



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

245 South McQueen Road, Gilbert, AZ 85233

Gilbert 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 Excelling
2004-05 Excelling
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Jeff Filloon
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : gilbert.k12.az.us/info/schools/islands/island
Phone Number : (480) 497-0742
Fax Number : (480) 813-6809
E-mail : jeffrey_filloon@gilbert.k12.az.us

Mission

Islands School Mission is to provide a safe and positive educational environment for all students, where the Islands team works together to assure that our students achieve academic and personal success.

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

- Islands Elementary School teachers will improve student achievement in writing.
Islands Elementary School will provide the students, staff, and visitors with a safe, friendly, and neat learning environment.
To evaluate each second through sixth grade student's progress monthly through benchmark testing in reading and math

Enrollment

October 1, 2005 School Year Student Enrollment : 638
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 142

Instructional Programs

- Ü Accelerated Learning Program (ALP)
- Ü Title I Reading Program
- Ü English Language Learners (ELL)
- Ü Communication Disorders
- Ü Autism: SPICE-S

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Islands Elementary adheres to high academic standards for all students. Student success is provided through quality teaching practices and team work. Islands provides a safe learning environment dedicated to the success of every student.

Parents

Active participation by Islands' parents is encouraged. Parents are encouraged to be involved with PTA and Site Council. They are also encouraged to support and attend school functions. Islands provides annual parenting classes with child care.

Transportation Policy

School bus transportation is provided for Islands attendance area students who live beyond one mile of the school. Bus transportation is a privilege and students must adhere to the rules while on the bus. Bus rules are sent home for parent signature annually.

