

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	Performing
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. Andy Rios
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 Web Address : www.besd.k12.az.us
 Phone Number : (623) 386-4487
 Fax Number : (623) 386-6063
 E-mail : arios@besd.k12.az.us

Mission

The responsibility of the Buckeye Middle 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 continue to provide 5-8 teachers professional development in becoming teachers of reading. To equip teachers with the ability to read and comprehend complex content and to integrate reading instruction across the curriculum
- ü To have 80% of our 5-8 students perform at the 'Meets and Exceeds' level, or higher, on the AIMS test this school year.
- ü To continue to provide 5-8 teachers professional development in teaching mathematics using more scientific research based strategies, specifically constructivist methods of instruction.
- ü Examine summative and formative assessments to plan for instruction in targeted areas of reading, math, and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 443
 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

- The Literacy Network
- Bridges
- GATE
- Accelerated Reader
- 5-8 Computer Lab
- TERC Math
- Variety of Enrichment and Club Activities
- Band, Choir, and Sports Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We are committed to helping each child develop the strong academic skills necessary to function in a global society. We strive to expand the role of parents in their child's education and involve all of the community in the school's decision-making.

Parents

As partner's in the education of our students, parents should promote strong academic achievement, expect behavior conducive to learning and promote regular attendance. We encourage parents to join our side council, PTSO, and to volunteer at our school

Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated on their IEPs and for students who live one mile or more from school.

