



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

725 E. Fair, Tucson, AZ 85714

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Failing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mrs. Chandra R. Thomas
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 414
 Web Address : edweb.tusd.k12.az.us/vanbuskirk/
 Phone Number : (520) 225-3700
 Fax Number : (520) 225-3701
 E-mail : chandra.thomas@tusd.k12.az.us

Mission

Van Buskirk Elementary School recognizes the potential of all children, and our mission is to create opportunities for all students to achieve excellence within a safe, respectful and nurturing environment. All employees work toward this goal.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

School / Academic Goals

- ü To assist all students in meeting the state standards in reading.
- ü To assist all students in meeting the state standards in writing.
- ü To assist all students in meeting the state standards in mathematics.
- ü To encourage students to be responsible for the learning and to instill a love for lifelong learning.

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

Enrollment

October 1, 2004 School Year Student Enrollment : 459
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü Special Education Preschool
- ü At-risk Preschool P.A.C.E.
- ü Full-Day Kindergarten
- ü Resource Special Education/Gifted
- ü After-School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parents are assured that their child is in a safe school environment. They are advised of the high standards expected of their children. Frequent contact is made between home and school via phone, parent conferences and home visits. Parents are well informed of current school events through the school website and school newsletters.

Parents

Parents are expected to be active partners in their child's education. To ensure student daily attendance. Parents are expected to support the homework policy, literacy, math program, to report absences and provide current emergency information.

Transportation Policy

Van Buskirk is truly a neighborhood school. The vast majority of students either walk home or are picked up by family members. Open enrollment students arrange for their own transportation.

School Honors

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

Award/Honor	Year
ü AIMS: Reading , Writing & Math Certificate	2003
ü Stanford 9 Certificate: Language	2003
ü CCSA Certificate: Writing	2003
ü AIMS: Reading and Math	2005

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	49	4755	79306	98	99	99	423	436	445	22	15	10	27	21	18	44	49	51	7	15	20
All Students (Prior Year)	81	4633	75509	100	98	100	483	513	521	31	16	13	34	26	23	21	32	33	14	26	31
Female	24	2272	38691	100	100	99	427	438	446	24	13	10	14	20	18	52	51	52	10	15	20
Male	25	2483	40583	96	99	99	419	433	445	21	16	11	38	22	18	38	46	50	4	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	46	2608	32869	98	99	99	425	426	429	21	17	15	24	25	25	48	48	51	7	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	NC	1484	36197	NC	100	99	NC	457	463	NC	8	5	NC	14	11	NC	52	53	NC	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	44	4154	69060	98	99	98	428	445	454	18	12	7	25	20	17	50	51	54	8	17	22
Limited English Proficient Students	19	730	15509	100	100	100	407	400	406	40	23	20	15	30	30	40	41	45	5	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	45	2845	39415	98	97	96	421	428	431	24	18	15	24	25	25	44	48	50	7	9	10
Non-Economically Disadvantaged	NC	1911	39966	NC	100	100	NC	447	459	NC	10	6	NC	16	12	NC	50	52	NC	24	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4759	79395	98	0	99	425	436	446	20	13	9	33	28	25	42	50	55	4	8	11
All Students (Prior Year)	81	4638	75492	100	98	100	494	514	519	28	16	12	28	19	16	34	44	47	10	21	24
Female	24	2273	38743	100	0	100	427	444	451	19	10	7	29	25	24	52	55	57	0	10	12
Male	25	2486	40618	96	0	99	424	428	440	21	16	11	38	31	27	33	47	53	8	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	46	2612	32915	98	0	99	423	425	426	21	16	15	36	33	35	38	46	47	5	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	NC	1480	36221	NC	0	99	NC	459	465	NC	7	4	NC	20	15	NC	58	63	NC	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	44	4159	69139	98	0	99	431	445	454	15	10	7	35	27	24	45	54	58	5	9	11
Limited English Proficient Students	19	734	15545	100	0	100	407	392	399	35	25	21	35	39	42	30	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	45	2855	39484	98	0	96	425	426	429	22	17	14	32	33	35	41	46	47	5	4	4
Non-Economically Disadvantaged	NC	1905	39986	NC	0	100	NC	449	461	NC	8	4	NC	21	16	NC	57	63	NC	14	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	48	4735	78869	96	99	99	422	439	442	4	6	6	38	22	21	56	63	63	2	9	10
All Students (Prior Year)	78	4606	75053	98	97	99	541	612	597	7	6	7	30	11	12	52	73	72	11	11	9
Female	24	2264	38536	100	99	99	425	457	458	10	4	4	24	15	15	67	69	67	0	12	14
Male	24	2471	40302	92	99	99	419	423	428	0	9	8	50	28	26	46	58	60	4	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	45	2602	32606	96	99	98	418	432	426	5	7	8	40	24	27	55	62	60	0	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	NC	1470	36078	NC	99	99	NC	454	459	NC	5	4	NC	18	16	NC	64	66	NC	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	43	4139	68697	96	98	98	425	451	454	5	4	4	33	19	18	63	67	67	0	10	11
Limited English Proficient Students	18	730	15339	95	100	100	401	398	399	10	11	11	40	30	31	50	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	2835	39106	96	97	95	420	430	427	5	8	8	39	25	28	54	62	59	2	5	5
Non-Economically Disadvantaged	NC	1901	39837	NC	100	100	NC	452	457	NC	4	4	NC	16	14	NC	65	67	NC	14	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4852	78906	100	100	99	512	488	498	8	17	13	17	22	19	48	46	48	27	15	20
All Students (Prior Year)	83	4819	76019	94	98	100	449	490	499	41	19	14	47	40	39	6	13	14	6	28	33
Female	37	2352	38644	100	100	99	510	491	500	9	15	12	9	23	19	59	48	49	24	15	19
Male	31	2500	40236	100	99	99	513	485	497	7	19	15	28	21	19	34	45	46	31	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	66	2621	31938	100	99	99	511	477	481	8	21	19	18	26	25	48	44	46	26	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	NC	1574	36483	NC	100	99	NC	509	517	NC	8	7	NC	14	13	NC	53	51	NC	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	59	4135	68310	95	98	98	520	499	509	2	12	9	19	21	18	48	50	51	31	17	22
Limited English Proficient Students	12	557	12573	100	100	100	504	449	454	8	29	27	29	28	30	38	38	38	25	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	57	2872	38679	100	98	96	510	478	483	8	22	20	21	26	25	44	44	45	27	8	10
Non-Economically Disadvantaged	11	1980	40295	100	100	100	517	501	513	9	9	7	0	17	13	64	50	50	27	25	30

