Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Isaac Elementary District

3348 W McDowell Rd, Phoenix, AZ 85009-

No Child Left Behind

Adequate Yearly Progress [1]

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

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.

Current Administrator [2]

Title: Superintendent

Name: Kent Scribner

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District At A Glance

Enrollment [3]

	State	District
2003-2004 Student Enrollment	1,012,068	8,538

Expenditures [4]

2004 Administration Expense	$4,385,026.00
2004 Classroom Supplies Expense	$2,049,437.00
2004 Classroom Instruction Expense	$7,725,767.00
2004 Other Support Services Expense	$12,903,222.00
2004 Student Support Services Expense	$5,032,478.00
2004 Total Current Expenditures	$32,095,930.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	108	15	0	0
4 to 6 years	69	39	0	1
7 to 9 years	38	29	0	2
10 or more years	82	98	2	2

Teachers with Emergency Certificaton.	9
Classes not Taught by Highly Qualified Teachers.	*
District Poverty Level.	*

* Due to the unavailablity of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	975	75509	100	100	509	521	15	13	28	23	34	33	22	31
All Students (02-03)	949	75372	100	100	507	523	13	9	30	25	37	36	20	30
Female (03-04)	487	37013	100	100	516	522	12	12	28	24	31	33	28	31
Female (02-03)	463	36901	100	100	508	524	13	8	31	25	31	36	25	31
Male (03-04)	486	38430	100	99	502	521	19	14	29	22	37	33	16	31
Male (02-03)	486	38385	100	100	506	523	13	9	30	24	42	36	15	30
African American (03-04)	21	3660	100	99	500	496	23	24	31	31	23	28	23	18
African American (02-03)	21	3589	100	96	489	501	24	18	41	33	18	33	18	16
Hispanic (03-04)	916	30486	100	99	513	505	14	18	27	29	36	32	23	21
Hispanic (02-03)	884	29103	100	99	509	510	12	12	29	31	38	36	21	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	11	4075	100	100	478	486	18	28	45	34	36	26	0	12
American Indian/Alaskan Native (02-03)	10	5086	100	100	479	491	40	22	20	38	40	28	0	12
White (03-04)	24	35192	100	99	483	534	27	8	41	19	18	35	14	39
White (02-03)	31	34597	84	98	509	535	9	4	39	20	35	38	17	38
Students with Disabilities (03-04)	154	9708	100	100	469	489	35	32	35	27	29	24	0	17
Students with Disabilities (02-03)	96	8057	100	99	485	496	35	23	29	31	18	28	18	17
Students without Disabilities (03-04)	821	65801	98	98	511	525	14	11	28	23	35	34	23	33
Students without Disabilities (02-03)	853	67315	98	100	509	525	11	8	31	24	38	37	20	31
Limited English Proficient Students (03-04)	611	16928	100	100	513	485	0	29	29	33	64	26	7	12
Limited English Proficient Students (02-03)	675	16925	100	100	484	482	26	27	35	40	35	26	4	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	952	36411	NA	NA	510	503	14	19	28	29	35	32	22	20
Economically Disadvantaged (02-03)	944	26325	NA	NA	507	504	13	15	30	34	37	33	20	18
Non-Economically Disadvantaged (03-04)	23	39040	NA	NA	471	534	50	8	25	19	25	34	0	39
Non-Economically Disadvantaged (02-03)	NC	49047	NC	NA	NC	530	NC	6	NC	21	NC	37	NC	35

