



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3449 N. 39th Ave, Phoenix, AZ 85019

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Gloria Garino-Spencer  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 6-8  
 Web Address :  
 Phone Number : (602) 455-6900  
 Fax Number : (602) 484-4118  
 E-mail : ggarino-spencer@isaaceld.k12.az.us

Mission

Pueblo del Sol staff, students, parents, and community will collaboratively provide support for effective standards-based instruction to increase academic literacy in a safe environment conducive to the needs of the middle school student.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

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

School / Academic Goals

- ü To increase our students performance in reading, writing and math.
- ü To promote achievement and excellence by promoting high standards, attendance and expectations!

Enrollment

October 1, 2005 School Year Student Enrollment : 873  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Interdisciplinary Teams
- Inclusionary Special Education Programs
- ELD New Arrival Program
- Extended-day Learning Program
- Grade 6-8 Elective Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Pueblo shall foster a climate of mutual respect for the rights of others. Such an environment will enhance both the educational purpose for which the District exists and the educational program designated to achieve that purpose.

Parents

We expect our parents to maintain open communication with our school; support the academic and disciplinary policies and become involved in the school and the instructional program.

Transportation Policy

Students who live a mile or more from the school are provided bus transportation and special needs students are provided bus transportation if it is a part of their Individual Education Plan.

School Honors

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

Award/Honor	Year
• 21 Teachers Were Awarded an Increase/SAT 9 Scores 50%	2004
• State Wrestling Champions	2003
• Performing Plus School	2005
• Boy's Soccer Conference Champions	2006

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	247	829	79327	98	98	98	498	486	518	24	34	19	30	28	20	39	33	46	7	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	411	38961	98	98	98	506	490	520	18	32	16	29	29	20	43	33	48	10	6	16
Male	111	415	40295	98	98	97	488	483	516	32	37	21	30	27	19	34	33	44	5	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	233	787	32327	97	98	98	500	487	499	23	34	27	29	28	25	40	34	41	8	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	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	NC	24	36373	NC	100	98	NC	483	538	NC	33	10	NC	38	14	NC	25	52	NC	4	25
Students with Disabilities	23	67	9321	79	81	87	453	444	467	61	72	54	35	21	22	4	7	21	NA	NA	3
Students without Disabilities	224	762	70006	100	100	100	502	490	524	21	31	14	29	29	19	42	35	49	8	5	18
Limited English Proficient Students	69	286	9431	90	93	95	464	458	466	51	59	53	35	29	27	14	12	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	242	812	37097	96	96	97	499	487	498	23	33	27	30	28	25	39	33	41	7	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	247	818	79501	98	97	98	476	469	497	15	20	10	39	39	25	45	40	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	407	39062	98	97	99	482	474	502	13	17	8	35	37	23	51	44	64	1	1	5
Male	111	408	40368	98	96	98	468	464	491	18	23	13	44	42	27	38	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	233	776	32389	97	97	98	477	469	478	14	19	16	39	40	34	46	40	48	1	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	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	NC	24	36446	NC	100	99	NC	476	516	NC	21	4	NC	33	15	NC	46	73	NC	NA	7
Students with Disabilities	23	56	9411	79	67	88	440	428	453	39	52	36	52	36	36	9	13	26	NA	NA	1
Students without Disabilities	224	762	70090	100	100	100	479	471	502	13	18	7	38	40	24	49	42	65	1	1	5
Limited English Proficient Students	69	277	9401	90	91	94	441	436	443	39	43	40	52	47	46	9	9	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	242	801	37183	96	95	97	477	469	479	14	19	16	39	39	34	46	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	254	844	80000	100	100	99	540	529	564	3	6	3	22	22	11	70	69	75	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	418	39288	99	100	99	555	544	579	1	4	2	16	16	6	75	75	77	9	6	16
Male	116	423	40644	100	100	98	521	514	549	5	8	4	28	28	15	65	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	239	800	32672	100	100	99	544	530	548	2	6	4	19	21	14	74	70	76	5	4	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	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	NC	25	36602	NC	100	99	NC	517	579	NC	8	2	NC	24	7	NC	68	75	NC	NA	16
Students with Disabilities	31	83	9919	100	100	93	492	478	505	6	12	9	55	51	35	39	37	54	NA	NA	2
Students without Disabilities	223	761	70081	100	100	100	546	534	571	2	5	2	17	19	7	74	72	79	6	4	12
Limited English Proficient Students	75	298	9571	97	97	96	504	484	502	5	13	10	41	39	29	53	49	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	249	827	37534	99	98	98	543	531	547	2	5	4	21	22	15	71	69	76	6	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	274	848	78546	94	96	97	514	512	543	27	28	15	27	28	18	43	41	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	408	38645	95	97	98	513	513	545	24	25	13	32	32	18	42	40	54	2	3	15
Male	143	437	39792	93	95	97	516	511	542	30	31	17	22	24	17	44	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	257	810	31177	94	96	97	515	512	524	26	28	22	27	28	23	43	41	48	4	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	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	26	78	8093	60	71	82	475	468	489	62	74	50	19	14	24	19	12	23	NA	NA	2
Students without Disabilities	248	770	70453	100	100	100	518	516	549	23	24	11	27	29	17	46	44	56	4	3	16
Limited English Proficient Students	91	338	9323	91	93	94	480	484	491	60	54	47	24	29	28	15	17	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	274	840	34694	94	95	96	514	512	524	27	28	23	27	28	23	43	41	48	3	3	7
Non-Economically Disadvantaged	--	NC	43852	--	NC	99	--	NC	559	--	NC	10	--	NC	13	--	NC	56	--	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	279	837	79045	96	95	98	486	481	512	18	19	10	35	41	25	46	39	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	402	38860	96	95	98	488	486	519	13	15	7	39	43	22	47	42	62	2	1	8
Male	146	432	40075	95	94	97	485	477	505	23	23	12	32	41	28	45	36	54	1	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	261	800	31314	96	95	98	486	481	493	18	19	16	34	42	34	46	38	48	1	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	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	31	67	8552	72	61	87	455	452	463	39	37	35	35	46	40	26	16	23	NA	NA	1
Students without Disabilities	248	770	70493	100	100	100	490	484	517	15	17	7	35	41	24	48	41	62	2	1	8
Limited English Proficient Students	94	329	9355	94	91	95	455	452	456	39	40	37	47	51	48	14	9	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	279	829	34922	96	94	96	486	481	493	18	19	15	35	42	34	46	39	48	1	1	3
Non-Economically Disadvantaged	--	NC	44123	--	NC	99	--	NC	527	--	NC	6	--	NC	18	--	NC	66	--	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	280	866	79657	96	98	99	531	530	566	8	8	3	12	16	8	80	76	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	135	415	39120	98	99	99	541	543	580	7	7	2	9	10	4	84	84	92	NA	NA	2
Male	145	448	40423	95	97	98	521	518	553	10	9	5	14	22	12	75	69	83	1	0	1
African American	10	20	4290	100	100	99	NA	509	560	NA	15	4	NA	20	9	NA	65	86	NA	NA	1
Hispanic	261	824	31642	96	98	99	533	530	552	7	8	5	12	16	11	80	76	84	0	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	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	38	101	9069	88	92	92	481	474	508	16	17	11	21	37	30	61	46	58	3	1	1
Students without Disabilities	242	765	70588	98	99	100	538	537	573	7	7	2	10	14	5	83	80	91	NA	NA	1
Limited English Proficient Students	94	351	9521	94	97	96	476	485	507	20	17	13	26	29	24	53	53	63	1	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	280	858	35341	96	97	97	531	530	551	8	8	5	12	16	12	80	76	83	0	0	0
Non-Economically Disadvantaged	--	NC	44316	--	NC	100	--	NC	578	--	NC	2	--	NC	5	--	NC	90	--	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	303	817	78400	97	98	97	530	532	554	31	29	21	26	26	19	40	42	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	405	38686	97	97	98	528	530	554	31	28	20	30	28	20	37	42	49	2	1	12
Male	146	408	39636	96	97	96	532	533	554	32	30	23	23	23	18	42	42	46	3	5	13
African American	10	19	4193	91	95	97	NA	507	533	NA	47	32	NA	26	23	NA	21	40	NA	5	5
Hispanic	272	755	30732	96	97	97	531	532	534	30	29	31	28	26	24	40	42	40	2	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	11	25	37038	100	93	97	522	539	575	55	36	11	9	8	14	27	48	56	9	8	19
Students with Disabilities	18	49	7840	69	74	81	478	483	498	67	71	60	11	16	18	22	12	20	NA	NA	2
Students without Disabilities	285	768	70560	99	100	99	533	534	560	29	27	17	27	26	19	41	44	50	3	3	14
Limited English Proficient Students	97	285	8956	93	95	95	506	504	502	48	50	56	29	29	25	23	21	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	300	809	33014	96	97	95	531	532	534	31	29	31	27	26	24	40	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

