



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Failing

(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
Web Address : edweb.tusd.k12.az.us/vanbuskirk/
Phone Number : (520) 225-3700
Fax Number : (520) 225-3701
E-mail : chandra.thomas@tusd1.org

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)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Out of Improvement

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

School / Academic Goals

- Students will continue to meet Adequate Yearly Progress as measured by the Arizona Learns, Arizona Department of Education.
Van Buskirk students will increase writing performance on AIMS by 10%.
Students in 2nd-5th will increase by 3 NCE's in mathematics on the TerraNova to 53.0.
To encourage students to be responsible for the learning and to instill a love for lifelong learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 418
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Special Education Preschool
- ü At-risk Preschool P.A.C.E.
- ü Full-Day Kindergarten
- ü Resource Special Education/Gifted
- ü Before and After school tutoring
- ü Explorer Preschool

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

Van Buskirk is responsible for providing an academic and challenging environment. Van Buskirk staff implements the Robert Marzano's recommended teaching strategies. We implement the strategies to ensure full and mandatory student engagement in instruction through the WestEd research protocol. The staff is committed to improving their teaching skills during job embedded professional development time.

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	55	4704	80010	100	99	99	455	443	447	5	11	10	9	20	18	67	54	53	18	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2282	38935	100	99	99	468	444	447	NA	9	9	NA	20	19	84	57	55	16	14	17
Male	30	2422	40974	100	99	98	444	441	448	10	12	11	17	21	18	53	52	52	20	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	54	2729	34545	100	99	99	455	435	432	6	12	14	9	24	24	67	54	53	19	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	--	1370	35142	--	99	99	--	462	465	--	6	5	--	12	11	--	57	56	--	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	52	4110	69849	100	100	100	458	446	451	4	8	7	6	19	17	71	57	56	19	16	19
Limited English Proficient Students	18	739	14013	100	98	97	441	410	413	17	27	24	6	35	34	61	35	39	17	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	46	2469	39029	100	99	98	454	435	432	4	12	14	9	24	25	70	54	52	17	9	9
Non-Economically Disadvantaged	NC	2235	40981	NC	99	100	NC	451	462	NC	9	6	NC	16	13	NC	54	54	NC	20	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	54	4701	79438	100	99	98	439	446	451	15	10	9	26	27	24	54	55	56	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2284	38775	100	99	99	466	453	457	NA	8	7	16	24	22	76	58	58	8	11	13
Male	29	2417	40560	100	99	97	417	440	446	28	13	12	34	29	25	34	52	54	3	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	53	2723	34297	100	99	98	439	438	434	15	12	14	26	30	31	53	52	50	6	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	--	1369	34887	--	99	98	--	465	471	--	5	4	--	18	15	--	62	63	--	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	51	4116	69850	100	100	100	444	451	456	10	8	7	27	25	23	57	58	59	6	9	12
Limited English Proficient Students	17	734	13856	100	98	96	410	403	407	29	29	27	41	44	43	29	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	46	2460	38685	100	98	97	438	437	435	15	12	14	26	30	32	54	53	50	4	4	5
Non-Economically Disadvantaged	NC	2241	40753	NC	99	99	NC	456	467	NC	8	5	NC	23	16	NC	57	62	NC	13	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	53	4706	79971	98	99	99	409	420	423	8	7	8	47	43	41	45	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2287	38974	100	99	99	441	432	437	NA	5	5	32	36	33	68	57	57	NA	2	4
Male	28	2419	40895	97	99	98	380	408	410	14	9	10	61	50	47	25	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	52	2724	34481	98	99	99	408	416	410	8	7	10	48	46	46	44	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	--	1373	35150	--	99	99	--	430	437	--	5	5	--	38	35	--	54	56	--	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	50	4102	69713	98	99	100	421	426	429	2	5	5	50	41	39	48	52	52	NA	2	3