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	973	75492	100	100	509	519	17	12	18	16	49	47	16	24
All Students (02-03)	939	75221	100	100	513	523	10	8	26	16	50	56	13	21
Female (03-04)	482	37013	100	100	515	523	13	10	16	15	49	48	22	27
Female (02-03)	462	36833	100	100	518	526	9	6	24	15	49	56	19	23
Male (03-04)	488	38400	100	99	503	516	21	14	20	17	50	47	9	21
Male (02-03)	477	38319	100	100	507	520	12	9	29	17	51	56	8	18
African American (03-04)	21	3665	100	99	491	505	29	20	29	22	36	43	7	14
African American (02-03)	19	3597	95	97	507	510	6	14	31	22	63	53	0	11
Hispanic (03-04)	913	30438	100	99	512	508	14	17	17	21	53	47	16	15
Hispanic (02-03)	876	29019	100	99	514	513	11	12	25	21	50	55	14	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	11	4081	100	100	490	498	36	25	27	26	27	40	9	8
American Indian/Alaskan Native (02-03)	10	5071	100	100	492	502	20	20	40	27	40	46	0	8
White (03-04)	22	35177	100	99	502	528	30	8	25	13	25	49	20	31
White (02-03)	31	34543	84	97	504	531	9	4	35	12	43	58	13	26
Students with Disabilities (03-04)	153	9707	100	100	471	495	52	33	29	21	19	33	0	13
Students with Disabilities (02-03)	93	8006	100	99	507	505	14	22	29	23	43	42	14	13
Students without Disabilities (03-04)	820	65785	98	98	512	522	15	10	17	16	51	49	17	26
Students without Disabilities (02-03)	846	67215	98	100	513	524	10	7	26	16	50	56	13	21
Limited English Proficient Students (03-04)	608	16905	100	100	500	489	14	34	43	28	36	32	7	6
Limited English Proficient Students (02-03)	670	16853	100	100	498	489	10	29	40	36	50	32	0	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	940	36302	NA	NA	509	507	16	18	19	21	50	46	15	14
Economically Disadvantaged (02-03)	934	26256	NA	NA	513	509	10	14	26	24	50	51	13	11
Non-Economically Disadvantaged (03-04)	33	39164	NA	NA	520	528	29	8	7	13	36	48	29	31
Non-Economically Disadvantaged (02-03)	NC	48965	NC	NA	NC	528	NC	5	NC	13	NC	58	NC	24

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	966	75053	100	99	601	597	6	7	13	12	71	72	11	9
All Students (02-03)	928	73654	99	99	522	530	14	9	17	13	64	70	5	7
Female (03-04)	480	36872	100	99	615	621	4	5	9	9	77	74	10	12
Female (02-03)	452	36239	99	99	533	537	8	7	16	11	68	72	8	10
Male (03-04)	483	38109	100	99	587	573	8	10	17	14	64	69	11	6
Male (02-03)	476	37301	99	98	512	523	20	12	18	15	60	68	1	5
African American (03-04)	21	3636	100	99	544	568	8	12	38	16	54	67	0	6
African American (02-03)	20	3488	100	94	521	515	6	16	44	18	50	62	0	4
Hispanic (03-04)	905	30235	100	98	609	575	5	9	10	14	73	70	12	6
Hispanic (02-03)	867	28348	100	96	524	520	14	13	15	17	66	65	5	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	11	4044	100	99	539	550	18	13	9	17	73	66	0	4
American Indian/Alaskan Native (02-03)	10	4947	100	100	491	507	40	22	20	22	40	53	0	3
White (03-04)	23	35028	100	99	586	613	5	6	29	10	57	73	10	11
White (02-03)	28	33924	76	96	517	537	14	5	19	10	62	75	5	9
Students with Disabilities (03-04)	152	9625	100	100	485	530	35	21	20	21	40	55	5	4
Students with Disabilities (02-03)	87	7306	100	90	530	506	14	24	21	20	50	52	14	4
Students without Disabilities (03-04)	814	65428	97	98	609	604	4	6	12	11	73	73	11	10
Students without Disabilities (02-03)	841	66348	97	100	522	531	14	8	17	13	65	71	4	8
Limited English Proficient Students (03-04)	600	16765	100	100	599	525	7	17	7	20	79	60	7	2
Limited English Proficient Students (02-03)	663	16422	100	100	517	495	15	30	20	27	65	43	0	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	934	36077	NA	NA	603	566	6	10	12	16	71	69	11	5
Economically Disadvantaged (02-03)	928	25711	NA	NA	522	514	14	16	17	19	64	61	5	3
Non-Economically Disadvantaged (03-04)	32	38950	NA	NA	561	618	7	5	21	9	71	73	0	12
Non-Economically Disadvantaged (02-03)	--	47943	--	NA	--	535	--	7	--	11	--	74	--	9

