	15	5	32	31	16	48	48	62	8	6	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	125	359	79971	95	98	99	397	389	423	10	12	8	61	62	41	29	26	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	182	38974	97	98	99	410	407	437	6	6	5	59	60	33	36	34	57	NA	NA	4
Male	55	177	40895	93	98	98	381	371	410	16	18	10	64	64	47	20	19	41	NA	NA	2
African American	NC	26	4203	NC	100	99	NC	382	411	NC	12	11	NC	58	45	NC	31	43	NC	NA	2
Hispanic	64	187	34481	97	98	99	396	386	410	11	13	10	59	64	46	30	23	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	54	139	35150	93	97	99	404	400	437	7	9	5	63	60	35	30	31	56	NA	NA	5
Students with Disabilities	NC	23	10258	NC	74	94	NC	328	377	NC	30	23	NC	61	51	NC	9	25	NC	NA	1
Students without Disabilities	120	336	69713	99	100	100	398	394	429	10	10	5	61	62	39	29	27	52	NA	NA	3
Limited English Proficient Students	13	51	13985	100	98	97	379	366	382	15	18	18	77	75	54	8	8	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	62	171	38994	97	96	98	391	385	409	11	13	10	56	63	47	32	25	41	NA	NA	1
Non-Economically Disadvantaged	63	188	40977	94	100	100	402	393	437	10	11	5	65	62	34	25	28	56	NA	NA	5

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

4th 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	99	352	80147	98	99	99	450	447	482	22	24	11	29	30	17	42	41	49	6	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	170	39281	100	100	99	447	441	483	18	24	9	38	36	17	40	36	50	4	3	24
Male	54	182	40780	95	96	98	453	453	482	26	24	12	22	23	17	44	45	48	7	8	24
African American	NC	28	4249	NC	100	99	NC	443	464	NC	36	17	NC	25	22	NC	32	48	NC	7	13
Hispanic	59	197	33494	94	98	99	443	442	466	27	26	15	31	32	23	41	38	49	2	4	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	34	118	36122	100	99	99	460	457	501	15	18	5	26	25	10	47	48	50	12	8	35
Students with Disabilities	NC	25	10295	NC	83	92	NC	421	443	NC	32	33	NC	40	26	NC	28	33	NC	NA	8
Students without Disabilities	93	327	69852	100	100	100	451	449	488	23	23	7	28	29	16	43	42	51	6	6	26
Limited English Proficient Students	14	51	12722	100	100	97	426	418	441	36	49	27	43	31	33	21	20	37	NA	NA	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	49	151	38371	92	97	97	441	440	465	27	30	15	31	31	23	41	35	49	2	4	13
Non-Economically Disadvantaged	50	201	41776	100	100	100	459	453	498	18	19	6	28	28	11	44	45	49	10	7	33

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	99	351	79686	98	98	98	456	451	470	17	17	11	26	33	24	54	48	57	3	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	170	39163	100	100	99	463	451	475	11	15	9	24	35	22	60	47	60	4	4	10
Male	54	181	40438	95	96	97	450	450	465	22	19	13	28	31	25	48	49	54	2	1	7
African American	NC	28	4228	NC	100	98	NC	444	458	NC	14	15	NC	50	28	NC	32	53	NC	4	4
Hispanic	59	196	33299	94	97	98	447	444	452	22	21	17	34	34	32	42	43	47	2	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	34	118	35914	100	99	98	471	464	489	12	10	5	12	27	15	71	59	67	6	3	14
Students with Disabilities	NC	24	9808	NC	80	87	NC	423	432	NC	29	35	NC	46	32	NC	25	30	NC	NA	3
Students without Disabilities	93	327	69878	100	100	100	457	452	475	17	16	8	26	32	23	54	50	61	3	2	9
Limited English Proficient Students	14	51	12594	100	100	96	416	416	422	50	41	34	29	39	45	21	20	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	49	150	38095	92	97	97	442	439	452	22	25	17	33	33	32	43	40	48	2	2	3
Non-Economically Disadvantaged	50	201	41591	100	100	99	470	459	486	12	11	6	20	32	16	64	54	65	4	2	13