Limited English Proficient Students	17	741	13985	100	99	97	387	378	382	12	19	18	65	56	54	24	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	45	2467	38994	98	99	98	406	414	409	9	8	10	44	47	47	47	45	41	NA	1	1
Non-Economically Disadvantaged	NC	2239	40977	NC	99	100	NC	427	437	NC	6	5	NC	39	34	NC	53	56	NC	2	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	51	4554	80147	98	98	99	484	474	482	4	13	11	25	20	17	41	48	49	29	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2200	39281	96	98	99	482	475	483	4	11	9	33	22	17	29	48	50	33	19	24
Male	27	2352	40780	100	97	98	486	473	482	4	14	12	19	19	17	52	48	48	26	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	49	2529	33494	100	98	99	485	466	466	4	15	15	24	24	23	41	47	49	31	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	--	1383	36122	--	98	99	--	492	501	--	7	5	--	14	10	--	51	50	--	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	48	3965	69852	98	100	100	485	479	488	4	10	7	25	20	16	40	50	51	31	21	26
Limited English Proficient Students	21	669	12722	100	97	97	457	439	441	10	27	27	33	35	33	52	34	37	5	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	42	2431	38371	98	97	97	482	464	465	5	16	15	24	24	23	45	47	49	26	13	13
Non-Economically Disadvantaged	NC	2123	41776	NC	98	100	NC	485	498	NC	9	6	NC	16	11	NC	49	49	NC	25	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	51	4563	79686	98	98	98	463	463	470	6	13	11	39	27	24	49	53	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2214	39163	96	99	99	458	468	475	8	10	9	42	25	22	42	57	60	8	8	10
Male	27	2347	40438	100	97	97	468	457	465	4	16	13	37	30	25	56	49	54	4	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	49	2525	33299	100	98	98	464	454	452	6	16	17	39	32	32	49	48	47	6	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	--	1388	35914	--	99	98	--	482	489	--	6	5	--	19	15	--	63	67	--	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	48	3970	69878	98	100	100	464	468	475	6	9	8	40	27	23	48	57	61	6	7	9
Limited English Proficient Students	21	666	12594	100	97	96	436	420	422	14	34	34	62	47	45	19	19	21	5	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	42	2438	38095	98	98	97	461	452	452	7	17	17	38	32	32	50	48	48	5	3	3
Non-Economically Disadvantaged	NC	2125	41591	NC	98	99	NC	475	486	NC	9	6	NC	23	16	NC	59	65	NC	10	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	51	4592	80372	98	99	99	471	474	475	4	4	4	31	31	30	65	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2219	39452	96	99	99	471	485	488	4	3	3	29	22	22	67	72	72	NA	2	3
Male	27	2371	40836	100	98	98	471	463	464	4	5	6	33	38	37	63	56	56	NA	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	49	2551	33608	100	99	99	470	469	462	4	5	6	31	33	36	65	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	--	1388	36213	--	99	99	--	486	489	--	2	2	--	26	22	--	69	72	--	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	48	3964	69846	98	100	100	472	480	482	2	3	3	33	27	26	65	69	69	NA	2	2
Limited English Proficient Students	21	674	12747	100	98	97	449	426	432	10	14	12	43	51	52	48	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	42	2454	38521	98	98	98	469	463	461	5	6	6	31	35	38	64	59	55	NA	1	1
Non-Economically Disadvantaged	NC	2138	41851	NC	99	100	NC	485	489	NC	2	3	NC	26	22	NC	69	72	NC	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4552	79306	93	98	99	505	496	504	7	16	13	21	23	20	58	47	49	13	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2186	38845	94	98	99	504	496	505	6	14	11	25	24	20	56	49	50	13	14	18
Male	35	2365	40383	92	97	98	505	496	504	9	18	14	17	22	19	60	45	47	14	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	62	2530	32673	93	98	99	505	485	487	8	19	18	21	27	25	56	45	46	15	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	60	3979	69020	100	100	100	506	501	510	5	12	9	20	22	18	63	50	52	12	16	21
Limited English Proficient Students	15	593	10291	83	96	96	474	456	458	13	41	38	53	32	34	33	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	57	2380	37437	95	98	97	506	484	486	9	20	19	19	26	26	58	45	46	14	9	9
Non-Economically Disadvantaged	10	2172	41869	83	98	100	NA	508	521	NA	11	7	NA	18	14	NA	49	51	NA	21	27

