



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5402 E. Osborn Road, Phoenix, AZ 85018

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

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

School Overview

Principal/Administrator : Mrs. Cindy Hans
Schedule : 07:30 AM to 04:00 PM
Grades : 6-8
Web Address : ingleside.susd.org
Phone Number : (480) 484-4900
Fax Number : (480) 484-4901
E-mail : chans@susd.org

Mission

The Ingleside Middle School community challenges students to fulfill their potential using the knowledge and skills necessary to be responsible, contributing members of society in a technologically and culturally diverse 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

- To provide a positive, respectful and safe environment.
To ensure all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task.
To offer comprehensive professional growth programs for staff to provide them with the skills, strategies and resources to meet the needs of all students.
To increase individual student academic achievement and personal growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 681
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 33

Instructional Programs

- Ü Academic Excellence
- Ü State and Nationally Aligned Curriculum
- Ü Multimedia (Technology)
- Ü Humanities Program
- Ü EIS Instruction
- Ü Gifted Specialist

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate openly and regularly to the community and individual families; to encourage parent participation in the life of the school; to ensure the safety of students. Ingleside provides a parent/student handbook (English and Spanish) and a daily planner to enhance the communication. Regular newsletters in English and Spanish are also provided in a joint school/PTO endeavor.

Parents

Parents are urged to show support of their children in several areas by providing a supportive environment conducive to study & learning; being role models by valuing education; by participating in the activities of the school & parent organization; by openly communicating with teachers and administrators.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students. Safety and welfare of student riders is the highest priority.

School Honors

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

Award/Honor	Year
Ü National Blue Ribbon School of Excellence	2002
Ü A+ Distinction	2001
Ü JC Penney Golden Rule Award	1997
Ü President Bush's Daily Point of Light	1998

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	200	2048	79327	100	100	98	532	547	518	19	8	19	15	11	20	43	53	46	25	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	996	38961	100	100	98	525	547	520	19	6	16	18	11	20	45	54	48	17	28	16
Male	107	1052	40295	99	99	97	539	547	516	18	9	21	11	10	19	40	51	44	31	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	49	301	32327	100	100	98	485	514	499	41	19	27	27	21	25	29	47	41	4	12	8
Asian/Pacific Islander	NC	70	1939	NC	100	99	NC	562	556	NC	3	6	NC	11	10	NC	49	47	NC	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	133	1583	36373	100	100	98	550	555	538	9	5	10	10	8	14	50	54	52	31	33	25
Students with Disabilities	21	243	9321	100	100	87	511	490	467	43	35	54	10	23	22	14	33	21	33	8	3
Students without Disabilities	179	1805	70006	99	100	100	535	554	524	16	4	14	15	9	19	46	55	49	23	32	18
Limited English Proficient Students	18	95	9431	100	99	95	450	474	466	67	42	53	33	29	27	NA	28	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	69	401	37097	100	99	97	496	509	498	33	20	27	22	22	25	38	48	41	7	9	7
Non-Economically Disadvantaged	131	1647	42230	99	100	99	551	556	535	11	5	11	11	8	15	45	54	50	34	34	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	198	2047	79501	99	100	98	510	520	497	10	4	10	19	14	25	63	73	60	9	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	995	39062	98	100	99	509	526	502	8	2	8	23	11	23	59	75	64	10	11	5
Male	107	1052	40368	99	99	98	510	514	491	11	6	13	15	16	27	65	71	57	8	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	49	302	32389	100	100	98	468	488	478	27	15	16	39	27	34	33	54	48	2	4	1
Asian/Pacific Islander	NC	70	1936	NC	100	99	NC	521	519	NC	1	3	NC	13	14	NC	76	73	NC	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	131	1581	36446	98	99	99	527	528	516	3	2	4	9	10	15	76	78	73	11	10	7
Students with Disabilities	21	244	9411	100	100	88	477	470	453	29	23	36	29	34	36	43	41	26	NA	1	1
Students without Disabilities	177	1803	70090	98	100	100	514	527	502	7	2	7	18	11	24	65	78	65	10	10	5
Limited English Proficient Students	18	95	9401	100	99	94	427	447	443	67	37	40	33	44	46	NA	19	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	68	401	37183	99	99	97	477	487	479	24	13	16	32	30	34	43	55	49	1	1	1
Non-Economically Disadvantaged	130	1646	42318	98	100	99	527	528	513	2	2	5	12	10	17	73	78	70	13	11	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	198	2045	80000	99	100	99	581	592	564	2	1	3	7	5	11	72	70	75	20	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	996	39288	99	100	99	595	608	579	NA	1	2	4	2	6	75	65	77	21	32	16
Male	106	1049	40644	98	99	98	568	577	549	3	1	4	9	7	15	69	75	74	19	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	49	302	32672	100	100	99	542	563	548	6	3	4	18	11	14	71	76	76	4	10	6
Asian/Pacific Islander	NC	70	1945	NC	100	99	NC	600	592	NC	NA	1	NC	3	4	NC	67	69	NC	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	132	1580	36602	99	99	99	594	598	579	NA	1	2	3	3	7	73	69	75	24	27	16
Students with Disabilities	21	239	9919	100	98	93	548	544	505	5	3	9	24	22	35	57	71	54	14	4	2
Students without Disabilities	177	1806	70081	98	100	100	584	598	571	1	1	2	5	2	7	73	70	79	20	27	12
Limited English Proficient Students	18	94	9571	100	98	96	484	513	502	11	9	10	50	28	29	39	64	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	68	403	37534	99	100	98	553	562	547	4	2	4	15	11	15	72	79	76	9	8	5
Non-Economically Disadvantaged	130	1642	42466	98	100	100	595	600	578	NA	1	2	3	3	7	72	68	75	25	28	16