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	100	350	80372	99	98	99	456	451	475	2	6	4	47	47	30	50	46	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	170	39452	100	100	99	467	456	488	2	6	3	33	40	22	64	54	72	NA	1	3
Male	55	180	40836	96	95	98	447	445	464	2	7	6	58	53	37	38	39	56	2	1	1
African American	NC	28	4264	NC	100	99	NC	447	465	NC	14	5	NC	39	35	NC	46	59	NC	NA	1
Hispanic	59	194	33608	94	96	99	451	442	462	2	8	6	53	52	36	46	41	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	35	119	36213	100	100	99	460	464	489	3	3	2	40	41	22	57	55	72	NA	1	3
Students with Disabilities	NC	23	10526	NC	77	94	NC	426	427	NC	13	15	NC	48	53	NC	39	31	NC	NA	1
Students without Disabilities	94	327	69846	100	100	100	456	452	482	2	6	3	49	47	26	48	47	69	1	1	2
Limited English Proficient Students	13	48	12747	100	96	97	439	409	432	8	19	12	38	50	52	54	31	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	49	149	38521	92	96	98	446	444	461	NA	7	6	69	56	38	31	37	55	NA	NA	1
Non-Economically Disadvantaged	51	201	41851	100	100	100	465	456	489	4	5	3	25	40	22	69	53	72	2	1	4

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	101	342	79306	95	99	99	470	476	504	30	23	13	29	30	20	38	44	49	4	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	173	38845	92	98	99	470	480	505	35	18	11	24	31	20	35	47	50	6	4	18
Male	52	168	40383	98	99	98	471	471	504	25	28	14	33	29	19	40	42	47	2	2	19
African American	NC	20	4171	NC	95	98	NC	472	485	NC	25	20	NC	35	26	NC	35	44	NC	5	10
Hispanic	56	191	32673	98	99	99	467	470	487	34	27	18	25	32	25	36	39	46	5	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	34	115	36234	92	97	99	472	484	523	26	18	6	35	25	13	38	53	52	NA	3	28
Students with Disabilities	NC	31	10286	NC	91	91	NC	439	462	NC	58	41	NC	26	27	NC	16	27	NC	NA	5
Students without Disabilities	95	311	69020	99	99	100	473	480	510	26	20	9	29	30	18	40	47	52	4	3	21
Limited English Proficient Students	10	47	10291	91	96	96	NA	443	458	NA	53	38	NA	38	34	NA	9	26	NA	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	50	174	37437	98	99	97	460	468	486	40	30	19	32	33	26	22	34	46	6	2	9
Non-Economically Disadvantaged	51	168	41869	93	98	100	480	484	521	20	16	7	25	26	14	53	55	51	2	4	27

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	101	343	79000	95	99	98	471	470	489	20	16	10	31	33	24	46	48	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	173	38774	92	98	99	477	477	494	16	10	7	29	30	22	51	57	61	4	2	10
Male	52	169	40150	98	99	98	464	462	485	23	22	12	33	36	25	40	39	55	4	3	8
African American	NC	20	4153	NC	95	98	NC	464	476	NC	35	13	NC	10	30	NC	50	53	NC	5	4
Hispanic	56	192	32508	98	99	98	463	463	472	21	19	15	36	38	33	41	42	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	34	115	36135	92	97	98	479	480	508	21	10	4	26	30	14	47	57	67	6	3	15
Students with Disabilities	NC	31	9991	NC	91	88	NC	425	449	NC	58	33	NC	35	36	NC	6	29	NC	NA	2
Students without Disabilities	95	312	69009	99	100	100	474	474	495	17	12	6	31	33	22	48	53	62	4	3	10
Limited English Proficient Students	10	47	10199	91	96	95	NA	428	439	NA	45	35	NA	51	47	NA	4	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	50	174	37234	98	99	97	460	459	472	28	24	15	34	37	33	34	37	50	4	2	3
Non-Economically Disadvantaged	51	169	41766	93	98	99	481	482	505	12	8	5	27	29	16	57	60	65	4	3	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	105	347	79611	99	100	99	469	471	496	13	12	7	44	50	37	43	38	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	175	39016	96	99	99	489	495	511	8	6	4	35	39	29	57	55	66	NA	NA	1
Male	54	171	40519	100	100	98	451	445	482	19	18	10	52	61	44	30	21	46	NA	NA	0
African American	NC	20	4188	NC	95	98	NC	483	486	NC	5	9	NC	45	40	NC	50	50	NC	NA	0
Hispanic	57	193	32855	100	100	99	466	469	481	14	12	10	51	51	43	35	37	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	37	118	36380	100	100	99	464	467	511	16	14	4	32	51	30	51	36	65	NA	NA	1
Students with Disabilities	NC	34	10664	NC	100	94	NC	392	440	NC	41	23	NC	50	54	NC	9	22	NC	NA	1
Students without Disabilities	96	313	68947	100	100	100	474	479	504	13	9	4	42	50	34	46	42	61	NA	NA	1
Limited English Proficient Students	11	48	10362	100	98	97	410	428	438	36	23	22	64	69	57	NA	8	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	50	174	37626	98	99	98	466	462	479	10	13	10	56	56	45	34	32	45	NA	NA	0
Non-Economically Disadvantaged	55	173	41985	100	100	100	472	480	511	16	11	4	33	44	30	51	45	65	NA	NA	1