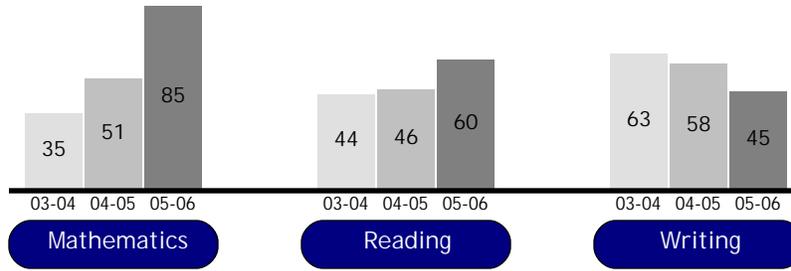
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4596	79000	100	99	98	474	483	489	13	11	10	32	28	24	51	54	58	4	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2204	38774	100	99	99	484	488	494	3	7	7	41	27	22	47	57	61	9	8	10
Male	38	2391	40150	100	98	98	465	479	485	21	14	12	24	28	25	55	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	67	2553	32508	100	99	98	474	473	472	13	13	15	31	34	33	51	49	49	4	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	12	617	9991	100	91	88	431	442	449	58	38	33	17	37	36	25	24	29	NA	2	2
Students without Disabilities	60	3979	69009	100	100	100	483	489	495	3	7	6	35	26	22	57	59	62	5	8	10
Limited English Proficient Students	18	604	10199	100	97	95	442	439	439	28	34	35	61	47	47	11	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	60	2403	37234	100	98	97	478	472	472	8	14	15	35	34	33	52	49	50	5	3	3
Non-Economically Disadvantaged	12	2193	41766	100	99	99	456	495	505	33	8	5	17	21	16	50	60	65	NA	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	4607	79611	93	99	99	505	500	496	3	5	7	30	36	37	67	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2206	39016	97	99	99	512	514	511	3	3	4	24	26	29	73	70	66	NA	1	1
Male	34	2400	40519	89	99	98	499	488	482	3	7	10	35	44	44	62	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	62	2557	32855	93	99	99	507	495	481	3	6	10	27	39	43	69	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	60	3964	68947	100	100	100	509	509	504	3	3	4	22	32	34	75	64	61	NA	0	1
Limited English Proficient Students	15	609	10362	83	98	97	465	448	438	13	17	22	40	58	57	47	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	57	2415	37626	95	99	98	505	492	479	4	6	10	28	41	45	68	52	45	NA	0	0
Non-Economically Disadvantaged	10	2192	41985	83	99	100	NA	510	511	NA	4	4	NA	30	30	NA	65	65	NA	1	1

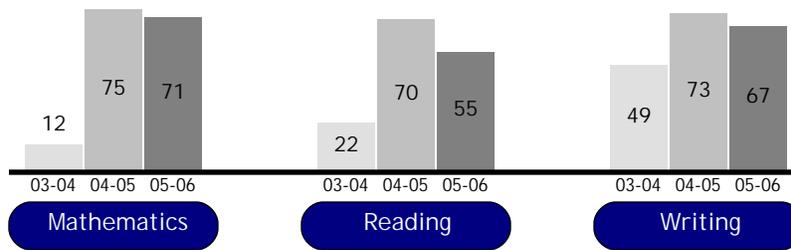
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	31	NA	58	97	29	43	47	69	21	44	46
	Language	96	34	45	50	97	38	42	47	69	30	44	48
	Mathematics	100	29	56	64	99	44	48	50	71	34	50	52
3	Reading	100	28	NA	55	98	31	41	44	100	37	43	46
	Language	100	34	56	61	98	34	40	44	100	32	43	46
	Mathematics	100	37	53	61	98	39	47	51	100	54	48	52
4	Reading	99	43	NA	56	100	39	43	48	98	43	46	52
	Language	99	43	45	52	100	42	44	49	98	48	48	52
	Mathematics	99	49	50	61	100	50	48	53	98	56	52	58
5	Reading	96	21	NA	55	100	43	46	50	100	41	50	56
	Language	97	19	41	49	100	45	46	50	94	41	50	54
	Mathematics	97	20	53	63	100	48	45	49	94	48	48	52

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 Data Analysis
- Ü Extracurricular Activities Support
- Ü Programmatic Evaluation
- Ü Parent involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	6.00

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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Family Center
- Ü Learning Lab (Computer Lab)
- Ü New Multipurpose Room
- Ü Reading / Math Resource Rooms

Extracurricular Activities

- Ü P.A.W.S. (Before/After School Tutoring)
- Ü Track & Field Program
- Ü Band and Orchestra
- Ü Kids with Character (Mentor program)
- Ü Reading is Fundamental (RIF)
- Ü Movie Night
- Ü Basketball Program
- Ü Parenting Classes / ESL classes

Social Services

- Ü Operation School Bell
- Ü Community Representative
- Ü Clothing/Food Banks
- Ü Family Liaison
- Ü Wellness Center/Medical Services
- Ü On site, full time health assistant
- Ü Vision & Dental Services
- Ü G.R.E.A.T. program by SRO

School Achievements/Accomplishments 2005-06

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

- 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 recognized by the district as a school who is "Beating the Odds" based on academic improvements.

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	95	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

Van Buskirk implements PBS (Positive Behavior System) school wide to promote safety and harmony among student behavior. 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Mario Garcia	(520) 225-3700
Transportation Policy	Bill Ball	(520) 225-4802
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	Lupita Diaz-Garcia	(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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

Total cost of printing: 16 Pages X .0243 Per page X 430 Copies = \$167.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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