



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3220 E Pueblo, Mesa, AZ 85204

Mesa 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
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Brenda Hacker
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-1700
 Fax Number : (480) 472-1699
 E-mail : blhacker@mpsaz.org

Mission

Irving Elementary School is dedicated to providing quality teaching in a positive, safe environment that emphasizes reading, mathematics, writing, creativity, critical thinking skills, technology and the physical/social development that helps prepare students for their future education and ultimately for their roles as citizens in our community and in the world.

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	N/A

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

School / Academic Goals

- ü Effectively implement a reading, writing and language arts program that utilizes Arizona State Standards to ensure that students acquire the necessary skills to become fluent readers and effective communicators.
- ü Effectively implement a mathematics program that utilizes Arizona State Standards to provide students with the knowledge and skills to reason, communicate and solve problems mathematically and logically in the classroom and in real-life applications.

Enrollment

October 1, 2005 School Year Student Enrollment : 615
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü Comprehensive K - 6 Curriculum
- Ü On-site Special Education
- Ü Extended Learning Program
- Ü Preschool - Community Education
- Ü Band and Orchestra
- Ü Counseling Services
- Ü Title I Services
- Ü Character Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Keep parents informed of and involved with the academic and social progress of children. Provide a positive and safe learning environment for students. Provide parents with opportunities for school involvement. Provide parents opportunities for inclusion in school long-range planning, special events, and community activities. Select and supervise qualified school personnel.

Parents

Get students to school on time, well fed and appropriately clothed. Attend conferences and parent meetings. Work cooperatively and communicate with the school to support student academic achievement. Read to your children and have your children read to you regularly. Support effort in homework, school activities, etc. Work collaboratively with school staff to provide the strongest learning opportunities possible for all students. Support community activities involving the school district.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
Ü Teachers Recognized for United Way Efforts	2001
Ü Teachers Featured on MPS-TV	2002
Ü School Recognized for Achievement in Math Olympiad	2004
Ü School Recognized for Community Service Projects	2004