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

6th 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	124	350	79327	98	100	98	491	498	518	28	25	19	27	25	20	41	46	46	4	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	178	38961	97	100	98	494	500	520	25	22	16	31	27	20	41	46	48	3	6	16
Male	65	172	40295	98	98	97	489	496	516	31	27	21	23	22	19	42	46	44	5	5	16
African American	NC	25	4247	NC	100	98	NC	484	499	NC	40	27	NC	24	24	NC	32	41	NC	4	8
Hispanic	71	176	32327	100	100	98	487	493	499	30	26	27	28	27	25	41	45	41	1	2	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	41	131	36373	93	96	98	496	506	538	27	21	10	24	21	14	41	48	52	7	9	25
Students with Disabilities	NC	26	9321	NC	90	87	NC	466	467	NC	42	54	NC	35	22	NC	23	21	NC	NA	3
Students without Disabilities	117	324	70006	100	100	100	493	500	524	27	23	14	26	24	19	42	48	49	4	6	18
Limited English Proficient Students	NC	31	9431	NC	97	95	NC	462	466	NC	58	53	NC	29	27	NC	13	18	NC	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	60	165	37097	97	98	97	486	492	498	32	28	27	28	27	25	40	43	41	NA	2	7
Non-Economically Disadvantaged	64	185	42230	98	100	99	496	503	535	25	22	11	25	23	15	42	48	50	8	8	24

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	123	349	79501	97	100	98	483	482	497	13	14	10	33	34	25	53	50	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	177	39062	95	100	99	492	488	502	7	12	8	31	32	23	60	53	64	2	2	5
Male	65	172	40368	98	98	98	474	477	491	18	16	13	35	37	27	46	47	57	NA	1	3
African American	NC	25	4279	NC	100	99	NC	470	485	NC	24	14	NC	28	30	NC	48	54	NC	NA	2
Hispanic	71	176	32389	100	100	98	474	475	478	15	15	16	38	39	34	46	44	48	NA	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	40	130	36446	91	95	99	497	494	516	10	11	4	23	27	15	68	61	73	NA	2	7
Students with Disabilities	NC	25	9411	NC	86	88	NC	447	453	NC	36	36	NC	44	36	NC	20	26	NC	NA	1
Students without Disabilities	117	324	70090	100	100	100	484	485	502	12	12	7	33	34	24	54	52	65	1	2	5
Limited English Proficient Students	NC	31	9401	NC	97	94	NC	437	443	NC	48	40	NC	45	46	NC	6	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	60	165	37183	97	98	97	478	475	479	17	18	16	32	35	34	50	45	49	2	1	1
Non-Economically Disadvantaged	63	184	42318	97	100	99	488	489	513	10	10	5	35	34	17	56	54	70	NA	2	7

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	123	349	80000	97	100	99	551	551	564	2	3	3	11	13	11	85	80	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	178	39288	97	100	99	569	565	579	NA	1	2	3	10	6	92	84	77	5	6	16
Male	64	171	40644	97	98	98	535	535	549	3	5	4	17	16	15	80	77	74	NA	2	7
African American	NC	25	4307	NC	100	99	NC	532	551	NC	4	4	NC	24	13	NC	72	75	NC	NA	7
Hispanic	71	176	32672	100	100	99	554	549	548	1	2	4	8	13	14	89	83	76	1	3	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	41	131	36602	93	96	99	546	554	579	2	4	2	12	11	7	83	78	75	2	7	16
Students with Disabilities	NC	25	9919	NC	86	93	NC	474	505	NC	24	9	NC	32	35	NC	44	54	NC	NA	2
Students without Disabilities	117	324	70081	100	100	100	554	556	571	1	1	2	11	11	7	85	83	79	3	5	12
Limited English Proficient Students	NC	31	9571	NC	97	96	NC	497	502	NC	10	10	NC	29	29	NC	61	60	NC	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	60	165	37534	97	98	98	549	549	547	3	3	4	8	10	15	85	83	76	3	4	5
Non-Economically Disadvantaged	63	184	42466	97	100	100	553	552	578	NA	2	2	13	16	7	86	78	75	2	4	16