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	890	76019	100	100	465	499	21	14	63	39	8	14	9	33
All Students (02-03)	925	76230	100	100	469	498	22	12	56	38	10	12	13	37
Female (03-04)	426	37207	100	100	464	499	20	12	65	41	7	14	8	33
Female (02-03)	451	37247	99	100	472	500	19	11	55	40	12	13	14	37
Male (03-04)	464	38677	100	100	466	498	23	15	60	38	8	13	10	34
Male (02-03)	470	38725	100	100	466	497	25	14	56	37	7	12	12	37
African American (03-04)	22	3817	100	100	462	475	17	23	72	47	0	11	11	18
African American (02-03)	19	3594	95	96	438	476	47	22	47	46	7	11	0	21
Hispanic (03-04)	835	29458	100	100	465	480	21	20	63	48	7	12	8	20
Hispanic (02-03)	855	28100	100	98	470	482	21	18	56	47	9	11	14	24
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	12	4735	100	100	483	466	17	28	42	49	25	10	17	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	17	35880	100	100	471	515	23	7	38	32	31	16	8	45
White (02-03)	37	35389	100	96	465	514	22	6	56	32	19	14	3	48
Students with Disabilities (03-04)	118	9786	100	100	441	457	53	39	40	40	5	7	3	13
Students with Disabilities (02-03)	107	9022	100	100	466	465	37	31	37	43	3	8	23	17
Students without Disabilities (03-04)	772	66233	100	99	467	503	19	11	64	39	8	14	9	35
Students without Disabilities (02-03)	818	67208	98	100	469	500	21	12	57	38	10	12	12	38
Limited English Proficient Students (03-04)	554	15206	99	100	453	459	29	31	64	53	4	7	3	9
Limited English Proficient Students (02-03)	617	14826	100	100	462	460	28	31	57	51	7	8	9	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	865	35714	NA	NA	465	480	21	20	63	47	8	12	8	20
Economically Disadvantaged (02-03)	920	25037	NA	NA	469	477	22	21	56	47	10	11	13	21
Non-Economically Disadvantaged (03-04)	25	40266	NA	NA	485	513	21	9	50	33	7	15	21	43
Non-Economically Disadvantaged (02-03)	NC	51193	NC	NA	NC	507	NC	9	NC	35	NC	13	NC	43

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	890	76020	100	100	489	503	46	25	24	23	27	40	3	12
All Students (02-03)	930	76202	100	100	492	505	35	19	33	24	29	46	2	11
Female (03-04)	426	37207	100	100	491	504	43	22	24	23	31	42	2	13
Female (02-03)	452	37231	100	100	494	507	30	16	33	24	35	48	2	13
Male (03-04)	464	38666	100	100	488	501	49	29	25	22	23	38	3	12
Male (02-03)	474	38718	100	100	489	503	41	22	34	24	23	44	3	10
African American (03-04)	22	3819	100	100	488	494	56	37	6	26	28	31	11	6
African American (02-03)	18	3600	90	97	483	497	64	28	14	29	21	39	0	5
Hispanic (03-04)	835	29442	100	99	489	494	46	37	25	26	26	31	3	6
Hispanic (02-03)	860	28090	100	98	492	497	34	28	35	30	29	37	2	5
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	12	4735	100	100	495	489	42	48	17	25	42	24	0	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	17	35890	100	100	493	511	38	15	15	20	46	48	0	18
White (02-03)	38	35371	100	96	495	512	33	10	17	20	43	54	7	16
Students with Disabilities (03-04)	118	9784	100	100	476	485	77	58	10	19	13	19	0	4
Students with Disabilities (02-03)	105	9097	100	100	497	493	36	39	27	27	27	29	9	5
Students without Disabilities (03-04)	772	66236	100	99	490	504	44	23	25	23	28	42	3	13
Students without Disabilities (02-03)	825	67105	99	100	492	506	35	18	33	24	29	47	2	12
Limited English Proficient Students (03-04)	554	15198	99	100	481	483	64	59	23	25	12	14	1	1
Limited English Proficient Students (02-03)	619	14780	100	100	486	486	48	50	33	32	18	18	1	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	865	35703	NA	NA	489	494	46	37	24	26	27	31	3	6
Economically Disadvantaged (02-03)	925	24961	NA	NA	492	495	35	32	33	30	29	34	2	4
Non-Economically Disadvantaged (03-04)	25	40274	NA	NA	487	509	43	17	21	20	36	47	0	17
Non-Economically Disadvantaged (02-03)	NC	51241	NC	NA	NC	509	NC	14	NC	22	NC	51	NC	14