School Honors

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

Award/Honor	Year
Ü 6th Grade Mathlete Champions	2004
Ü 7th in Southeast Maricopa County Chess Tournament	2005
Ü District Battle of the Books Champions	2005
Ü Islands Site Council Volunteers of the Year in Gilbert	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2749	80010	98	98	99	487	475	447	1	4	10	4	9	18	47	50	53	48	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38935	98	99	99	483	474	447	NA	4	9	3	8	19	51	51	55	46	37	17
Male	57	1442	40974	98	98	98	490	476	448	2	3	11	5	9	18	44	50	52	49	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	17	460	34545	100	98	99	469	456	432	NA	4	14	NA	13	24	65	65	53	35	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	62	2029	35142	98	99	99	494	481	465	NA	3	5	6	7	11	37	47	56	56	43	28
Students with Disabilities	20	414	10161	91	93	93	465	440	419	NA	16	28	10	27	28	60	39	36	30	18	8
Students without Disabilities	76	2335	69849	100	100	100	493	481	451	1	1	7	3	5	17	43	52	56	53	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	27	583	39029	100	97	98	469	454	432	4	6	14	4	15	25	52	60	52	41	19	9
Non-Economically Disadvantaged	69	2166	40981	97	99	100	494	481	462	NA	3	6	4	7	13	45	47	54	51	43	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	2707	79438	98	97	98	484	480	451	NA	3	9	13	12	24	66	62	56	22	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1290	38775	98	98	99	491	487	457	NA	2	7	5	9	22	67	61	58	28	27	13
Male	57	1417	40560	98	96	97	480	474	446	NA	3	12	18	14	25	65	62	54	18	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	17	455	34297	100	97	98	469	464	434	NA	5	14	12	16	31	82	69	50	6	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	62	1996	34887	98	97	98	491	485	471	NA	2	4	10	10	15	63	61	63	27	27	18
Students with Disabilities	20	373	9588	91	84	88	466	445	416	NA	13	30	25	31	32	65	46	34	10	9	5
Students without Disabilities	76	2334	69850	100	99	100	489	485	456	NA	1	7	9	9	23	66	64	59	25	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	27	573	38685	100	96	97	469	461	435	NA	5	14	19	20	32	74	65	50	7	11	5
Non-Economically Disadvantaged	69	2134	40753	97	97	99	490	485	467	NA	2	5	10	10	16	62	61	62	28	27	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	96	2749	79971	98	98	99	455	448	423	1	3	8	22	28	41	74	64	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38974	98	99	99	470	461	437	NA	3	5	8	20	33	87	70	57	5	7	4
Male	57	1442	40895	98	98	98	445	436	410	2	4	10	32	35	47	65	58	41	2	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	17	461	34481	100	98	99	453	436	410	NA	4	10	29	33	46	65	61	43	6	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	62	2030	35150	98	99	99	456	451	437	2	3	5	21	26	35	74	66	56	3	5	5
Students with Disabilities	20	412	10258	91	93	94	438	407	377	5	13	23	40	50	51	50	35	25	5	2	1
Students without Disabilities	76	2337	69713	100	100	100	460	455	429	NA	2	5	17	24	39	80	69	52	3	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	27	585	38994	100	98	98	452	430	409	NA	5	10	30	39	47	67	53	41	4	2	1
Non-Economically Disadvantaged	69	2164	40977	97	99	100	456	453	437	1	3	5	19	25	34	77	67	56	3	6	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	112	2846	80147	99	98	99	509	511	482	3	3	11	5	6	17	50	49	49	42	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1386	39281	100	98	99	515	511	483	NA	3	9	NA	5	17	58	51	50	42	41	24
Male	59	1458	40780	98	98	98	503	511	482	5	3	12	10	8	17	42	48	48	42	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	21	468	33494	100	96	99	488	493	466	NA	5	15	10	12	23	71	56	49	19	27	14
Asian/Pacific Islander	12	156	2103	100	100	99	529	525	515	NA	3	4	NA	4	8	25	38	44	75	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	76	2074	36122	97	98	99	512	516	501	4	2	5	5	5	10	46	48	50	45	45	35
Students with Disabilities	19	371	10295	90	88	92	484	467	443	11	16	33	11	22	26	53	47	33	26	14	8
Students without Disabilities	93	2475	69852	100	100	100	514	518	488	1	1	7	4	4	16	49	49	51	45	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	22	592	38371	92	96	97	491	490	465	9	6	15	5	13	23	59	56	49	27	25	13
Non-Economically Disadvantaged	90	2254	41776	100	99	100	513	517	498	1	2	6	6	5	11	48	47	49	46	46	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	111	2812	79686	98	97	98	494	499	470	1	2	11	9	11	24	80	70	57	10	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1376	39163	100	97	99	505	504	475	NA	2	9	NA	8	22	85	70	60	15	20	10
Male	58	1434	40438	97	96	97	484	494	465	2	2	13	17	13	25	76	70	54	5	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	21	463	33299	100	95	98	486	481	452	NA	5	17	5	18	32	95	68	47	NA	8	3
Asian/Pacific Islander	12	154	2097	100	99	99	497	503	490	NA	1	5	8	11	13	83	73	68	8	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	75	2048	35914	96	97	98	497	503	489	1	1	5	11	8	15	75	71	67	13	20	14
Students with Disabilities	18	338	9808	86	80	87	470	467	432	6	9	35	22	30	32	72	53	30	NA	7	3
Students without Disabilities	93	2474	69878	100	100	100	498	503	475	NA	1	8	6	8	23	82	73	61	12	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	22	581	38095	92	94	97	480	481	452	5	5	17	9	20	32	82	66	48	5	9	3
