



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7550 East Pima Street, Tucson, AZ 85715

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. David Overstreet  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 221  
 Web Address : edweb.tusd.k12.az.us\van\_horne\  
 Phone Number : (520) 731-6900  
 Fax Number : (520) 731-6901  
 E-mail : david.overstreet@tusd.k12.az.us

Mission

The mission of Van Horne is to provide a learning environment that stimulates academic achievement; nurtures positive self-esteem; meets individual needs; accepts the uniqueness and potential of each human being and encourages community involvement.

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	N/A
2002-03	N/A

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

School / Academic Goals

- ü The learning and working environment is safe, stimulating, positive and productive.
- ü Effective instructional practices create a community of learners in which all students achieve their full potential.

Enrollment

October 1, 2004 School Year Student Enrollment : 223  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Gifted and Talented (GATE)
- ü Special Ed (LD Resource)
- ü Full-day Kindergarten
- ü Preschool Enrichment Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 36 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Student Rights and Responsibilities, newsletters, assessment information; School Council; Open House; Parenting Workshops; PTO membership; School Quality Surveys; Pesticide Notices; eye, hearing, height and weight checks; dental screening.

Parents

School Community Partnership Council (SCPC); Parent Teacher Organization (PTO); transportation/field trips; attendance; provide proper clothing/nourishment; supervise homework.

Transportation Policy

Based on TUSD Board Policy #3340.

School Honors

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

Award/Honor	Year
ü Science Fair Awards	1998
ü American Red Cross - Recognition for Every Penny Counts	2001
ü Grant - 'Readers Are Leaders'	2002
ü Performed at Mayor's State of the City Address	2002

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	42	4755	79306	100	99	99	457	436	445	5	15	10	19	21	18	51	49	51	24	15	20
All Students (Prior Year)	33	4633	75509	97	98	100	532	513	521	6	16	13	26	26	23	35	32	33	32	26	31
Female	20	2272	38691	100	100	99	461	438	446	6	13	10	12	20	18	59	51	52	24	15	20
Male	22	2483	40583	100	99	99	453	433	445	5	16	11	25	22	18	45	46	50	25	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	NC	2608	32869	NC	99	99	NC	426	429	NC	17	15	NC	25	25	NC	48	51	NC	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	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	27	1484	36197	100	100	99	470	457	463	0	8	5	22	14	11	39	52	53	39	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	34	4154	69060	97	99	98	465	445	454	0	12	7	17	20	17	57	51	54	27	17	22
Limited English Proficient Students	--	730	15509	--	100	100	--	400	406	--	23	20	--	30	30	--	41	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	2845	39415	92	97	96	443	428	431	0	18	15	30	25	25	60	48	50	10	9	10
Non-Economically Disadvantaged	30	1911	39966	100	100	100	462	447	459	7	10	6	15	16	12	48	50	52	30	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	42	4759	79395	100	0	99	457	436	446	3	13	9	19	28	25	73	50	55	5	8	11
All Students (Prior Year)	33	4638	75492	97	98	100	525	514	519	13	16	12	16	19	16	35	44	47	35	21	24
Female	20	2273	38743	100	0	100	467	444	451	6	10	7	0	25	24	82	55	57	12	10	12
Male	22	2486	40618	100	0	99	448	428	440	0	16	11	35	31	27	65	47	53	0	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	NC	2612	32915	NC	0	99	NC	425	426	NC	16	15	NC	33	35	NC	46	47	NC	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	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	27	1480	36221	100	0	99	468	459	465	0	7	4	17	20	15	74	58	63	9	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	34	4159	69139	97	0	99	466	445	454	0	10	7	10	27	24	83	54	58	7	9	11
Limited English Proficient Students	--	734	15545	--	0	100	--	392	399	--	25	21	--	39	42	--	34	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	2855	39484	92	0	96	444	426	429	0	17	14	40	33	35	60	46	47	0	4	4
Non-Economically Disadvantaged	30	1905	39986	100	0	100	462	449	461	4	8	4	11	21	16	78	57	63	7	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	42	4735	78869	100	99	99	464	439	442	3	6	6	14	22	21	76	63	63	8	9	10
All Students (Prior Year)	33	4606	75053	97	97	99	615	612	597	10	6	7	10	11	12	74	73	72	6	11	9
Female	20	2264	38536	100	99	99	495	457	458	0	4	4	6	15	15	76	69	67	18	12	14
Male	22	2471	40302	100	99	99	438	423	428	5	9	8	20	28	26	75	58	60	0	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	NC	2602	32606	NC	99	98	NC	432	426	NC	7	8	NC	24	27	NC	62	60	NC	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	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	27	1470	36078	100	99	99	479	454	459	0	5	4	9	18	16	78	64	66	13	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	34	4139	68697	97	98	98	480	451	454	0	4	4	7	19	18	83	67	67	10	10	11
Limited English Proficient Students	--	730	15339	--	100	100	--	398	399	--	11	11	--	30	31	--	55	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	12	2835	39106	92	97	95	447	430	427	0	8	8	30	25	28	70	62	59	0	5	5
Non-Economically Disadvantaged	30	1901	39837	100	100	100	471	452	457	4	4	4	7	16	14	78	65	67	11	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	31	4852	78906	97	100	99	498	488	498	7	17	13	24	22	19	52	46	48	17	15	20
All Students (Prior Year)	65	4819	76019	98	98	100	525	490	499	5	19	14	23	40	39	18	13	14	54	28	33
Female	14	2352	38644	93	100	99	479	491	500	14	15	12	36	23	19	43	48	49	7	15	19
Male	17	2500	40236	100	99	99	516	485	497	0	19	15	13	21	19	60	45	46	27	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	NC	2621	31938	NC	99	99	NC	477	481	NC	21	19	NC	26	25	NC	44	46	NC	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	25	1574	36483	96	100	99	505	509	517	0	8	7	26	14	13	57	53	51	17	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	23	4135	68310	96	98	98	501	499	509	9	12	9	18	21	18	55	50	51	18	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	2872	38679	NC	98	96	NC	478	483	NC	22	20	NC	26	25	NC	44	45	NC	8	10
Non-Economically Disadvantaged	27	1980	40295	96	100	100	507	501	513	0	9	7	24	17	13	56	50	50	20	25	30