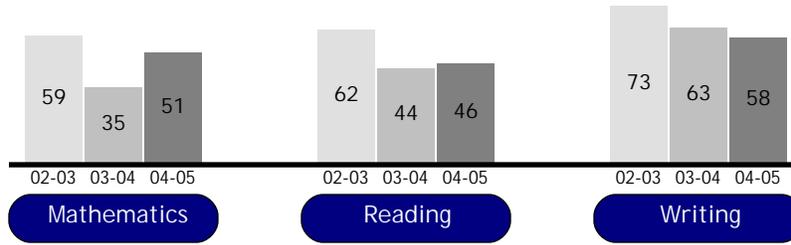
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4853	78908	100	0	99	483	475	484	10	12	10	21	27	23	65	54	58	5	7	9
All Students (Prior Year)	86	4829	76020	98	98	100	483	498	503	65	33	25	13	24	23	22	34	40	0	9	12
Female	37	2351	38648	100	0	99	489	482	489	3	9	8	21	24	22	71	60	61	6	7	10
Male	31	2502	40233	100	0	99	477	469	479	17	15	12	21	30	25	59	49	55	3	6	8
African American	--	322	4092	--	0	99	--	468	473	--	13	12	--	32	28	--	52	54	--	4	5
Hispanic	66	2622	31940	100	0	99	482	464	465	10	15	16	21	33	32	66	49	49	3	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	NC	1576	36502	NC	0	99	NC	495	502	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	59	4134	68312	95	0	98	489	486	493	4	7	7	22	26	21	69	59	62	6	7	10
Limited English Proficient Students	12	558	12556	100	0	100	470	436	436	13	22	24	29	41	40	58	36	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	57	2873	38662	100	0	96	482	467	468	10	16	16	25	33	32	62	47	49	4	3	3
Non-Economically Disadvantaged	11	1980	40315	100	0	100	491	486	498	9	6	5	0	20	15	82	63	66	9	11	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	67	4839	78750	99	99	99	513	499	500	3	6	6	24	28	29	71	64	63	2	2	2
All Students (Prior Year)	80	4790	75673	91	97	100	491	526	530	14	12	12	38	27	25	47	57	58	2	3	4
Female	36	2350	38586	97	100	99	530	515	515	3	4	4	6	20	22	88	72	71	3	3	3
Male	31	2489	40135	100	99	99	495	484	486	3	8	8	45	36	35	52	55	56	0	1	1
African American	--	321	4081	--	98	99	--	488	488	--	10	8	--	30	32	--	59	59	--	1	2
Hispanic	65	2615	31841	100	99	99	511	489	483	3	7	8	25	32	36	72	60	55	0	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	NC	1569	36440	NC	100	99	NC	517	516	NC	3	3	NC	22	22	NC	71	71	NC	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	59	4129	68196	95	98	98	521	514	513	2	3	3	20	24	25	76	70	69	2	2	3
Limited English Proficient Students	11	553	12504	92	100	100	494	453	451	4	13	12	26	39	44	70	47	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	56	2862	38558	98	98	96	509	490	485	4	8	8	25	33	37	69	57	54	2	1	1
Non-Economically Disadvantaged	11	1977	40260	100	100	100	531	511	514	0	3	3	18	21	21	82	72	72	0	4	4

