

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

210 South Sixth Street, 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	Underperforming
2004-05	N/A
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

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 Overview

Principal/Administrator : Mr. Daniel Vargas
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-4
 Web Address :
 Phone Number : (623) 386-4487
 Fax Number : (623) 386-7901
 E-mail : dvargas@besd.k12.az.us

Mission

The responsibility of the Buckeye Primary School community is to provide a safe, happy atmosphere for our students, where they are able to develop their academic and social skills to the fullest. Our students will become responsible, productive citizens, and culturally enriched life-long learners.

School / Academic Goals

- ü To have at least 65% of our students in the meets and exceeds in Reading, Writing, and Mathematics.
- ü To provide teachers professional development to enhance their ability to teach Reading to young children. To Equip them with the ability to integrate reading instruction across the curriculum.
- ü Our students will be able to explain and record their thinking in all content areas. Our students will be able to demonstrate responsibility for their own learning. Our students are able to work in several group arrangements while staying on task.
- ü To examine summative and formative assessment to plan for instruction in targeted areas of Reading, Writing and Mathematics.

Enrollment

October 1, 2005 School Year Student Enrollment : 551
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Literacy Network
- ü GATE
- ü Bridges
- ü k-4 Computer Lab
- ü AR
- ü Voyager U
- ü K-4 ELL Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Buckeye Primary responsibility is to offer quality educational opportunities in all curriculum areas, gifted programs, interventions for all students to assist them in reaching their full potential in a safe and orderly environment. In addition, staff and students exhibit high expectations through a quality character enrichment program.

Parents

Parent's responsibilities are to help students attend school promptly everyday; be a part of the team through teacher support, student academic support, school functions, and daily communication with the school/teachers using the agendas.

Transportation Policy

Buckeye Primary provides transportation outside of a mile from the school. Bus procedures are taught and followed

School Honors

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

Award/Honor	Year
ü This is the first year for Buckeye Primary	

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	113	360	80010	98	98	99	411	416	447	31	25	10	32	28	18	35	44	53	3	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	183	38935	100	98	99	414	417	447	29	26	9	24	25	19	47	47	55	NA	2	17
Male	64	177	40974	97	98	98	408	415	448	33	25	11	38	32	18	25	40	52	5	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	70	186	34545	99	98	99	403	408	432	34	28	14	40	36	24	24	35	53	1	1	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	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	32	142	35142	97	99	99	428	427	465	22	20	5	19	19	11	56	56	56	3	5	28
Students with Disabilities	10	27	10161	100	87	93	NA	382	419	NA	59	28	NA	22	28	NA	19	36	NA	NA	8
Students without Disabilities	103	333	69849	98	99	100	415	418	451	26	23	7	33	29	17	38	46	56	3	3	19
Limited English Proficient Students	29	52	14013	100	100	97	385	392	413	52	46	24	41	37	34	7	17	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	53	173	39029	96	97	98	408	408	432	30	28	14	38	35	25	30	35	52	2	2	9
Non-Economically Disadvantaged	60	187	40981	100	99	100	413	423	462	32	22	6	27	22	13	38	52	54	3	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	112	359	79438	97	98	98	421	428	451	25	16	9	29	34	24	44	46	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	182	38775	98	98	99	432	435	457	19	11	7	21	31	22	58	54	58	2	4	13
Male	64	177	40560	97	98	97	412	422	446	30	22	12	36	36	25	33	38	54	2	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	69	185	34297	97	97	98	408	418	434	33	21	14	33	41	31	32	37	50	1	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	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	32	141	34887	97	99	98	442	444	471	9	9	4	22	26	15	66	59	63	3	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	103	335	69850	98	100	100	424	431	456	23	15	7	27	33	23	48	48	59	2	4	12
Limited English Proficient Students	29	52	13856	100	100	96	383	393	407	55	38	27	31	42	43	14	19	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	53	173	38685	96	97	97	420	422	435	25	18	14	28	36	32	47	45	50	NA	1	5
Non-Economically Disadvantaged	59	186	40753	98	99	99	421	434	467	25	15	5	31	31	16	41	48	62	3	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	111	359	79971	97	98	99	377	389	423	15	12	8	65	62	41	20	26	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	182	38974	94	98	99	401	407	437	7	6	5	65	60	33	28	34	57	NA	NA	4
Male	65	177	40895	98	98	98	360	371	410	22	18	10	65	64	47	14	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	69	187	34481	97	98	99	365	386	410	22	13	10	61	64	46	17	23	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	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	31	139	35150	94	97	99	406	400	437	3	9	5	71	60	35	26	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	103	336	69713	98	100	100	380	394	429	15	10	5	64	62	39	21	27	52	NA	NA	3
Limited English Proficient Students	28	51	13985	97	98	97	351	366	382	25	18	18	68	75	54	7	8	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	52	171	38994	95	96	98	375	385	409	17	13	10	65	63	47	17	25	41	NA	NA	1
Non-Economically Disadvantaged	59	188	40977	98	100	100	379	393	437	14	11	5	64	62	34	22	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	117	352	80147	100	99	99	435	447	482	31	24	11	33	30	17	34	41	49	2	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	170	39281	100	100	99	430	441	483	31	24	9	47	36	17	21	36	50	2	3	24
Male	59	182	40780	100	96	98	440	453	482	31	24	12	20	23	17	47	45	48	2	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	77	197	33494	100	98	99	431	442	466	31	26	15	40	32	23	27	38	49	1	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	31	118	36122	100	99	99	447	457	501	29	18	5	13	25	10	55	48	50	3	8	35
Students with Disabilities	13	25	10295	100	83	92	407	421	443	38	32	33	38	40	26	23	28	33	NA	NA	8
Students without Disabilities	104	327	69852	100	100	100	438	449	488	30	23	7	33	29	16	36	42	51	2	6	26
Limited English Proficient Students	26	51	12722	100	100	97	411	418	441	58	49	27	27	31	33	15	20	37	NA	NA	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	47	151	38371	100	97	97	421	440	465	40	30	15	38	31	23	19	35	49	2	4	13
Non-Economically Disadvantaged	70	201	41776	100	100	100	443	453	498	24	19	6	30	28	11	44	45	49	1	7	33