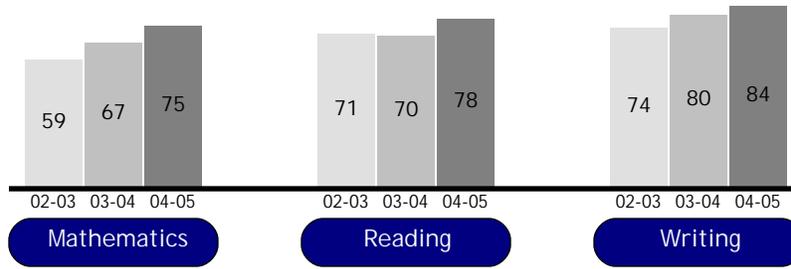
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	4853	78908	100	0	99	497	475	484	7	12	10	27	27	23	63	54	58	3	7	9
All Students (Prior Year)	66	4829	76020	100	98	100	513	498	503	10	33	25	23	24	23	53	34	40	15	9	12
Female	15	2351	38648	100	0	99	492	482	489	13	9	8	20	24	22	67	60	61	0	7	10
Male	17	2502	40233	100	0	99	501	469	479	0	15	12	33	30	25	60	49	55	7	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	NC	2622	31940	NC	0	99	NC	464	465	NC	15	16	NC	33	32	NC	49	49	NC	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	26	1576	36502	100	0	99	506	495	502	0	6	4	25	17	14	71	64	67	4	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	24	4134	68312	100	0	98	499	486	493	4	7	7	26	26	21	65	59	62	4	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	2873	38662	NC	0	96	NC	467	468	NC	16	16	NC	33	32	NC	47	49	NC	3	3
Non-Economically Disadvantaged	28	1980	40315	100	0	100	505	486	498	0	6	5	27	20	15	69	63	66	4	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	32	4839	78750	100	99	99	516	499	500	0	6	6	30	28	29	70	64	63	0	2	2
All Students (Prior Year)	65	4790	75673	98	97	100	558	526	530	5	12	12	18	27	25	71	57	58	6	3	4
Female	15	2350	38586	100	100	99	530	515	515	0	4	4	20	20	22	80	72	71	0	3	3
Male	17	2489	40135	100	99	99	502	484	486	0	8	8	40	36	35	60	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	NC	2615	31841	NC	99	99	NC	489	483	NC	7	8	NC	32	36	NC	60	55	NC	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	26	1569	36440	100	100	99	528	517	516	0	3	3	21	22	22	79	71	71	0	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	24	4129	68196	100	98	98	523	514	513	0	3	3	22	24	25	78	70	69	0	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	2862	38558	NC	98	96	NC	490	485	NC	8	8	NC	33	37	NC	57	54	NC	1	1
Non-Economically Disadvantaged	28	1977	40260	100	100	100	524	511	514	0	3	3	23	21	21	77	72	72	0	4	4