School Honors

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

Award/Honor	Year
• Teacher honored in the Walmart Teacher of the Year	2006

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	115	342	79306	98	99	99	470	476	504	28	23	13	30	30	20	40	44	49	2	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	173	38845	98	98	99	478	480	505	15	18	11	40	31	20	43	47	50	2	4	18
Male	62	168	40383	98	99	98	463	471	504	39	28	14	23	29	19	37	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	73	191	32673	99	99	99	463	470	487	34	27	18	34	32	25	32	39	46	NA	2	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	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	38	115	36234	97	97	99	485	484	523	16	18	6	21	25	13	58	53	52	5	3	28
Students with Disabilities	18	31	10286	100	91	91	438	439	462	56	58	41	28	26	27	17	16	27	NA	NA	5
Students without Disabilities	97	311	69020	97	99	100	476	480	510	23	20	9	31	30	18	44	47	52	2	3	21
Limited English Proficient Students	28	47	10291	100	96	96	448	443	458	46	53	38	43	38	34	11	9	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	74	174	37437	100	99	97	465	468	486	32	30	19	34	33	26	32	34	46	1	2	9
Non-Economically Disadvantaged	41	168	41869	95	98	100	479	484	521	20	16	7	24	26	14	54	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	116	343	79000	99	99	98	460	470	489	20	16	10	39	33	24	40	48	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	173	38774	98	98	99	470	477	494	13	10	7	36	30	22	49	57	61	2	2	10
Male	63	169	40150	100	99	98	452	462	485	25	22	12	41	36	25	32	39	55	2	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	74	192	32508	100	99	98	452	463	472	26	19	15	41	38	33	32	42	49	1	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	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	38	115	36135	97	97	98	478	480	508	5	10	4	37	30	14	55	57	67	3	3	15
Students with Disabilities	18	31	9991	100	91	88	426	425	449	56	58	33	39	35	36	6	6	29	NA	NA	2
Students without Disabilities	98	312	69009	98	100	100	466	474	495	13	12	6	39	33	22	46	53	62	2	3	10
Limited English Proficient Students	28	47	10199	100	96	95	428	428	439	46	45	35	46	51	47	7	4	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	74	174	37234	100	99	97	450	459	472	28	24	15	39	37	33	32	37	50	NA	2	3
Non-Economically Disadvantaged	42	169	41766	98	98	99	478	482	505	5	8	5	38	29	16	52	60	65	5	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	116	347	79611	99	100	99	455	471	496	16	12	7	60	50	37	24	38	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	175	39016	98	99	99	489	495	511	6	6	4	55	39	29	40	55	66	NA	NA	1
Male	63	171	40519	100	100	98	426	445	482	24	18	10	65	61	44	11	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	74	193	32855	100	100	99	449	469	481	16	12	10	61	51	43	23	37	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	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	38	118	36380	97	100	99	469	467	511	13	14	4	61	51	30	26	36	65	NA	NA	1
Students with Disabilities	18	34	10664	100	100	94	377	392	440	56	41	23	39	50	54	6	9	22	NA	NA	1
Students without Disabilities	98	313	68947	98	100	100	470	479	504	8	9	4	64	50	34	28	42	61	NA	NA	1
Limited English Proficient Students	28	48	10362	100	98	97	423	428	438	25	23	22	71	69	57	4	8	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	74	174	37626	100	99	98	446	462	479	19	13	10	61	56	45	20	32	45	NA	NA	0
Non-Economically Disadvantaged	42	173	41985	98	100	100	472	480	511	10	11	4	60	44	30	31	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	105	350	79327	98	100	98	491	498	518	31	25	19	28	25	20	34	46	46	7	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	178	38961	100	100	98	486	500	520	34	22	16	26	27	20	34	46	48	6	6	16
Male	55	172	40295	93	98	97	495	496	516	29	27	21	29	22	19	35	46	44	7	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	61	176	32327	100	100	98	492	493	499	30	26	27	26	27	25	41	45	41	3	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	33	131	36373	87	96	98	489	506	538	30	21	10	33	21	14	24	48	52	12	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	96	324	70006	100	100	100	495	500	524	28	23	14	27	24	19	38	48	49	7	6	18
Limited English Proficient Students	20	31	9431	100	97	95	458	462	466	65	58	53	25	29	27	10	13	18	NA	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	62	165	37097	100	98	97	491	492	498	32	28	27	26	27	25	35	43	41	6	2	7
Non-Economically Disadvantaged	43	185	42230	96	100	99	490	503	535	30	22	11	30	23	15	33	48	50	7	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	105	349	79501	98	100	98	469	482	497	24	14	10	38	34	25	37	50	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	177	39062	100	100	99	468	488	502	26	12	8	40	32	23	34	53	64	NA	2	5
Male	55	172	40368	93	98	98	469	477	491	22	16	13	36	37	27	40	47	57	2	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	61	176	32389	100	100	98	469	475	478	26	15	16	33	39	34	41	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	33	130	36446	87	95	99	471	494	516	18	11	4	42	27	15	36	61	73	3	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	96	324	70090	100	100	100	473	485	502	20	12	7	39	34	24	41	52	65	1	2	5
Limited English Proficient Students	20	31	9401	100	97	94	429	437	443	70	48	40	25	45	46	5	6	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	62	165	37183	100	98	97	467	475	479	26	18	16	37	35	34	37	45	49	NA	1	1
Non-Economically Disadvantaged	43	184	42318	96	100	99	472	489	513	21	10	5	40	34	17	37	54	70	2	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	105	349	80000	98	100	99	540	551	564	5	3	3	13	13	11	78	80	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	178	39288	100	100	99	550	565	579	NA	1	2	14	10	6	82	84	77	4	6	16
Male	55	171	40644	93	98	98	530	535	549	9	5	4	13	16	15	75	77	74	4	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	61	176	32672	100	100	99	541	549	548	3	2	4	15	13	14	77	83	76	5	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	33	131	36602	87	96	99	537	554	579	9	4	2	6	11	7	82	78	75	3	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	96	324	70081	100	100	100	551	556	571	1	1	2	13	11	7	82	83	79	4	5	12
Limited English Proficient Students	20	31	9571	100	97	96	482	497	502	10	10	10	40	29	29	50	61	60	NA	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	62	165	37534	100	98	98	539	549	547	5	3	4	13	10	15	77	83	76	5	4	5
Non-Economically Disadvantaged	43	184	42466	96	100	100	541	552	578	5	2	2	14	16	7	79	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	118	308	78546	98	97	97	514	529	543	28	19	15	25	22	18	41	51	52	6	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	151	38645	93	95	98	521	532	545	19	15	13	30	24	18	44	53	54	7	8	15
Male	61	157	39792	100	99	97	507	526	542	36	22	17	21	20	17	38	50	50	5	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	61	158	31177	95	98	97	504	521	524	36	27	22	25	20	23	36	48	48	3	6	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	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	48	116	36450	100	97	97	527	540	563	19	9	7	25	25	12	46	54	57	10	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	113	295	70453	97	98	100	516	530	549	27	18	11	26	23	17	42	52	56	6	8	16
Limited English Proficient Students	27	38	9323	96	97	94	477	478	491	63	63	47	15	16	28	22	21	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	64	141	34694	97	97	96	504	518	524	33	24	23	30	23	23	36	50	48	2	2	7
Non-Economically Disadvantaged	54	167	43852	98	97	99	525	538	559	22	14	10	20	21	13	46	52	56	11	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	118	309	79045	98	97	98	486	499	512	18	10	10	41	34	25	40	54	58	2	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	153	38860	93	96	98	491	505	519	14	7	7	44	33	22	40	59	62	2	1	8
Male	61	156	40075	100	99	97	482	493	505	21	13	12	38	36	28	39	49	54	2	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	61	158	31314	95	98	98	475	492	493	20	11	16	48	39	34	33	49	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	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	48	117	36730	100	98	98	504	508	532	13	8	4	29	26	16	54	64	68	4	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	113	294	70493	97	97	100	486	499	517	18	10	7	41	34	24	40	55	62	2	1	8
Limited English Proficient Students	27	37	9355	96	95	95	452	453	456	41	38	37	56	54	48	4	8	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	64	140	34922	97	97	96	479	490	493	17	12	15	44	38	34	38	49	48	2	1	3
Non-Economically Disadvantaged	54	169	44123	98	98	99	495	506	527	19	8	6	37	31	18	43	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	117	308	79657	97	97	99	541	557	566	5	4	3	14	7	8	81	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	154	39120	93	97	99	562	575	580	2	1	2	9	3	4	89	95	92	NA	NA	2
Male	60	154	40423	100	97	98	520	538	553	8	6	5	18	11	12	73	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	61	158	31642	95	98	99	537	553	552	7	4	5	15	9	11	79	87	84	NA	NA	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	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	47	116	36929	100	97	99	545	560	579	2	3	2	13	6	5	85	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	112	294	70588	97	97	100	544	558	573	4	3	2	13	7	5	83	90	91	NA	NA	1
Limited English Proficient Students	27	37	9521	96	95	96	495	495	507	15	14	13	22	24	24	63	62	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	64	140	35341	97	97	97	534	547	551	6	5	5	16	10	12	78	85	83	NA	NA	0
Non-Economically Disadvantaged	53	168	44316	96	98	100	548	565	578	4	3	2	11	5	5	85	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	135	316	78400	98	96	97	537	537	554	31	29	21	24	25	19	38	42	47	7	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	175	38686	99	97	98	542	539	554	28	26	20	26	27	20	37	42	49	9	5	12
Male	57	141	39636	97	95	96	530	535	554	35	32	23	23	21	18	39	43	46	4	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	74	167	30732	100	97	97	523	529	534	39	33	31	28	27	24	30	38	40	3	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	53	116	37038	95	94	97	560	550	575	17	22	11	19	21	14	51	48	56	13	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	127	300	70560	98	97	99	540	538	560	29	27	17	24	25	19	39	44	50	7	4	14
Limited English Proficient Students	24	31	8956	96	94	95	494	493	502	67	65	56	25	29	25	8	6	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	73	147	33014	97	97	95	524	525	534	37	35	31	27	29	24	34	35	40	1	1	5
Non-Economically Disadvantaged	62	169	45386	98	95	99	552	547	569	24	24	15	21	21	15	42	49	52	13	7	18