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	888	75673	100	100	508	530	12	12	32	25	55	58	1	4
All Students (02-03)	906	74692	99	99	475	502	31	18	37	27	30	47	1	8
Female (03-04)	425	37099	100	100	519	548	12	8	28	22	60	64	1	6
Female (02-03)	446	36710	98	99	481	509	25	14	40	26	34	50	1	10
Male (03-04)	463	38441	100	99	498	513	13	16	36	29	51	52	0	3
Male (02-03)	457	37742	98	98	469	495	38	22	35	28	25	44	2	6
African American (03-04)	22	3791	100	99	508	506	6	18	44	29	50	50	0	3
African American (02-03)	16	3516	80	94	448	487	50	26	33	31	17	39	0	4
Hispanic (03-04)	833	29305	100	99	510	507	12	16	32	31	56	51	1	2
Hispanic (02-03)	840	27492	99	96	476	486	31	27	37	32	31	38	2	4
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
American Indian/Alaskan Native (03-04)	12	4707	100	100	537	492	8	19	8	33	83	46	0	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	17	35760	100	99	445	550	38	9	46	21	15	64	0	6
White (02-03)	36	34785	100	94	474	517	27	10	50	23	23	56	0	11
Students with Disabilities (03-04)	117	9706	100	100	459	462	25	36	45	32	30	31	0	1
Students with Disabilities (02-03)	101	8428	100	98	507	472	29	38	24	30	35	29	12	3
Students without Disabilities (03-04)	771	65967	99	99	512	536	11	10	31	25	57	60	1	5
Students without Disabilities (02-03)	805	66264	96	99	475	503	31	17	38	27	30	48	1	8
Limited English Proficient Students (03-04)	552	15115	98	100	485	471	18	26	37	38	45	35	0	1
Limited English Proficient Students (02-03)	605	14363	100	100	464	459	40	47	39	34	20	19	1	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	863	35541	NA	NA	508	504	12	17	32	31	55	50	1	2
Economically Disadvantaged (02-03)	906	24507	NA	NA	475	480	31	31	37	33	30	33	1	3
Non-Economically Disadvantaged (03-04)	25	40091	NA	NA	503	550	21	9	14	21	64	64	0	6
Non-Economically Disadvantaged (02-03)	--	50185	--	NA	--	511	--	13	--	24	--	53	--	10