Non-Economically Disadvantaged	89	2231	41591	100	98	99	497	503	486	NA	1	6	9	8	16	80	71	65	11	19	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	112	2875	80372	99	99	99	503	497	475	1	2	4	13	16	30	79	77	64	6	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1406	39452	100	99	99	521	508	488	NA	1	3	2	12	22	89	81	72	9	7	3
Male	59	1467	40836	98	98	98	487	487	464	2	3	6	24	21	37	71	74	56	3	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	21	477	33608	100	98	99	503	486	462	NA	3	6	5	18	36	90	77	57	5	3	1
Asian/Pacific Islander	12	156	2098	100	100	99	524	508	500	NA	3	2	NA	12	16	83	74	75	17	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	76	2091	36213	97	99	99	500	499	489	1	1	2	18	16	22	75	78	72	5	5	3
Students with Disabilities	20	401	10526	95	95	94	450	452	427	5	7	15	45	45	53	50	47	31	NA	1	1
Students without Disabilities	92	2474	69846	100	100	100	514	504	482	NA	1	3	7	12	26	86	82	69	8	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	22	604	38521	92	98	98	491	479	461	NA	3	6	23	25	38	73	70	55	5	1	1
Non-Economically Disadvantaged	90	2271	41851	100	99	100	506	502	489	1	1	3	11	14	22	81	79	72	7	5	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	91	2841	79306	97	99	99	532	529	504	1	5	13	7	11	20	69	52	49	23	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1394	38845	97	99	99	523	531	505	NA	4	11	11	12	20	72	52	50	17	33	18
Male	55	1446	40383	96	99	98	537	528	504	2	5	14	4	11	19	67	53	47	27	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	17	450	32673	94	99	99	517	509	487	NA	7	18	18	17	25	71	59	46	12	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	62	2116	36234	98	99	99	535	534	523	2	4	6	5	10	13	68	51	52	26	35	28
Students with Disabilities	12	358	10286	86	94	91	496	483	462	8	24	41	33	29	27	42	35	27	17	12	5
Students without Disabilities	79	2483	69020	99	100	100	537	536	510	NA	2	9	3	8	18	73	55	52	24	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	556	37437	93	97	97	517	505	486	NA	10	19	15	18	26	77	55	46	8	16	9
Non-Economically Disadvantaged	78	2285	41869	98	100	100	534	535	521	1	3	7	5	9	14	68	52	51	26	36	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	91	2799	79000	97	98	98	518	514	489	3	2	10	7	12	24	74	69	58	16	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1385	38774	95	98	99	530	520	494	NA	2	7	3	9	22	77	69	61	20	20	10
Male	56	1413	40150	98	97	98	511	509	485	5	3	12	9	14	25	71	69	55	14	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	17	435	32508	94	96	98	517	498	472	6	4	15	6	19	33	76	69	49	12	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	61	2096	36135	97	98	98	523	519	508	2	2	4	7	10	14	70	69	67	21	19	15
Students with Disabilities	12	315	9991	86	83	88	470	477	449	25	13	33	25	33	36	42	46	29	8	8	2
Students without Disabilities	79	2484	69009	99	100	100	525	519	495	NA	1	6	4	9	22	78	72	62	18	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	534	37234	93	93	97	502	494	472	NA	4	15	8	21	33	92	68	50	NA	7	3
Non-Economically Disadvantaged	78	2265	41766	98	99	99	521	519	505	4	2	5	6	10	16	71	69	65	19	19	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	91	2841	79611	97	99	99	514	515	496	2	3	7	29	27	37	69	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1396	39016	95	99	99	537	531	511	NA	1	4	14	17	29	86	80	66	NA	1	1
Male	56	1444	40519	98	99	98	500	500	482	4	4	10	38	37	44	59	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	17	448	32855	94	99	99	514	501	481	NA	5	10	29	32	43	71	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	61	2119	36380	97	99	99	515	519	511	2	2	4	30	27	30	69	71	65	NA	1	1
Students with Disabilities	12	357	10664	86	94	94	452	460	440	17	13	23	50	57	54	33	29	22	NA	0	1
Students without Disabilities	79	2484	68947	99	100	100	524	523	504	NA	1	4	25	23	34	75	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	555	37626	93	97	98	508	494	479	NA	6	10	38	38	45	62	55	45	NA	1	0
Non-Economically Disadvantaged	78	2286	41985	98	100	100	515	520	511	3	2	4	27	25	30	71	73	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	113	2911	79327	100	98	98	558	548	518	4	7	19	8	10	20	49	56	46	39	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1431	38961	100	98	98	559	548	520	2	6	16	8	9	20	47	57	48	43	28	16
Male	64	1480	40295	100	98	97	558	547	516	6	7	21	8	10	19	50	54	44	36	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	16	493	32327	100	96	98	534	529	499	NA	10	27	13	16	25	69	57	41	19	17	8
Asian/Pacific Islander	13	120	1939	100	99	99	617	574	556	NA	3	6	NA	7	10	31	48	47	69	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	75	2129	36373	100	99	98	557	552	538	5	6	10	7	8	14	48	56	52	40	31	25
Students with Disabilities	19	360	9321	100	89	87	513	493	467	21	36	54	21	23	22	42	33	21	16	8	3
Students without Disabilities	94	2551	70006	100	100	100	568	555	524	1	2	14	5	8	19	50	59	49	44	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	21	588	37097	100	95	97	531	527	498	14	12	27	14	18	25	52	54	41	19	17	7
Non-Economically Disadvantaged	92	2323	42230	100	99	99	565	553	535	2	5	11	7	7	15	48	56	50	43	31	24