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

7th 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	91	308	78546	96	97	97	549	529	543	5	19	15	18	22	18	63	51	52	14	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	151	38645	94	95	98	554	532	545	NA	15	13	21	24	18	65	53	54	15	8	15
Male	43	157	39792	98	99	97	543	526	542	12	22	17	14	20	17	60	50	50	14	8	15
African American	NC	25	4205	NC	89	97	NC	527	524	NC	16	22	NC	20	22	NC	60	49	NC	4	7
Hispanic	47	158	31177	100	98	97	543	521	524	11	27	22	15	20	23	62	48	48	13	6	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	37	116	36450	93	97	97	555	540	563	NA	9	7	22	25	12	62	54	57	16	11	23
Students with Disabilities	NC	13	8093	NC	87	82	NC	503	489	NC	46	50	NC	8	24	NC	46	23	NC	NA	2
Students without Disabilities	85	295	70453	98	98	100	550	530	549	5	18	11	19	23	17	61	52	56	15	8	16
Limited English Proficient Students	NC	38	9323	NC	97	94	NC	478	491	NC	63	47	NC	16	28	NC	21	24	NC	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	35	141	34694	100	97	96	534	518	524	11	24	23	20	23	23	66	50	48	3	2	7
Non-Economically Disadvantaged	56	167	43852	93	97	99	558	538	559	2	14	10	16	21	13	61	52	56	21	13	22

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	92	309	79045	97	97	98	509	499	512	7	10	10	25	34	25	67	54	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	153	38860	98	96	98	519	505	519	2	7	7	16	33	22	80	59	62	2	1	8
Male	42	156	40075	95	99	97	496	493	505	12	13	12	36	36	28	52	49	54	NA	1	6
African American	NC	25	4250	NC	89	98	NC	497	500	NC	8	12	NC	48	31	NC	44	54	NC	NA	3
Hispanic	47	158	31314	100	98	98	503	492	493	11	11	16	26	39	34	62	49	48	2	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	38	117	36730	95	98	98	513	508	532	3	8	4	24	26	16	74	64	68	NA	2	12
Students with Disabilities	NC	15	8552	NC	100	87	NC	489	463	NC	13	35	NC	47	40	NC	40	23	NC	NA	1
Students without Disabilities	84	294	70493	97	97	100	510	499	517	7	10	7	23	34	24	69	55	62	1	1	8
Limited English Proficient Students	NC	37	9355	NC	95	95	NC	453	456	NC	38	37	NC	54	48	NC	8	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	34	140	34922	97	97	96	491	490	493	15	12	15	32	38	34	53	49	48	NA	1	3
Non-Economically Disadvantaged	58	169	44123	97	98	99	519	506	527	2	8	6	21	31	18	76	59	66	2	1	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	92	308	79657	97	97	99	572	557	566	1	4	3	4	7	8	95	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	154	39120	100	97	99	585	575	580	NA	1	2	NA	3	4	100	95	92	NA	NA	2
Male	41	154	40423	93	97	98	555	538	553	2	6	5	10	11	12	88	82	83	NA	NA	1
African American	NC	25	4290	NC	89	99	NC	568	560	NC	4	4	NC	4	9	NC	92	86	NC	NA	1
Hispanic	47	158	31642	100	98	99	564	553	552	2	4	5	9	9	11	89	87	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	38	116	36929	95	97	99	580	560	579	NA	3	2	NA	6	5	100	91	91	NA	NA	2
Students with Disabilities	NC	14	9069	NC	93	92	NC	526	508	NC	14	11	NC	14	30	NC	71	58	NC	NA	1
Students without Disabilities	85	294	70588	98	97	100	571	558	573	1	3	2	5	7	5	94	90	91	NA	NA	1
Limited English Proficient Students	NC	37	9521	NC	95	96	NC	495	507	NC	14	13	NC	24	24	NC	62	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	34	140	35341	97	97	97	549	547	551	3	5	5	12	10	12	85	85	83	NA	NA	0
Non-Economically Disadvantaged	58	168	44316	97	98	100	585	565	578	NA	3	2	NA	5	5	100	92	90	NA	NA	2