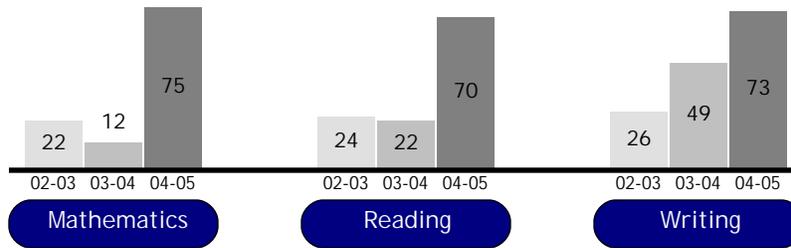
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	26	42	50	92	31	NA	58	97	29	43	47
	Language	95	29	39	43	96	34	45	50	97	38	42	47
	Mathematics	91	44	49	57	100	29	56	64	99	44	48	50
3	Reading	92	24	41	47	100	28	NA	55	98	31	41	44
	Language	93	34	48	54	100	34	56	61	98	34	40	44
	Mathematics	94	34	46	54	100	37	53	61	98	39	47	51
4	Reading	87	32	47	52	99	43	NA	56	100	39	43	48
	Language	92	37	44	48	99	43	45	52	100	42	44	49
	Mathematics	91	35	49	57	99	49	50	61	100	50	48	53
5	Reading	91	25	45	50	96	21	NA	55	100	43	46	50
	Language	95	20	41	46	97	19	41	49	100	45	46	50
	Mathematics	91	25	49	57	97	20	53	63	100	48	45	49

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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budgetary Decisions
- Ü Curriculum Decisions
- Ü Staff Development
- Ü Extracurricular Activities Support
- Ü Programmatic Evaluation
- Ü Parent involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	3	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Family Center
- Ü Multipurpose Room (Music, Art)
- Ü Learning Lab (Computer Lab)
- Ü Math Manipulatives Room

Extracurricular Activities

- Ü After School Tutoring
- Ü Band and Orchestra
- Ü Fine Arts Academy
- Ü Basketball Program
- Ü Track & Field Program
- Ü Kids with Character (Mentor program)

Social Services

- Ü Operation School Bell
- Ü Clothing/Food Banks
- Ü Wellness Center/Medical Services
- Ü Vision & Dental Services

School Achievements/Accomplishments 2004-05

- ü Van Buskirk's students achieved Academic Yearly Progress (A.Y.P.) for the third year.

- ü Van Buskirk continues to increase student performance in the AIMS and CCSA (district assessment) scores.

- ü Van Buskirk was awarded a grant for after school programs to include reading, math, fine arts and community services. P.A.W.S for learning.

- ü Van Buskirk was awarded by the district for most improved in math and for increased improvement in reading according to A.I.M.S. results.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Van Buskirk holds an annual Safety Walk in collaboration with the community. To show students a safe way to walk home from school. The school works with City Council, the Neighborhood Association, teachers, and parents to provide this opportunity.

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

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	TBA	(520) 225-3700
Transportation Policy	Chandra Thomas	(520) 225-3700
Community Resources	JoAnn Valerio	(520) 225-3722
School Nutrition Programs	Diane Villasenor	(520) 225-3723
Parent Organization	Michael Mayer	(520) 225-3700
Student Health/Nurse	TBA	(520) 225-3700

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."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.