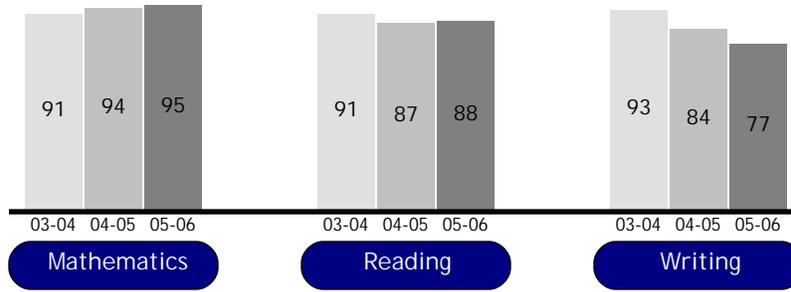
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2886	79501	100	97	98	527	523	497	3	3	10	11	11	25	75	78	60	12	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1426	39062	100	98	99	533	527	502	2	2	8	4	8	23	82	80	64	12	10	5
Male	64	1460	40368	100	97	98	522	518	491	3	3	13	16	13	27	70	77	57	11	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	16	489	32389	100	96	98	512	509	478	NA	5	16	6	18	34	94	73	48	NA	4	1
Asian/Pacific Islander	13	119	1936	100	98	99	549	531	519	NA	2	3	NA	8	14	77	78	73	23	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	75	2109	36446	100	98	99	530	526	516	4	2	4	9	9	15	73	80	73	13	9	7
Students with Disabilities	19	335	9411	100	83	88	488	480	453	16	16	36	26	35	36	58	48	26	NA	1	1
Students without Disabilities	94	2551	70090	100	100	100	535	528	502	NA	1	7	7	8	24	79	82	65	14	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	21	581	37183	100	94	97	496	507	479	10	4	16	24	18	34	67	75	49	NA	2	1
Non-Economically Disadvantaged	92	2305	42318	100	98	99	534	527	513	1	2	5	8	9	17	77	79	70	14	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	113	2928	80000	100	99	99	601	588	564	1	1	3	2	5	11	73	75	75	25	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1439	39288	100	99	99	614	601	579	NA	1	2	NA	2	6	69	73	77	31	25	16
Male	64	1489	40644	100	99	98	591	575	549	2	2	4	3	8	15	75	77	74	20	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	16	499	32672	100	97	99	598	579	548	NA	2	4	NA	5	14	88	79	76	13	13	6
Asian/Pacific Islander	13	121	1945	100	100	99	629	605	592	NA	NA	1	NA	4	4	54	69	69	46	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	75	2135	36602	100	99	99	599	590	579	1	1	2	1	5	7	71	74	75	27	20	16
Students with Disabilities	19	378	9919	100	93	93	546	532	505	5	6	9	11	25	35	74	66	54	11	3	2
Students without Disabilities	94	2550	70081	100	100	100	612	596	571	NA	1	2	NA	2	7	72	76	79	28	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	21	599	37534	100	97	98	580	572	547	NA	2	4	5	8	15	86	81	76	10	9	5
Non-Economically Disadvantaged	92	2329	42466	100	99	100	605	592	578	1	1	2	1	4	7	70	74	75	28	21	16