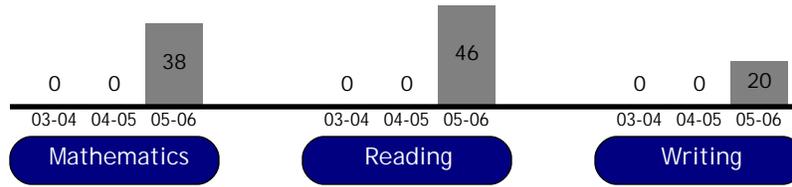
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	351	79686	100	98	98	435	451	470	25	17	11	39	33	24	35	48	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	170	39163	100	100	99	433	451	475	26	15	9	40	35	22	33	47	60	2	4	10
Male	59	181	40438	100	96	97	436	450	465	24	19	13	39	31	25	37	49	54	NA	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	77	196	33299	100	97	98	430	444	452	26	21	17	39	34	32	35	43	47	NA	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	31	118	35914	100	99	98	445	464	489	23	10	5	35	27	15	39	59	67	3	3	14
Students with Disabilities	13	24	9808	100	80	87	406	423	432	46	29	35	46	46	32	8	25	30	NA	NA	3
Students without Disabilities	104	327	69878	100	100	100	438	452	475	22	16	8	38	32	23	38	50	61	1	2	9
Limited English Proficient Students	26	51	12594	100	100	96	411	416	422	46	41	34	35	39	45	19	20	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	47	150	38095	100	97	97	420	439	452	36	25	17	38	33	32	26	40	48	NA	2	3
Non-Economically Disadvantaged	70	201	41591	100	100	99	444	459	486	17	11	6	40	32	16	41	54	65	1	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	115	350	80372	99	98	99	429	451	475	12	6	4	63	47	30	24	46	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	170	39452	100	100	99	428	456	488	12	6	3	64	40	22	24	54	72	NA	1	3
Male	57	180	40836	97	95	98	430	445	464	12	7	6	63	53	37	25	39	56	NA	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	75	194	33608	99	96	99	418	442	462	16	8	6	63	52	36	21	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	31	119	36213	100	100	99	451	464	489	3	3	2	68	41	22	29	55	72	NA	1	3
Students with Disabilities	12	23	10526	92	77	94	397	426	427	25	13	15	67	48	53	8	39	31	NA	NA	1
Students without Disabilities	103	327	69846	100	100	100	432	452	482	11	6	3	63	47	26	26	47	69	NA	1	2
Limited English Proficient Students	24	48	12747	92	96	97	369	409	432	33	19	12	63	50	52	4	31	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	46	149	38521	100	96	98	414	444	461	20	7	6	59	56	38	22	37	55	NA	NA	1
Non-Economically Disadvantaged	69	201	41851	99	100	100	438	456	489	7	5	3	67	40	22	26	53	72	NA	1	4

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



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 2005-06

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?	N
	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	--	--	NA	58	--	--	36	47	97	34	34	46
	Language	--	--	21	50	--	--	28	47	97	27	28	48
	Mathematics	--	--	25	64	--	--	31	50	97	27	30	52
3	Reading	--	--	NA	55	--	--	31	44	98	27	28	46
	Language	--	--	42	61	--	--	30	44	98	25	30	46
	Mathematics	--	--	37	61	--	--	32	51	99	25	28	52
4	Reading	--	--	NA	56	--	--	41	48	100	27	37	52
	Language	--	--	33	52	--	--	42	49	99	27	39	52
	Mathematics	--	--	32	61	--	--	42	53	100	28	37	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

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

Council Duties

- ü Develop understanding of curriculum
- ü Conduct and analyze needs assessment
- ü Understand discipline; Student growth
- ü Analyze safety needs of the school
- ü Meets monthly
- ü Parent / community / school relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	25.00
Other Professional Staff	1.25	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	5	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- ü Band/Choir
- ü Afterschool Enrichment Clubs
- ü Read to Me Nights - Parents/Students
- ü Reading Contests - Accelerated Reading
- ü ELL Kinder - Extra language enrichment
- ü Attendance Stars

Social Services

- ü Health and Counseling Services
- ü Buckeye Valley Family Resource Center
- ü Breakfast/Lunch Programs
- ü Partnerships with Wal-Mart & APS
- ü Town of Buckeye after school day care
- ü Clothing/Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü This is the second year for Buckeye Primary. We developed a comprehensive system to examine summative and formative assessment to plan for instruction in targeted areas of Reading, Writing and Mathematics.

- ü We structured a professional development plan to enhance the ability of educators to teach Reading to young children. This plan helps to equip them with the ability to integrate reading instruction across the curriculum.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	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

The Character Enrichment program through the BEST practice program encourages students to demonstrate positive behavior and make educational choices that will promote a safe and orderly environment.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Daniel Vargas	(623) 386-4487
Transportation Policy	John Neil	(623) 386-4487
Community Resources	Margie Salcido	(623) 386-4008
School Nutrition Programs	Carol Barton	(623) 386-4487
Parent Organization	Carolyn Langendorf	(623) 386-7064
Student Health/Nurse	Meredith Hood	(623) 386-4487

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

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

DEFINITIONS:

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

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

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

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.

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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.