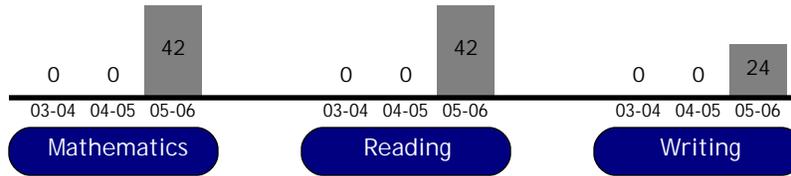
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	320	79179	98	97	98	496	504	519	19	13	11	37	36	27	42	48	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	177	38974	97	98	99	505	509	524	14	10	8	36	34	25	48	54	61	1	2	5
Male	58	143	40124	98	96	97	485	497	513	24	17	13	38	38	28	34	41	54	3	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	74	170	30987	100	99	98	481	493	498	22	16	17	47	42	36	30	41	45	1	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	53	117	37467	95	94	98	522	520	539	11	9	5	23	30	17	62	57	70	4	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	127	302	70612	98	98	99	500	506	524	15	11	7	39	36	25	44	50	62	2	2	5
Limited English Proficient Students	24	32	9013	96	97	95	441	446	461	50	44	40	50	53	48	NA	3	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	73	147	33345	97	97	96	479	492	499	27	18	17	42	41	36	30	39	46	NA	1	1
Non-Economically Disadvantaged	62	173	45834	98	97	99	516	513	533	8	9	7	31	32	19	56	56	67	5	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	136	326	79734	99	99	99	513	532	554	7	5	3	40	31	19	52	64	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	178	39243	99	99	99	529	549	568	6	3	2	24	19	12	69	79	85	NA	NA	1
Male	58	148	40413	98	99	98	492	512	541	9	7	4	62	46	26	29	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	74	172	31254	100	100	99	505	527	539	9	6	5	43	35	25	47	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	54	121	37668	96	98	99	530	540	569	4	3	1	35	25	13	61	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	127	306	70791	98	99	100	517	535	561	6	4	2	39	29	15	55	67	83	NA	NA	0
Limited English Proficient Students	25	33	9138	100	100	97	447	458	492	28	27	13	56	55	46	16	18	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	74	149	33718	99	99	97	498	521	538	11	7	5	45	37	26	45	56	69	NA	NA	0
Non-Economically Disadvantaged	62	177	46016	98	99	100	531	541	567	3	3	2	35	26	14	61	71	84	NA	NA	1