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	93	316	78400	95	96	97	539	537	554	23	29	21	27	25	19	48	42	47	2	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	175	38686	96	97	98	537	539	554	19	26	20	31	27	20	50	42	49	NA	5	12
Male	41	141	39636	93	95	96	541	535	554	27	32	23	22	21	18	46	43	46	5	4	13
African American	NC	24	4193	NC	100	97	NC	523	533	NC	33	32	NC	33	23	NC	33	40	NC	NA	5
Hispanic	51	167	30732	93	97	97	534	529	534	25	33	31	29	27	24	45	38	40	NA	2	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	32	116	37038	97	94	97	540	550	575	22	22	11	25	21	14	50	48	56	3	9	19
Students with Disabilities	NC	16	7840	NC	80	81	NC	508	498	NC	56	60	NC	25	18	NC	13	20	NC	6	2
Students without Disabilities	88	300	70560	98	97	99	539	538	560	22	27	17	27	25	19	50	44	50	1	4	14
Limited English Proficient Students	NC	31	8956	NC	94	95	NC	493	502	NC	65	56	NC	29	25	NC	6	18	NC	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	41	147	33014	100	97	95	533	525	534	24	35	31	32	29	24	44	35	40	NA	1	5
Non-Economically Disadvantaged	52	169	45386	91	95	99	544	547	569	21	24	15	23	21	15	52	49	52	4	7	18

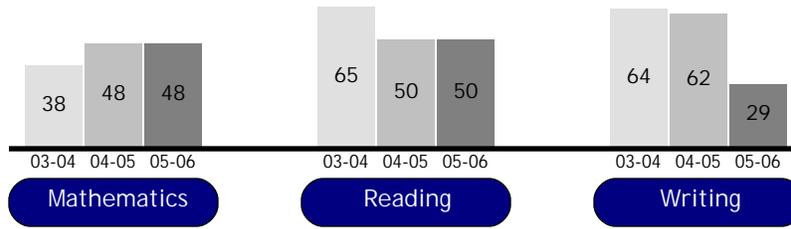
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	320	79179	99	97	98	506	504	519	12	13	11	33	36	27	54	48	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	177	38974	100	98	99	511	509	524	11	10	8	29	34	25	58	54	61	2	2	5
Male	42	143	40124	95	96	97	501	497	513	14	17	13	38	38	28	48	41	54	NA	3	4
African American	NC	24	4243	NC	100	98	NC	497	506	NC	13	14	NC	38	32	NC	50	51	NC	NA	3
Hispanic	54	170	30987	98	99	98	503	493	498	17	16	17	33	42	36	48	41	45	2	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	33	117	37467	100	94	98	508	520	539	9	9	5	36	30	17	55	57	70	NA	4	8
Students with Disabilities	NC	18	8567	NC	90	88	NC	464	467	NC	50	39	NC	33	38	NC	17	22	NC	NA	1
Students without Disabilities	90	302	70612	100	98	99	509	506	524	10	11	7	32	36	25	57	50	62	1	2	5
Limited English Proficient Students	NC	32	9013	NC	97	95	NC	446	461	NC	44	40	NC	53	48	NC	3	12	NC	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	41	147	33345	100	97	96	509	492	499	7	18	17	41	41	36	49	39	46	2	1	1
Non-Economically Disadvantaged	56	173	45834	98	97	99	504	513	533	16	9	7	27	32	19	57	56	67	NA	3	7

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	326	79734	100	99	99	562	532	554	3	5	3	10	31	19	87	64	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	178	39243	100	99	99	578	549	568	NA	3	2	6	19	12	94	79	85	NA	NA	1
Male	44	148	40413	100	99	98	542	512	541	7	7	4	16	46	26	77	47	70	NA	NA	0
African American	NC	24	4285	NC	100	99	NC	529	548	NC	4	3	NC	29	22	NC	67	74	NC	NA	0
Hispanic	55	172	31254	100	100	99	554	527	539	4	6	5	16	35	25	80	59	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	33	121	37668	100	98	99	567	540	569	3	3	1	3	25	13	94	72	85	NA	NA	1
Students with Disabilities	NC	20	8943	NC	100	92	NC	486	495	NC	15	11	NC	55	51	NC	30	38	NC	NA	1
Students without Disabilities	90	306	70791	100	99	100	566	535	561	2	4	2	8	29	15	90	67	83	NA	NA	0
Limited English Proficient Students	NC	33	9138	NC	100	97	NC	458	492	NC	27	13	NC	55	46	NC	18	40	NC	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	40	149	33718	98	99	97	568	521	538	NA	7	5	13	37	26	88	56	69	NA	NA	0
Non-Economically Disadvantaged	58	177	46016	100	99	100	557	541	567	5	3	2	9	26	14	86	71	84	NA	NA	1

