



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3402 W. McDowell Road, Phoenix, AZ 85009

Isaac Elementary 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
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Armando B. Chavez
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
Web Address : www.isaacschools.org/schools/isaacmiddle.htm
Phone Number : (602) 455-6800
Fax Number : (602) 455-6868
E-mail : achavez@isaacschools.org

Mission

The mission of Isaac Middle School is to promote high academic standards for all students and involve the entire Isaac Community. Students, parents, staff are responsible for ensuring all students reach their academic potential. Our three district initiatives are to increase student achievement, improve customer service and integrate parents and the community in order to prepare our students for higher education.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Restructure(Impl)
2004-05 Restructure(Plan)
2003-04 Corrective Action

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

School / Academic Goals

- To improve teaching and learning to enhance the achievement of all students in reading, writing and mathematics.
To maintain school environments that are safe, secure and attractive.

Enrollment

October 1, 2005 School Year Student Enrollment : 943
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 17

Instructional Programs

- ü Schoolwide Reading Block
- ü On-site Special Education Program
- ü Self-Contained MIMR Program
- ü E L L Newcomer Program
- ü 21st Century After-School Program
- ü Literacy Labs for all grades
- ü Lego-Robotics-Program
- ü G.R.E.A.T Program- Phoenix Police Dept.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

Report cards are mailed home every nine weeks in September, December, March and June every school year. The final report card is issued to students the last day of school. Midterm progress reports are mailed home at the four and one-half week mark. Parent-Teacher conferences are scheduled twice a year. Additional conferences are scheduled as needed.

Parents

Parents are expected to participate in the education of their children at Isaac Middle School. Parent participation is requested at parent conferences at least twice each year. Parents are expected to have their children in attendance daily.

Transportation Policy

All students who live outside of a mile radius of school are provided district transportation. Special services students are provided door-to-door transportation as indicated/required by their IEPs according to the IDEA federal mandates.

School Honors

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

Award/Honor	Year
ü Two Arizona All-State Student Band Recipients	2002
ü ABODA Concert Band Festival - Excellent Rating	2004
ü Three Best of Class Awards-Maricopa County Science Fair	2004
ü SRP Water Usage Award-Maricopa County Science Fair	2004