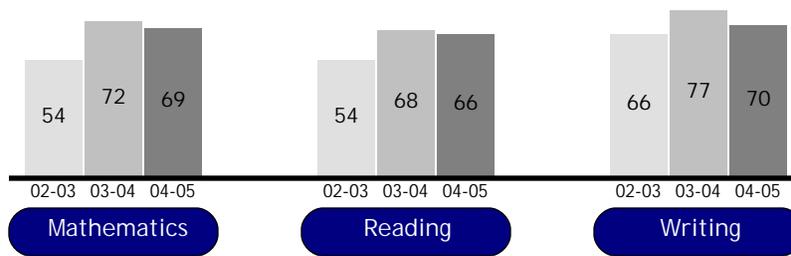
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	94	61	42	50	90	53	NA	58	100	52	43	47
	Language	100	55	39	43	100	52	45	50	100	53	42	47
	Mathematics	100	70	49	57	100	58	56	64	100	51	48	50
3	Reading	98	59	41	47	100	54	NA	55	100	49	41	44
	Language	96	61	48	54	97	59	56	61	100	50	40	44
	Mathematics	98	54	46	54	100	60	53	61	100	58	47	51
4	Reading	93	65	47	52	98	71	NA	56	100	47	43	48
	Language	93	63	44	48	98	63	45	52	100	49	44	49
	Mathematics	98	64	49	57	98	62	50	61	100	51	48	53
5	Reading	100	62	45	50	98	72	NA	55	100	51	46	50
	Language	100	54	41	46	98	62	41	49	100	53	46	50
	Mathematics	100	56	49	57	98	73	53	63	97	52	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/](http://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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	5.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Kidtime Summer Program
- Ü Kidtime Preschool & After-school Program
- Ü Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Basketball Team
- Ü Spanish Classes
- Ü Track & Field Teams
- Ü Project Connect - Fine Arts Program

Social Services

- Ü Preschool & After-school (DES Approved)
- Ü Lunch Programs
- Ü Clothing/Food Banks
- Ü Counseling Services

ü Increased scores on AIMS Math and AIMS Reading.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Maintain schoolwide four step progressive discipline procedure. Adhere to TUSD Guidelines for Rights & Responsibilities. All staff provided with picture ID badges. All visitors must sign-in and receive a pass/badge. Limited access to building. Offer one hour Volunteer Training sessions so as to increase the benefits of additional workers on the campus.

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) :

3

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	David Overstreet	(520) 731-6900
Transportation Policy	Bill Ball	(520) 617-7020
Community Resources	David Overstreet	(520) 731-6900
School Nutrition Programs	Teri Breckenridge	(520) 731-6923
Parent Organization	Bill Satterley	(520) 731-6900
Student Health/Nurse	Donna Johnson	(520) 731-6917

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](http://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](http://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](http://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.