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	75	5547	80010	94	98	99	462	453	447	4	8	10	13	16	18	53	56	53	29	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2719	38935	98	98	99	468	452	447	2	8	9	13	17	19	51	56	55	33	19	17
Male	30	2828	40974	88	98	98	453	453	448	7	8	11	13	15	18	57	55	52	23	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	29	2182	34545	97	98	99	461	434	432	NA	12	14	17	23	24	59	56	53	24	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	40	2783	35142	93	98	99	468	469	465	5	4	5	10	9	11	48	55	56	38	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	66	4902	69849	100	99	100	469	457	451	2	5	7	11	14	17	55	58	56	33	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	43	3005	39029	91	97	98	450	437	432	5	11	14	19	22	25	56	57	52	21	10	9
Non-Economically Disadvantaged	32	2542	40981	97	99	100	479	472	462	3	4	6	6	9	13	50	54	54	41	33	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	78	5457	79438	98	97	98	459	457	451	8	7	9	21	21	24	56	60	56	15	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2686	38775	100	97	99	470	463	457	2	5	7	17	19	22	63	62	58	17	14	13
Male	31	2770	40560	91	96	97	447	452	446	13	8	12	26	23	25	48	58	54	13	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	31	2140	34297	100	96	98	450	437	434	13	11	14	23	31	31	48	54	50	16	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	41	2744	34887	95	97	98	468	475	471	5	3	4	17	13	15	61	65	63	17	19	18
Students with Disabilities	11	557	9588	79	77	88	390	420	416	36	24	30	64	32	32	NA	38	34	NA	5	5
Students without Disabilities	67	4900	69850	100	99	100	471	461	456	3	5	7	13	20	23	66	62	59	18	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	44	2946	38685	94	95	97	450	441	435	9	10	14	25	29	32	52	55	50	14	5	5
Non-Economically Disadvantaged	34	2511	40753	100	98	99	471	477	467	6	3	5	15	12	16	62	65	62	18	20	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	78	5524	79971	98	98	99	426	415	423	3	8	8	46	46	41	49	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2715	38974	98	98	99	440	429	437	2	5	5	31	40	33	62	53	57	4	2	4
Male	32	2808	40895	94	97	98	408	402	410	3	11	10	66	53	47	31	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	30	2166	34481	100	97	99	430	399	410	3	12	10	40	53	46	57	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	42	2779	35150	98	98	99	427	429	437	2	5	5	45	41	35	48	52	56	5	2	5
Students with Disabilities	11	645	10258	79	90	94	390	373	377	9	20	23	64	54	51	27	24	25	NA	1	1
Students without Disabilities	67	4879	69713	100	99	100	431	420	429	1	6	5	43	45	39	52	46	52	3	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	44	2986	38994	94	97	98	420	401	409	2	11	10	48	52	47	50	36	41	NA	1	1
Non-Economically Disadvantaged	34	2538	40977	100	99	100	433	432	437	3	4	5	44	40	34	47	53	56	6	3	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	82	5739	80147	100	98	99	488	498	482	9	6	11	18	13	17	50	48	49	23	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2849	39281	100	99	99	478	498	483	13	5	9	24	13	17	42	49	50	21	33	24
Male	44	2889	40780	100	98	98	497	497	482	5	7	12	14	12	17	57	48	48	25	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	33	2106	33494	100	98	99	486	479	466	9	9	15	18	18	23	52	55	49	21	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	44	2998	36122	100	98	99	494	514	501	7	4	5	20	8	10	45	44	50	27	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	75	5082	69852	99	99	100	494	503	488	5	4	7	16	11	16	53	50	51	25	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	57	2944	38371	98	97	97	482	480	465	7	9	15	21	18	23	53	52	49	19	20	13
Non-Economically Disadvantaged	25	2795	41776	100	99	100	502	516	498	12	3	6	12	7	11	44	45	49	32	45	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	82	5655	79686	100	97	98	471	478	470	11	7	11	23	21	24	60	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2823	39163	100	98	99	462	482	475	13	6	9	26	19	22	55	63	60	5	12	10
Male	44	2831	40438	100	96	97	478	474	465	9	9	13	20	22	25	64	60	54	7	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	33	2071	33299	100	96	98	464	458	452	12	12	17	30	30	32	55	54	47	3	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	44	2959	35914	100	97	98	479	495	489	9	3	5	16	13	15	66	67	67	9	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	75	5084	69878	99	99	100	476	482	475	7	5	8	24	19	23	63	64	61	7	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	57	2879	38095	98	95	97	465	462	452	14	11	17	26	29	32	54	55	48	5	5	3
Non-Economically Disadvantaged	25	2776	41591	100	98	99	484	495	486	4	3	6	16	13	16	72	67	65	8	17	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	82	5728	80372	100	98	99	469	476	475	2	3	4	34	31	30	63	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2841	39452	100	99	99	478	487	488	NA	2	3	32	22	22	68	73	72	NA	3	3
Male	44	2887	40836	100	98	98	461	464	464	5	4	6	36	39	37	59	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	33	2102	33608	100	98	99	470	460	462	3	6	6	39	38	36	58	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	44	2995	36213	100	98	99	467	487	489	2	2	2	32	24	22	66	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	75	5077	69846	99	99	100	471	481	482	1	2	3	33	28	26	65	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	57	2941	38521	98	97	98	472	462	461	NA	5	6	39	38	38	61	56	55	NA	1	1
Non-Economically Disadvantaged	25	2787	41851	100	99	100	462	491	489	8	1	3	24	23	22	68	73	72	NA	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	97	5603	79306	100	98	99	510	518	504	9	9	13	21	15	20	51	50	49	20	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2724	38845	100	98	99	509	518	505	7	8	11	32	16	20	39	51	50	22	26	18
Male	56	2879	40383	100	97	98	511	517	504	11	10	14	13	14	19	59	50	47	18	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	39	2000	32673	98	98	99	496	496	487	13	14	18	28	22	25	49	52	46	10	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	48	2974	36234	100	98	99	523	535	523	4	4	6	15	9	13	56	49	52	25	37	28
Students with Disabilities	18	622	10286	100	87	91	461	469	462	28	32	41	22	27	27	44	34	27	6	7	5
Students without Disabilities	79	4981	69020	100	99	100	518	523	510	5	6	9	20	14	18	52	52	52	23	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	60	2874	37437	100	97	97	499	499	486	10	13	19	30	21	26	47	51	46	13	14	9
Non-Economically Disadvantaged	37	2729	41869	100	98	100	527	538	521	8	4	7	5	9	14	57	49	51	30	39	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	96	5547	79000	99	97	98	495	496	489	7	7	10	27	20	24	51	62	58	15	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2710	38774	100	98	99	499	501	494	7	5	7	22	19	22	56	63	61	15	12	10
Male	55	2837	40150	98	96	98	491	492	485	7	9	12	31	21	25	47	61	55	15	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	38	1963	32508	95	96	98	477	476	472	8	12	15	39	31	33	45	53	49	8	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	48	2962	36135	100	97	98	509	513	508	6	3	4	19	12	14	54	69	67	21	16	15
Students with Disabilities	18	569	9991	100	79	88	447	456	449	17	22	33	39	36	36	39	39	29	6	3	2
Students without Disabilities	78	4978	69009	99	99	100	502	500	495	5	5	6	24	19	22	54	65	62	17	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	59	2829	37234	98	96	97	486	478	472	10	11	15	29	29	33	51	55	50	10	4	3
Non-Economically Disadvantaged	37	2718	41766	100	98	99	508	515	505	3	2	5	24	11	16	51	69	65	22	18	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	97	5609	79611	100	98	99	491	490	496	6	7	7	34	43	37	60	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2732	39016	100	98	99	507	505	511	5	4	4	22	34	29	73	61	66	NA	1	1
Male	56	2877	40519	100	97	98	480	476	482	7	9	10	43	51	44	50	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	39	2001	32855	98	98	99	476	470	481	13	11	10	28	51	43	59	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	48	2984	36380	100	98	99	505	504	511	NA	4	4	38	36	30	63	59	65	NA	1	1
Students with Disabilities	18	639	10664	100	89	94	449	437	440	17	21	23	44	56	54	39	20	22	NA	4	1
Students without Disabilities	79	4970	68947	100	99	100	498	496	504	4	5	4	32	41	34	65	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	60	2874	37626	100	97	98	473	472	479	10	10	10	37	51	45	53	38	45	NA	1	0
Non-Economically Disadvantaged	37	2735	41985	100	99	100	518	508	511	NA	3	4	30	34	30	70	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5505	79327	99	98	98	532	531	518	9	12	19	15	16	20	55	50	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	38961	100	98	98	531	532	520	9	11	16	13	17	20	57	51	48	22	21	16
Male	43	2875	40295	98	98	97	533	531	516	9	13	21	16	16	19	53	48	44	21	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	32	1926	32327	100	98	98	525	510	499	6	18	27	16	23	25	63	49	41	16	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	48	2984	36373	98	99	98	543	549	538	8	7	10	8	11	14	56	51	52	27	31	25
Students with Disabilities	10	587	9321	100	89	87	NA	473	467	NA	44	54	NA	23	22	NA	27	21	NA	5	3
Students without Disabilities	79	4918	70006	99	99	100	536	537	524	6	8	14	15	15	19	54	53	49	24	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	46	2687	37097	98	97	97	524	511	498	11	18	27	15	21	25	59	49	41	15	11	7
Non-Economically Disadvantaged	43	2818	42230	100	99	99	541	550	535	7	6	11	14	11	15	51	50	50	28	32	24