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

7th 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	231	2078	78546	100	99	97	555	571	543	12	7	15	12	9	18	56	55	52	19	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	982	38645	100	100	98	552	574	545	13	6	13	11	8	18	58	55	54	17	31	15
Male	104	1096	39792	100	99	97	558	568	542	11	8	17	13	10	17	54	56	50	22	27	15
African American	NC	44	4205	NC	100	97	NC	534	524	NC	16	22	NC	23	22	NC	48	49	NC	14	7
Hispanic	59	259	31177	100	100	97	512	527	524	32	22	22	20	19	23	44	50	48	3	9	7
Asian/Pacific Islander	NC	68	1940	NC	100	99	NC	600	580	NC	NA	5	NC	4	9	NC	53	53	NC	43	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	523	515	NC	22	28	NC	22	25	NC	50	43	NC	6	4
White	158	1675	36450	99	99	97	570	579	563	5	4	7	8	7	12	62	56	57	25	32	23
Students with Disabilities	23	199	8093	100	98	82	484	504	489	65	39	50	9	26	24	17	29	23	9	6	2
Students without Disabilities	208	1879	70453	100	100	100	563	578	549	6	3	11	13	8	17	61	58	56	21	31	16
Limited English Proficient Students	27	102	9323	100	100	94	483	498	491	56	44	47	26	25	28	19	25	24	NA	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	72	340	34694	100	99	96	513	528	524	29	22	23	22	19	23	46	51	48	3	8	7
Non-Economically Disadvantaged	159	1738	43852	100	100	99	574	579	559	4	4	10	8	8	13	61	56	56	27	33	22

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	230	2081	79045	100	100	98	528	535	512	7	4	10	17	14	25	62	67	58	13	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	982	38860	100	100	98	533	544	519	7	3	7	15	11	22	62	68	62	16	18	8
Male	104	1099	40075	100	100	97	523	528	505	8	6	12	19	17	28	63	67	54	11	10	6
African American	NC	44	4250	NC	100	98	NC	505	500	NC	14	12	NC	16	31	NC	68	54	NC	2	3
Hispanic	58	258	31314	100	100	98	486	496	493	17	16	16	38	31	34	45	50	48	NA	3	2
Asian/Pacific Islander	NC	68	1949	NC	100	99	NC	547	536	NC	3	4	NC	7	15	NC	72	66	NC	18	15
American Indian/Alaskan Native	NC	33	4719	NC	100	96	NC	495	489	NC	15	15	NC	30	39	NC	55	45	NC	NA	2
White	158	1678	36730	99	100	98	544	543	532	4	2	4	9	11	16	69	70	68	18	16	12
Students with Disabilities	23	202	8552	100	99	87	458	476	463	35	27	35	52	36	40	13	35	23	NA	2	1
Students without Disabilities	207	1879	70493	100	100	100	536	541	517	4	2	7	13	12	24	68	71	62	15	15	8
Limited English Proficient Students	26	101	9355	100	100	95	454	460	456	35	35	37	54	47	48	12	18	15	NA	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	72	341	34922	100	99	96	489	498	493	15	13	15	36	33	34	49	51	48	NA	4	3
Non-Economically Disadvantaged	158	1740	44123	100	100	99	547	543	527	4	3	6	8	11	18	68	71	66	20	16	11