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	788	75001	100	99	438	468	62	37	31	36	5	16	2	10
All Students (02-03)	747	71167	100	99	435	463	61	38	34	41	4	14	1	7
Female (03-04)	385	36846	100	99	439	468	59	36	34	38	5	16	1	10
Female (02-03)	379	34825	97	99	433	462	62	38	34	42	3	14	0	6
Male (03-04)	396	37974	100	99	437	467	64	39	28	34	5	16	2	11
Male (02-03)	367	36047	100	99	437	464	60	38	33	39	5	15	1	8
African American (03-04)	18	3720	100	98	433	446	67	53	33	33	0	9	0	4
African American (02-03)	25	3225	86	95	426	441	75	57	20	34	5	6	0	2
Hispanic (03-04)	721	26675	100	98	438	448	61	52	32	34	5	10	2	4
Hispanic (02-03)	694	23643	100	97	435	445	61	53	34	37	4	8	0	2
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	32	37785	100	99	440	482	63	25	21	39	13	21	4	15
White (02-03)	15	35245	75	95	456	476	25	26	63	45	0	19	13	10
Students with Disabilities (03-04)	89	8802	100	100	403	418	100	79	0	16	0	3	0	1
Students with Disabilities (02-03)	102	8095	100	100	460	426	41	69	33	25	19	5	7	1
Students without Disabilities (03-04)	699	66199	100	99	439	472	61	34	32	38	5	17	2	11
Students without Disabilities (02-03)	645	63072	94	99	433	464	63	37	34	41	3	15	0	7
Limited English Proficient Students (03-04)	449	11710	100	100	425	429	75	70	22	25	2	4	1	1
Limited English Proficient Students (02-03)	472	10317	100	100	426	426	70	72	29	25	2	2	0	1
Migrant Students (03-04)	NC	709	NC	NA	NC	442	NC	57	NC	34	NC	7	NC	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	741	29814	NA	NA	439	448	61	53	31	33	5	10	2	4
Economically Disadvantaged (02-03)	745	17057	NA	NA	435	440	61	58	34	34	4	6	1	2
Non-Economically Disadvantaged (03-04)	47	45170	NA	NA	415	479	84	28	16	38	0	20	0	14
Non-Economically Disadvantaged (02-03)	NC	54110	NC	NA	NC	468	NC	33	NC	43	NC	16	NC	8

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	790	74918	100	99	469	497	54	32	19	19	24	35	2	15
All Students (02-03)	744	71100	99	99	476	502	46	25	27	21	25	40	2	15
Female (03-04)	386	36846	100	99	473	501	50	28	19	19	28	37	2	16
Female (02-03)	383	34801	98	99	481	505	40	21	32	22	26	42	2	15
Male (03-04)	397	37936	100	99	466	493	58	35	20	18	21	33	2	14
Male (02-03)	360	36010	100	99	470	499	53	28	22	20	23	38	1	14
African American (03-04)	18	3719	100	98	468	481	60	43	27	21	13	29	0	7
African American (02-03)	25	3219	86	95	466	486	50	38	30	24	20	31	0	7
Hispanic (03-04)	723	26645	100	98	469	478	55	46	19	20	24	27	2	6
Hispanic (02-03)	691	23630	100	96	477	485	46	37	27	25	25	32	2	6
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	32	37773	100	99	473	511	48	20	22	18	26	41	4	21
White (02-03)	15	35198	75	95	489	515	13	15	38	18	50	47	0	21
Students with Disabilities (03-04)	89	8801	100	100	426	448	100	75	0	13	0	10	0	2
Students with Disabilities (02-03)	100	8121	100	100	493	470	33	55	4	20	56	21	7	4
Students without Disabilities (03-04)	701	66117	100	99	471	501	53	28	20	19	25	37	2	16
Students without Disabilities (02-03)	644	62979	94	99	475	503	47	23	29	21	23	41	1	15
Limited English Proficient Students (03-04)	450	11706	100	100	456	454	73	71	13	16	14	12	1	1
Limited English Proficient Students (02-03)	471	10304	100	100	462	462	65	63	24	23	11	13	0	1
Migrant Students (03-04)	NC	706	NC	NA	NC	467	NC	55	NC	22	NC	20	NC	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	742	29785	NA	NA	470	477	54	47	19	20	25	26	2	6
Economically Disadvantaged (02-03)	742	17040	NA	NA	476	483	46	40	27	25	25	29	2	6
Non-Economically Disadvantaged (03-04)	48	45115	NA	NA	449	508	69	23	25	18	6	39	0	20
Non-Economically Disadvantaged (02-03)	NC	54060	NC	NA	NC	507	NC	20	NC	20	NC	43	NC	17