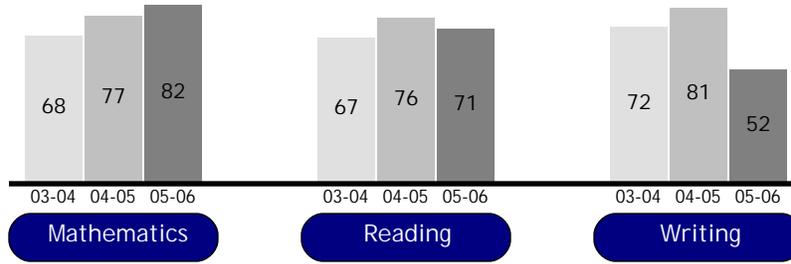
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5447	79501	98	97	98	511	506	497	1	6	10	20	20	25	74	68	60	5	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2606	39062	100	98	99	511	510	502	2	5	8	20	19	23	76	70	64	2	6	5
Male	42	2837	40368	95	97	98	512	503	491	NA	8	13	21	22	27	71	66	57	7	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	32	1887	32389	100	96	98	500	488	478	NA	10	16	28	31	34	69	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	47	2973	36446	96	98	99	524	521	516	2	4	4	6	12	15	85	76	73	6	8	7
Students with Disabilities	10	532	9411	100	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	78	4915	70090	98	99	100	514	510	502	1	4	7	19	19	24	76	72	65	4	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	45	2646	37183	96	96	97	504	489	479	2	10	16	24	29	34	69	59	49	4	2	1
Non-Economically Disadvantaged	43	2801	42318	100	98	99	519	522	513	NA	3	5	16	12	17	79	76	70	5	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5492	80000	100	98	99	569	565	564	4	3	3	3	10	11	79	77	75	13	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	39288	100	98	99	584	580	579	2	2	2	2	5	6	80	78	77	15	15	16
Male	44	2862	40644	100	97	98	553	552	549	7	4	4	5	14	15	77	76	74	11	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	32	1917	32672	100	97	99	572	548	548	3	4	4	6	13	14	78	77	76	13	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	49	2977	36602	100	98	99	573	578	579	4	2	2	2	8	7	80	77	75	14	14	16
Students with Disabilities	10	585	9919	100	88	93	NA	497	505	NA	11	9	NA	34	35	NA	51	54	NA	5	2
Students without Disabilities	80	4907	70081	100	99	100	571	572	571	5	2	2	3	7	7	80	80	79	13	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	47	2675	37534	100	97	98	568	547	547	2	4	4	4	14	15	85	77	76	9	5	5
Non-Economically Disadvantaged	43	2817	42466	100	99	100	569	582	578	7	1	2	2	7	7	72	77	75	19	15	16