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	312	829	79327	98	98	98	484	486	518	37	34	19	27	28	20	33	33	46	4	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	411	38961	99	98	98	485	490	520	34	32	16	30	29	20	32	33	48	5	6	16
Male	162	415	40295	96	98	97	482	483	516	40	37	21	23	27	19	35	33	44	2	3	16
African American	NC	11	4247	NC	100	98	NC	461	499	NC	64	27	NC	18	24	NC	18	41	NC	NA	8
Hispanic	298	787	32327	98	98	98	483	487	499	37	34	27	27	28	25	33	34	41	3	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	10	24	36373	91	100	98	NA	483	538	NA	33	10	NA	38	14	NA	25	52	NA	4	25
Students with Disabilities	18	67	9321	72	81	87	447	444	467	67	72	54	17	21	22	17	7	21	NA	NA	3
Students without Disabilities	294	762	70006	100	100	100	485	490	524	35	31	14	28	29	19	34	35	49	4	5	18
Limited English Proficient Students	99	286	9431	95	93	95	454	458	466	65	59	53	28	29	27	6	12	18	1	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	309	812	37097	97	96	97	484	487	498	37	33	27	27	28	25	33	33	41	4	5	7
Non-Economically Disadvantaged	NC	17	42230	NC	NA	99	NC	456	535	NC	59	11	NC	24	15	NC	18	50	NC	NA	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	305	818	79501	96	97	98	470	469	497	19	20	10	38	39	25	42	40	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	407	39062	97	97	99	475	474	502	19	17	8	29	37	23	49	44	64	2	1	5
Male	158	408	40368	94	96	98	466	464	491	20	23	13	46	42	27	35	35	57	NA	0	3
African American	NC	11	4279	NC	100	99	NC	443	485	NC	55	14	NC	27	30	NC	18	54	NC	NA	2
Hispanic	291	776	32389	95	97	98	470	469	478	19	19	16	38	40	34	41	40	48	1	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	10	24	36446	91	100	99	NA	476	516	NA	21	4	NA	33	15	NA	46	73	NA	NA	7
Students with Disabilities	11	56	9411	44	67	88	443	428	453	36	52	36	27	36	36	36	13	26	NA	NA	1
Students without Disabilities	294	762	70090	100	100	100	471	471	502	19	18	7	38	40	24	42	42	65	1	1	5
Limited English Proficient Students	93	277	9401	89	91	94	433	436	443	46	43	40	45	47	46	9	9	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	302	801	37183	95	95	97	471	469	479	19	19	16	38	39	34	42	40	49	1	1	1
Non-Economically Disadvantaged	NC	17	42318	NC	NA	99	NC	438	513	NC	47	5	NC	41	17	NC	12	70	NC	NA	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	319	844	80000	100	100	99	530	529	564	5	6	3	22	22	11	70	69	75	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	418	39288	100	100	99	542	544	579	5	4	2	14	16	6	78	75	77	4	6	16
Male	166	423	40644	99	100	98	519	514	549	5	8	4	29	28	15	64	63	74	2	2	7
African American	NC	11	4307	NC	100	99	NC	491	551	NC	9	4	NC	64	13	NC	27	75	NC	NA	7
Hispanic	304	800	32672	100	100	99	530	530	548	5	6	4	22	21	14	70	70	76	3	4	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	11	25	36602	100	100	99	530	517	579	NA	8	2	27	24	7	73	68	75	NA	NA	16
Students with Disabilities	24	83	9919	96	100	93	493	478	505	8	12	9	42	51	35	50	37	54	NA	NA	2
Students without Disabilities	295	761	70081	100	100	100	533	534	571	5	5	2	20	19	7	72	72	79	3	4	12
Limited English Proficient Students	104	298	9571	100	97	96	477	484	502	14	13	10	38	39	29	47	49	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	316	827	37534	99	98	98	531	531	547	5	5	4	22	22	15	71	69	76	3	4	5
Non-Economically Disadvantaged	NC	17	42466	NC	NA	100	NC	448	578	NC	29	2	NC	24	7	NC	47	75	NC	NA	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	320	848	78546	96	96	97	511	512	543	27	28	15	32	28	18	38	41	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	160	408	38645	97	97	98	514	513	545	26	25	13	32	32	18	41	40	54	2	3	15
Male	158	437	39792	94	95	97	509	511	542	28	31	17	32	24	17	35	41	50	4	3	15
African American	NC	18	4205	NC	90	97	NC	503	524	NC	39	22	NC	28	22	NC	33	49	NC	NA	7
Hispanic	311	810	31177	95	96	97	511	512	524	27	28	22	33	28	23	37	41	48	3	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	21	78	8093	62	71	82	472	468	489	71	74	50	14	14	24	14	12	23	NA	NA	2
Students without Disabilities	299	770	70453	100	100	100	514	516	549	24	24	11	33	29	17	40	44	56	3	3	16
Limited English Proficient Students	124	338	9323	92	93	94	486	484	491	50	54	47	36	29	28	14	17	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	314	840	34694	94	95	96	511	512	524	27	28	23	32	28	23	38	41	48	3	3	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	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	315	837	79045	95	95	98	479	481	512	19	19	10	44	41	25	36	39	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	402	38860	95	95	98	487	486	519	15	15	7	42	43	22	42	42	62	1	1	8
Male	157	432	40075	93	94	97	471	477	505	24	23	12	46	41	28	30	36	54	NA	1	6
African American	NC	18	4250	NC	90	98	NC	483	500	NC	17	12	NC	44	31	NC	33	54	NC	6	3
Hispanic	306	800	31314	94	95	98	478	481	493	20	19	16	45	42	34	35	38	48	1	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	16	67	8552	47	61	87	454	452	463	19	37	35	63	46	40	19	16	23	NA	NA	1
Students without Disabilities	299	770	70493	100	100	100	480	484	517	19	17	7	43	41	24	37	41	62	1	1	8
Limited English Proficient Students	120	329	9355	89	91	95	452	452	456	41	40	37	51	51	48	8	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	309	829	34922	93	94	96	479	481	493	19	19	15	44	42	34	36	39	48	1	1	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	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	331	866	79657	99	98	99	536	530	566	5	8	3	18	16	8	77	76	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	415	39120	99	99	99	551	543	580	5	7	2	9	10	4	87	84	92	NA	NA	2
Male	166	448	40423	99	97	98	522	518	553	5	9	5	27	22	12	68	69	83	NA	0	1
African American	NC	20	4290	NC	100	99	NC	509	560	NC	15	4	NC	20	9	NC	65	86	NC	NA	1
Hispanic	320	824	31642	98	98	99	536	530	552	5	8	5	18	16	11	78	76	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	32	101	9069	94	92	92	484	474	508	6	17	11	53	37	30	41	46	58	NA	1	1
Students without Disabilities	299	765	70588	100	99	100	542	537	573	5	7	2	14	14	5	81	80	91	NA	NA	1
Limited English Proficient Students	133	351	9521	99	97	96	497	485	507	12	17	13	29	29	24	59	53	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	325	858	35341	98	97	97	536	530	551	5	8	5	18	16	12	77	76	83	NA	0	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	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	292	817	78400	97	98	97	531	532	554	29	29	21	23	26	19	45	42	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	405	38686	96	97	98	535	530	554	25	28	20	25	28	20	49	42	49	1	1	12
Male	151	408	39636	96	97	96	528	533	554	32	30	23	22	23	18	42	42	46	4	5	13
African American	NC	19	4193	NC	95	97	NC	507	533	NC	47	32	NC	26	23	NC	21	40	NC	5	5
Hispanic	273	755	30732	97	97	97	531	532	534	29	29	31	24	26	24	44	42	40	3	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	10	25	37038	71	93	97	NA	539	575	NA	36	11	NA	8	14	NA	48	56	NA	8	19
Students with Disabilities	13	49	7840	59	74	81	488	483	498	69	71	60	23	16	18	8	12	20	NA	NA	2
Students without Disabilities	279	768	70560	100	100	99	533	534	560	27	27	17	23	26	19	47	44	50	3	3	14
Limited English Proficient Students	100	285	8956	94	95	95	503	504	502	51	50	56	25	29	25	24	21	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	288	809	33014	96	97	95	532	532	534	28	29	31	24	26	24	45	42	40	3	3	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