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	231	2082	79657	100	100	99	584	586	566	2	1	3	5	5	8	88	90	87	5	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	985	39120	100	100	99	594	599	580	1	0	2	3	2	4	88	91	92	8	6	2
Male	104	1097	40423	100	99	98	572	575	553	3	2	5	8	7	12	88	90	83	1	2	1
African American	NC	44	4290	NC	100	99	NC	563	560	NC	2	4	NC	9	9	NC	89	86	NC	NA	1
Hispanic	59	260	31642	100	100	99	553	555	552	3	3	5	12	12	11	85	84	84	NA	0	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	606	589	NC	NA	1	NC	1	3	NC	90	91	NC	9	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	547	547	NC	9	5	NC	6	14	NC	85	81	NC	NA	0
White	158	1677	36929	99	99	99	595	592	579	1	1	2	3	3	5	91	92	91	4	5	2
Students with Disabilities	23	201	9069	100	99	92	510	525	508	9	6	11	22	25	30	70	68	58	NA	0	1
Students without Disabilities	208	1881	70588	100	100	100	593	592	573	1	0	2	3	2	5	90	93	91	5	4	1
Limited English Proficient Students	27	100	9521	100	100	96	520	519	507	7	8	13	22	19	24	70	73	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	72	342	35341	100	99	97	551	553	551	4	3	5	13	14	12	83	83	83	NA	1	0
Non-Economically Disadvantaged	159	1740	44316	100	100	100	599	593	578	1	1	2	2	3	5	91	92	90	7	5	2

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

8th 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	252	2187	78400	100	100	97	569	577	554	17	12	21	15	13	19	50	54	47	18	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	1064	38686	99	100	98	568	578	554	17	11	20	15	13	20	52	57	49	16	19	12
Male	126	1123	39636	100	100	96	571	576	554	17	14	23	15	13	18	48	51	46	21	22	13
African American	11	57	4193	100	97	97	540	535	533	27	28	32	36	32	23	27	35	40	9	5	5
Hispanic	55	299	30732	100	100	97	521	530	534	44	33	31	25	25	24	25	37	40	5	5	5
Asian/Pacific Islander	NC	73	1827	NC	100	99	NC	617	594	NC	7	8	NC	3	12	NC	48	49	NC	42	31
American Indian/Alaskan Native	NC	35	4536	NC	97	95	NC	544	528	NC	23	35	NC	23	25	NC	46	37	NC	9	4
White	174	1723	37038	99	100	97	585	586	575	8	8	11	11	10	14	59	58	56	22	23	19
Students with Disabilities	19	185	7840	100	100	81	493	509	498	74	54	60	NA	17	18	26	27	20	NA	2	2
Students without Disabilities	233	2002	70560	100	100	99	576	583	560	12	9	17	16	12	19	52	57	50	20	22	14
Limited English Proficient Students	24	97	8956	100	100	95	482	492	502	75	67	56	17	20	25	8	13	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	65	368	33014	100	100	95	523	529	534	40	35	31	25	24	24	34	38	40	2	3	5
Non-Economically Disadvantaged	187	1819	45386	99	100	99	586	587	569	9	8	15	12	11	15	56	57	52	24	24	18