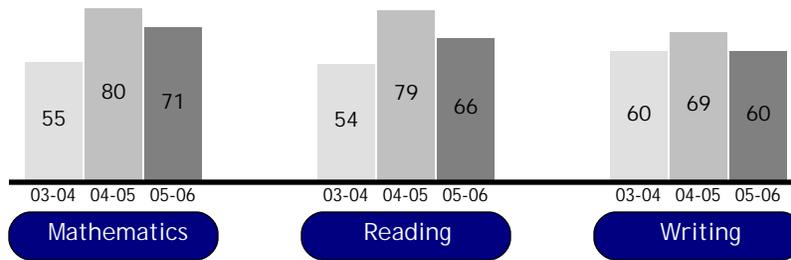
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	88	57	NA	58	96	50	50	47	100	41	50	46
	Language	96	35	53	50	96	45	49	47	100	41	50	48
	Mathematics	94	46	71	64	98	50	54	50	100	37	56	52
3	Reading	95	57	NA	55	100	49	50	44	99	56	52	46
	Language	95	61	63	61	100	48	49	44	98	46	48	46
	Mathematics	97	67	66	61	100	52	55	51	95	58	56	52
4	Reading	98	67	NA	56	96	48	52	48	96	52	58	52
	Language	100	59	55	52	96	47	52	49	96	52	58	52
	Mathematics	99	67	68	61	95	58	59	53	96	58	67	58
5	Reading	92	59	NA	55	100	59	55	50	95	65	61	56
	Language	93	56	55	49	100	57	55	50	95	56	59	54
	Mathematics	92	70	71	63	99	56	54	49	95	58	59	52
6	Reading	88	52	NA	56	91	54	58	51	96	63	63	56
	Language	91	47	55	48	91	47	54	47	96	58	58	50
	Mathematics	93	73	76	66	90	59	62	52	96	68	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Community Involvement
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Parent/Educator Relations
- Ü Customer Service

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	10	25	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	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 Media Center
- Ü PC Computer Lab
- Ü Large classrooms

Extracurricular Activities

- Ü Student Council
- Ü Community Education
- Ü Intramural Sports
- Ü Community Preschool
- Ü After-School Tutoring
- Ü Academic Clubs

Social Services

- Ü Breakfast Program, Lunch Program
- Ü Community Classes
- Ü Afterschool Program
- Ü Recreational Activities
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Irving exceeded school goals on all sections of the AIMS in third and fifth grades.

- ü Irving participates regularly in community service opportunities to support and respond to needs at local food banks, shelters, and for specific local and national needs.

- ü Irving works collaboratively with local universities to support and enhance teacher development programs.

- ü Annually Irving has numerous Presidential academic award winners.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	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

We emphasize: quality teaching, rules that are enforced, high expectations for good behavior, regular communication with parents, 'RESPECT' program teaches communication with each other, counseling and guidance programs for teaching problem solving and making choices, programs to increase awareness of and to reduce bullying and harassment, and staff commitment for an orderly/safe climate for learning.

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) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Brenda Hacker	(480) 472-1701
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Brenda Hacker	(480) 472-1701
School Nutrition Programs	Peggy Altstock	(480) 472-1715
Parent Organization	Tina Durazo	(480) 472-1701
Student Health/Nurse	Kathy Klamka	(480) 472-1707

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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