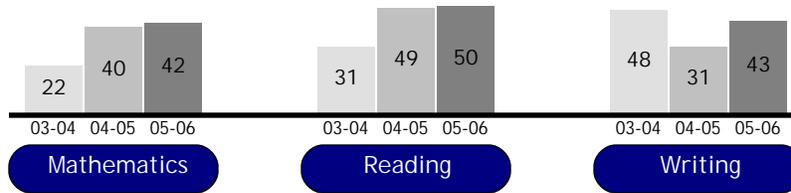
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

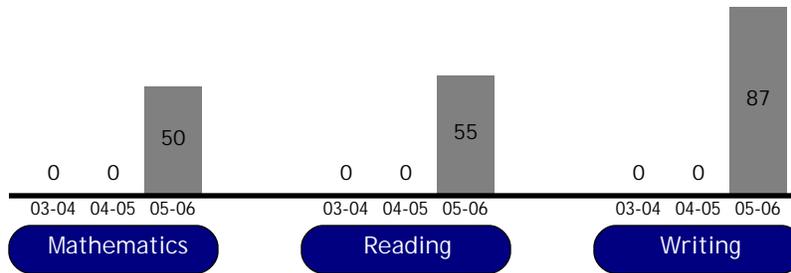
3rd Grade Proficiency



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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
2	Reading	93	42	NA	58	99	40	36	47	98	28	34	46
	Language	93	37	21	50	99	31	28	47	98	24	28	48
	Mathematics	93	25	25	64	98	35	31	50	98	25	30	52
3	Reading	100	41	NA	55	98	33	31	44	96	32	28	46
	Language	100	36	42	61	98	32	30	44	97	35	30	46
	Mathematics	100	30	37	61	97	31	32	51	97	28	28	52
4	Reading	100	39	NA	56	92	44	41	48	97	41	37	52
	Language	100	37	33	52	92	43	42	49	99	41	39	52
	Mathematics	100	37	32	61	92	42	42	53	97	35	37	58
5	Reading	95	49	NA	55	97	43	40	50	94	43	41	56
	Language	100	36	34	49	97	41	40	50	98	41	43	54
	Mathematics	100	43	41	63	97	35	37	49	94	34	37	52
6	Reading	100	41	NA	56	100	51	45	51	96	43	46	56
	Language	100	32	33	48	100	45	40	47	97	35	39	50
	Mathematics	100	49	49	66	100	47	42	52	97	34	41	58
7	Reading	--	--	NA	54	95	45	41	50	99	50	43	54
	Language	--	--	37	58	95	50	45	52	99	48	46	58
	Mathematics	--	--	39	62	95	44	38	50	98	54	43	54
8	Reading	--	--	NA	55	--	--	44	51	99	50	48	58
	Language	--	--	37	52	--	--	42	50	100	50	44	56
	Mathematics	--	--	49	61	--	--	46	53	95	46	44	58

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)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 3 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	42.00
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	29	0	1	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	55%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Multi Purpose/Gym area
- Ü Bridges Lab

Extracurricular Activities

- Ü Basketball, Volleyball, Softball
- Ü Band
- Ü Math Club
- Ü Drama Club
- Ü Technology Club
- Ü Baseball, Cross Country
- Ü Reading Buddies
- Ü Yearbook

Social Services

- Ü Health and Counseling Services
- Ü Academic Support
- Ü Breakfast and Lunch Programs
- Ü Angel Tree
- Ü Back to School Clothing Drive

ü New School.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	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

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 harrassment are not tolerated.

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) :

17

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	Randy Gilson	(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	Tara Lopez	(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 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.

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

Total cost of printing: 16 Pages X .0243 Per page X 500 Copies = \$194.00

** 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.