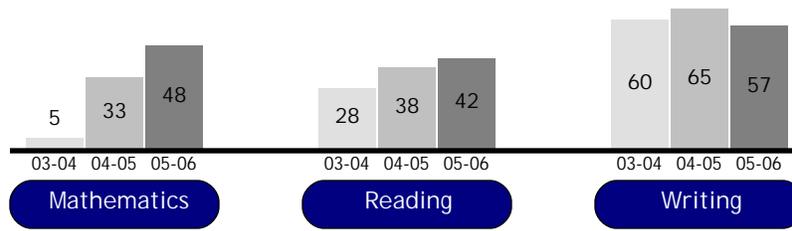
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	804	79179	96	96	98	495	492	519	13	16	11	44	44	27	42	39	58	0	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	401	38974	95	96	99	501	496	524	9	13	8	44	44	25	46	43	61	1	0	5
Male	149	399	40124	95	95	97	491	488	513	17	19	13	45	44	28	38	36	54	NA	0	4
African American	NC	19	4243	NC	95	98	NC	471	506	NC	37	14	NC	37	32	NC	26	51	NC	NA	3
Hispanic	271	743	30987	96	96	98	496	492	498	13	16	17	44	45	36	42	39	45	0	0	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	NC	24	37467	NC	89	98	NC	510	539	NC	13	5	NC	25	17	NC	63	70	NC	NA	8
Students with Disabilities	10	36	8567	45	55	88	NA	447	467	NA	53	39	NA	33	38	NA	14	22	NA	NA	1
Students without Disabilities	279	768	70612	100	100	99	497	493	524	12	14	7	44	45	25	43	40	62	0	0	5
Limited English Proficient Students	97	278	9013	92	93	95	464	461	461	33	37	40	55	52	48	12	11	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	284	795	33345	94	95	96	496	492	499	13	16	17	44	44	36	42	39	46	0	0	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	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	290	824	79734	96	98	99	519	521	554	7	7	3	36	32	19	57	61	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	408	39243	95	98	99	530	536	568	5	4	2	26	24	12	69	72	85	NA	NA	1
Male	150	412	40413	96	98	98	508	506	541	8	9	4	45	40	26	47	51	70	NA	NA	0
African American	NC	20	4285	NC	100	99	NC	500	548	NC	10	3	NC	45	22	NC	45	74	NC	NA	0
Hispanic	271	761	31254	96	98	99	519	521	539	7	7	5	36	32	25	57	62	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	10	25	37668	71	93	99	NA	528	569	NA	4	1	NA	28	13	NA	68	85	NA	NA	1
Students with Disabilities	11	56	8943	50	85	92	492	477	495	9	13	11	45	54	51	45	34	38	NA	NA	1
Students without Disabilities	279	768	70791	100	100	100	519	524	561	7	6	2	35	30	15	58	63	83	NA	NA	0
Limited English Proficient Students	97	286	9138	92	95	97	478	481	492	14	14	13	56	52	46	30	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	284	814	33718	94	97	97	519	521	538	6	7	5	36	32	26	57	62	69	NA	NA	0
Non-Economically Disadvantaged	NC	10	46016	NC	NA	100	NC	NA	567	NC	NA	2	NC	NA	14	NC	NA	84	NC	NA	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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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	99	31	NA	56	99	33	36	51	95	37	35	56
	Language	100	26	28	48	99	30	33	47	99	34	32	50
	Mathematics	100	42	45	66	99	30	33	52	97	32	34	58
7	Reading	100	29	NA	54	98	34	32	50	94	27	28	54
	Language	100	36	32	58	98	39	37	52	99	35	35	58
	Mathematics	100	44	40	62	98	38	36	50	96	32	34	54
8	Reading	99	34	NA	55	98	33	35	51	95	39	37	58
	Language	100	29	26	52	98	39	41	50	96	43	41	56
	Mathematics	99	43	40	61	98	40	43	53	96	44	41	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