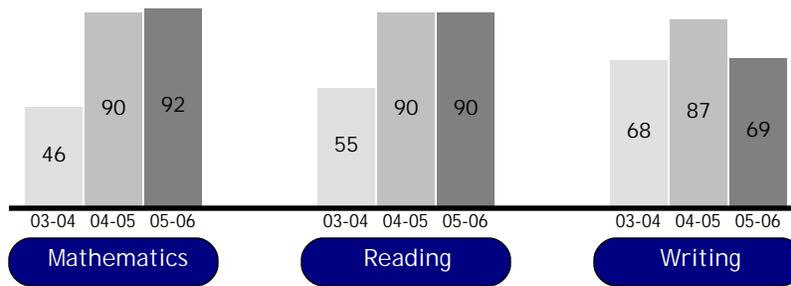
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	74	NA	58	100	66	61	47	100	70	65	46
	Language	100	71	63	50	100	68	60	47	100	76	65	48
	Mathematics	100	83	76	64	100	64	63	50	100	67	65	52
3	Reading	99	75	NA	55	99	62	60	44	98	72	67	46
	Language	99	81	76	61	99	59	57	44	98	67	61	46
	Mathematics	99	80	72	61	99	68	65	51	98	76	68	52
4	Reading	100	76	NA	56	100	63	61	48	98	70	70	52
	Language	100	72	66	52	100	67	60	49	99	67	68	52
	Mathematics	100	83	73	61	100	78	68	53	99	75	73	58
5	Reading	100	69	NA	55	100	62	63	50	97	72	73	56
	Language	99	59	63	49	100	63	62	50	97	72	70	54
	Mathematics	100	73	77	63	100	64	62	49	98	73	67	52
6	Reading	99	71	NA	56	100	65	64	51	100	76	75	56
	Language	100	60	64	48	100	58	62	47	100	70	68	50
	Mathematics	100	80	81	66	100	68	69	52	100	78	75	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)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Quality Improvement
- Ü Parent/Educator Relations
- Ü Community Business Support
- Ü Tax Credit Promoting
- Ü School Safety Issues
- Ü Educational Advocacy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	17.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	2	0	0	0
10 or more years	3	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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 Computer Lab
- Ü Title I Reading Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Mad Science Club
- Ü Dolphin Production Company
- Ü Elements of Music
- Ü Chess Club
- Ü Intramurals

Social Services

- Ü Recreational Activities
- Ü Quest Program
- Ü Adult Education
- Ü Dolphin Daily Attendance Program
- Ü Breakfast/Lunch Programs
- Ü Foreign Language Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Islands sixth grade students won the district Battle of the Books competition in 2005. This related directly to our schoolwide reading goal.

- ü During the course of the 2004-2005 school year, Islands lowered the percentage of at risk readers by 22%. This related directly to our schoolwide reading goal.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

Islands has built a security fence to secure the campus during the day. In addition, Islands has rerouted the parent pick up lane so that all students are picked up inside the school grounds. All visitors are required to sign in upon arrival and wear a visitors badge while on campus. Islands has also updated the school crisis plan to assure preparation in the event of a crisis.

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) :

1

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	Tammy and John Tomasson	(480) 497-0742
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Kim Schammel	(480) 497-0742
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Lorri Lawson	(480) 892-5527
Student Health/Nurse	Toni Jones/Staci Sutton	(480) 497-0742

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.