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	789	74503	100	99	468	491	11	9	39	32	47	51	3	8
All Students (02-03)	721	69001	96	96	466	490	37	17	47	37	17	45	0	1
Female (03-04)	386	36686	100	99	481	506	6	5	35	29	56	57	3	9
Female (02-03)	372	34086	95	97	471	496	29	13	51	36	20	51	0	1
Male (03-04)	396	37644	100	98	454	476	16	13	43	36	39	45	2	6
Male (02-03)	349	34644	98	95	459	484	46	22	42	39	12	38	0	0
African American (03-04)	18	3677	100	97	456	475	13	12	40	36	47	46	0	5
African American (02-03)	24	3115	83	92	460	478	37	25	37	44	26	31	0	0
Hispanic (03-04)	722	26500	100	97	468	467	11	13	39	39	47	44	3	4
Hispanic (02-03)	674	22656	98	92	466	476	37	27	46	43	17	30	0	0
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
American Indian/Alaskan Native (02-03)	NC	4940	NC	98	NC	469	NC	34	NC	43	NC	23	NC	0
White (03-04)	32	37606	100	99	467	508	14	6	36	28	50	56	0	10
White (02-03)	13	34501	65	93	481	500	13	10	75	34	13	55	0	1
Students with Disabilities (03-04)	88	8662	100	100	397	409	42	37	42	42	17	20	0	1
Students with Disabilities (02-03)	96	7386	100	95	478	459	30	46	37	37	33	17	0	0
Students without Disabilities (03-04)	701	65841	100	98	469	499	10	7	39	32	48	53	3	8
Students without Disabilities (02-03)	625	61615	91	97	465	491	37	16	47	37	16	45	0	1
Limited English Proficient Students (03-04)	450	11608	100	100	445	430	14	23	47	47	39	28	1	1
Limited English Proficient Students (02-03)	459	9662	100	100	454	454	49	51	43	40	8	9	0	0
Migrant Students (03-04)	NC	701	NC	NA	NC	449	NC	17	NC	43	NC	38	NC	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	741	29587	NA	NA	469	465	11	14	39	40	47	43	3	4
Economically Disadvantaged (02-03)	721	16383	NA	NA	466	472	37	30	47	43	17	26	0	0
Non-Economically Disadvantaged (03-04)	48	44898	NA	NA	436	507	19	7	44	28	31	55	6	10
Non-Economically Disadvantaged (02-03)	--	52618	--	NA	--	494	--	14	--	36	--	49	--	1

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

Isaac Elementary District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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

District AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Isaac Elementary District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	3	23.07	121	6.14
Identified for Corrective Action	3	23.080	45	2.28

School Name	Years in School Improvement
Isaac Middle School	Corrective Action
J B Sutton Elementary School	Corrective Action
Joseph Zito Elementary School	Year 2
Mitchell Elementary School	Year 2
Morris K. Udall Escuela de Bellas Artes	Year 1
P T Coe Elementary School	Corrective Action
Pueblo Del Sol Middle School	Restructuring

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Isaac Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Alta E Butler School	Performing	N/A	Met
Esperanza Elementary School	Performing	N/A	Met
Isaac Middle School	Performing	N/A	Not Met
J B Sutton Elementary School	Performing	N/A	Not Met
Joseph Zito Elementary School	Performing	N/A	Met
Lela Alston Elementary	Performing	N/A	Met
Mitchell Elementary School	Performing	N/A	Not Met
Morris K. Udall Escuela de Bellas Artes	Performing	N/A	Not Met
Moya Elementary	Not Evaluated	Not Evaluated	Met
P T Coe Elementary School	Performing	N/A	Not Met
Pueblo Del Sol Middle School	Performing	N/A	Not Met

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Footnotes

1 Adequate Yearly Progress, please visit our westsite at http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the distrct and not audited by the ADE. If all values are set to $0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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