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

Council Duties

- Ü School Improvement Plan
- Ü Academic Achievement
- Ü Policy Issues
- Ü Parent/Educator Relations
- Ü Climate/Safety
- Ü Percentage of Title One budget allocation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	52.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	4	0	0
10 or more years	14	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Television Studio
- Ü Computer Lab/Technology Lab
- Ü Library
- Ü Weight/Exercise Room

Extracurricular Activities

- Ü 21st Century After-School Program
- Ü Student Council
- Ü Wake-Up Club
- Ü ASU Hispanic Mother-Daughter Program
- Ü Great Program
- Ü Smoking Prevention
- Ü Lego-Robotics Program
- Ü Law Related Education

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü Adult Education
- Ü Crisis Intervention
- Ü Dental - 'Mobile Tooth Doctor'
- Ü Health Services
- Ü Psychologist
- Ü Special Education Services/Speech Therap

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increased the number of ESL/Bilingual staff. Acquired a Truancy Prevention Grant that will help to increase student attendance. A Literacy Coach and a schoolwide corrective reading and writing program have been added to our current programs.
- ü Acquired a grant for an afterschool program focusing in academic and enrichment activities for students. Increased parent classes being offered.
- ü Newly covered gymnasium floor. Beautified grounds making school atmosphere more inviting to students, parents, and staff
- ü Increased our student AIMS scores in the areas of mathematics and writing

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	85	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

Isaac Middle School has a Climate and Safety Committee that oversees measures taken to keep our students out of harm's way. Two full-time Phoenix Police Officers, as well as a Juvenile Probation Officer, are housed on our campus as resources. Our SRO take an active role in intervention by being highly visible on campus and interacting with students.

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) :

75

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	Evelyn Esparza	(602) 455-6800
Transportation Policy	Alfonso Alva	(602) 455-4700
Community Resources	Virginia Samaniego	(602) 455-6800
School Nutrition Programs	Maggie Moya	(602) 455-6800
Parent Organization	S. Salas/G. Sesma	(602) 455-6800
Student Health/Nurse	Melissa Callese	(602) 455-6800

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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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