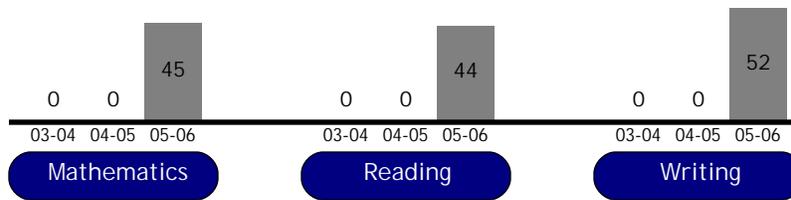
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	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
5	Reading	--	--	NA	55	--	--	40	50	99	34	41	56
	Language	--	--	34	49	--	--	40	50	99	32	43	54
	Mathematics	--	--	41	63	--	--	37	49	99	30	37	52
6	Reading	--	--	NA	56	--	--	45	51	95	37	46	56
	Language	--	--	33	48	--	--	40	47	95	32	39	50
	Mathematics	--	--	49	66	--	--	42	52	95	37	41	58
7	Reading	--	--	NA	54	--	--	41	50	98	34	43	54
	Language	--	--	37	58	--	--	45	52	98	39	46	58
	Mathematics	--	--	39	62	--	--	38	50	98	32	43	54
8	Reading	--	--	NA	55	--	--	44	51	97	44	48	58
	Language	--	--	37	52	--	--	42	50	99	39	44	56
	Mathematics	--	--	49	61	--	--	46	53	97	43	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

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

Council Duties

- Ü Instructional Strategies
- Ü School Safety issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Extracurricular Activities
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	29.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Multi-Purpose/Fine Arts Building
- Ü Special Needs Class
- Ü Two Computer labs--30 stations each

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Societ
- Ü After-school sports
- Ü School Flag Demonstration Team
- Ü Band/Choir
- Ü Grade-Level Curriculum Nights
- Ü After-school enrichment clubs

Social Services

- Ü Health and Counseling Services
- Ü Before/After School Programs
- Ü Partnerships with WalMart D.C. and APS
- Ü Breakfast/Lunch programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Expert teachers provided inservice to each grade level on the site in all math programs at the school.

- ü Teacher leads were trained in specific reading strategies. These leads trained and worked with the classroom teachers.

- ü Teachers used district and state data to determine student learning goals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	91	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 Counts! program through the BEST Practice program encourages students to demonstrate positive behavior and make educational choices that will promote a safe and orderly environment. Incentives include: a back to school swim party, Students of the Month, Best behaved Grade Levels Sundae Rewards, Quarterly Celebration Assemblies, Curriculum Nights, PTO activities, student activities, sports, and Middle School Dances.

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) :

9

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	Andy Rios	(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	Carolyn Langendorf-President-PTSO	(623) 386-4487
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.