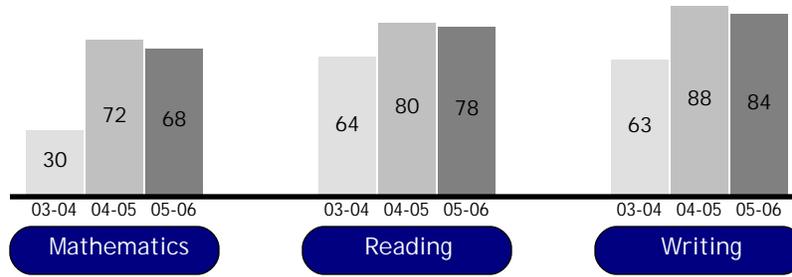
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	252	2189	79179	100	100	98	538	542	519	12	6	11	11	15	27	68	69	58	10	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	1064	38974	99	100	99	540	549	524	13	4	8	6	12	25	74	73	61	7	11	5
Male	126	1125	40124	100	100	97	537	535	513	10	9	13	15	17	28	63	65	54	12	9	4
African American	11	57	4243	100	97	98	518	509	506	27	21	14	27	25	32	36	49	51	9	5	3
Hispanic	55	298	30987	100	100	98	487	498	498	40	22	17	15	29	36	42	47	45	4	2	1
Asian/Pacific Islander	NC	73	1832	NC	100	99	NC	560	543	NC	3	4	NC	8	17	NC	78	69	NC	11	10
American Indian/Alaskan Native	NC	35	4573	NC	97	96	NC	506	494	NC	9	16	NC	43	41	NC	46	42	NC	3	1
White	174	1726	37467	99	100	98	554	550	539	2	3	5	9	11	17	78	74	70	11	11	8
Students with Disabilities	19	187	8567	100	100	88	471	479	467	42	33	39	26	33	38	32	33	22	NA	2	1
Students without Disabilities	233	2002	70612	100	100	99	544	547	524	9	4	7	9	13	25	71	72	62	10	11	5
Limited English Proficient Students	24	97	9013	100	100	95	437	452	461	75	51	40	21	43	48	4	6	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	65	368	33345	100	100	96	486	496	499	37	20	17	17	33	36	46	45	46	NA	1	1
Non-Economically Disadvantaged	187	1821	45834	99	100	99	556	551	533	3	4	7	9	11	19	76	74	67	13	12	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	252	2182	79734	100	100	99	563	579	554	4	2	3	12	10	19	84	87	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	1064	39243	99	100	99	572	594	568	4	1	2	10	5	12	86	92	85	1	2	1
Male	126	1118	40413	100	99	98	553	565	541	4	3	4	14	15	26	82	82	70	NA	1	0
African American	11	57	4285	100	97	99	526	547	548	9	2	3	27	26	22	55	70	74	9	2	0
Hispanic	55	296	31254	100	99	99	501	536	539	16	7	5	29	24	25	55	70	70	NA	NA	0
Asian/Pacific Islander	NC	73	1837	NC	100	99	NC	597	579	NC	3	1	NC	5	9	NC	88	87	NC	4	2
American Indian/Alaskan Native	NC	35	4613	NC	97	97	NC	561	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	174	1721	37668	99	100	99	583	587	569	NA	1	1	6	7	13	94	91	85	NA	1	1
Students with Disabilities	19	183	8943	100	99	92	491	511	495	11	10	11	58	42	51	32	48	38	NA	1	1
Students without Disabilities	233	1999	70791	100	100	100	569	585	561	3	1	2	8	7	15	88	91	83	0	1	0
Limited English Proficient Students	24	96	9138	100	99	97	429	477	492	38	20	13	50	48	46	13	32	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	65	365	33718	100	99	97	505	535	538	15	6	5	29	26	26	55	68	69	NA	NA	0
Non-Economically Disadvantaged	187	1817	46016	99	100	100	583	588	567	NA	1	2	6	7	14	94	91	84	1	2	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	70	NA	56	99	55	64	51	100	65	70	56
	Language	99	64	64	48	99	54	63	47	100	59	67	50
	Mathematics	99	74	78	66	100	57	66	52	100	67	75	58
7	Reading	98	68	NA	54	100	62	63	50	100	67	70	54
	Language	98	77	78	58	100	67	67	52	100	70	75	58
	Mathematics	98	67	76	62	100	59	61	50	100	59	68	54
8	Reading	98	71	NA	55	100	63	65	51	100	72	72	58
	Language	100	72	71	52	100	62	64	50	100	68	68	56
	Mathematics	99	67	74	61	100	62	65	53	100	67	70	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development/Monitoring
- Ü Staff Development
- Ü Student Discipline/Decorum
- Ü Budget Implementation and Monitoring
- Ü Personnel Decisions
- Ü Scheduling/Courses

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.50
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	5	0	0
10 or more years	3	6	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Technology lab
- Ü Library
- Ü TV Studio

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü Odyssey of the Mind; Future Cities
- Ü Spelling Bee, Geography Bee
- Ü 7th & 8th grade Sports
- Ü Chess Club; Battle of Books
- Ü Community Service Club

Social Services

- Ü Before & After School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Resource Specialist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ingleside achieved A+ status as a state-recognized model school during the spring of 2001. This is the second time Ingleside has acquired this distinction. In 2002, Ingleside was awarded the National Blue Ribbon School of Excellence.
  
- ü Ingleside Band and Orchestra received excellent and superior ratings in regional competition.
  
- ü The Runner-up for the Arizona National Geography Bee is an Ingleside Student.
  
- ü Ingleside competitors in the Future Cities Competition won three awards.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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 promote a safe and orderly climate by having a comprehensive student decorum program; having the assistance of a Phoenix Police officer; having an active, committed parent population; and having a zero-tolerance for weapons or drugs. The Character Counts program has begun. A comprehensive and school-wide anti-bullying program is being implemented. Ingleside students are encouraged to actively participate in activities designed to increase a safe and positive climate on campus.

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) :

14
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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	Mrs. Cindy Hans	(480) 484-4910
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Mrs. Cindy Hans	(480) 484-4910
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Lisette Murney	(480) 484-4900
Student Health/Nurse	Carol Turney	(480) 484-4911

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = \$19.00

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

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