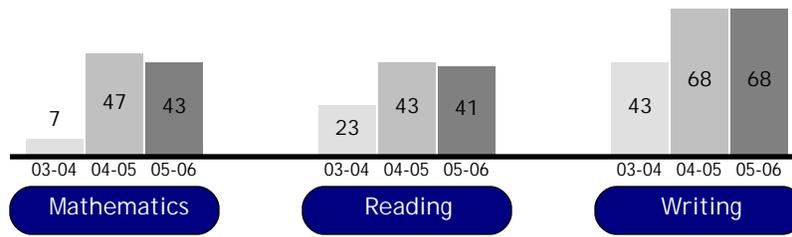
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	303	804	79179	97	96	98	491	492	519	17	16	11	42	44	27	40	39	58	1	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	401	38974	97	96	99	496	496	524	15	13	8	42	44	25	43	43	61	1	0	5
Male	146	399	40124	96	95	97	487	488	513	20	19	13	42	44	28	37	36	54	1	0	4
African American	10	19	4243	91	95	98	NA	471	506	NA	37	14	NA	37	32	NA	26	51	NA	NA	3
Hispanic	272	743	30987	96	96	98	492	492	498	17	16	17	43	45	36	39	39	45	1	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	11	24	37467	100	89	98	507	510	539	18	13	5	9	25	17	73	63	70	NA	NA	8
Students with Disabilities	18	36	8567	69	55	88	446	447	467	44	53	39	33	33	38	22	14	22	NA	NA	1
Students without Disabilities	285	768	70612	99	100	99	494	493	524	15	14	7	43	45	25	41	40	62	1	0	5
Limited English Proficient Students	97	278	9013	93	93	95	459	461	461	36	37	40	53	52	48	11	11	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	300	795	33345	96	95	96	492	492	499	17	16	17	42	44	36	40	39	46	1	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	314	824	79734	100	98	99	526	521	554	5	7	3	27	32	19	68	61	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	408	39243	100	98	99	543	536	568	3	4	2	19	24	12	78	72	85	NA	NA	1
Male	152	412	40413	100	98	98	508	506	541	8	9	4	36	40	26	57	51	70	NA	NA	0
African American	11	20	4285	100	100	99	502	500	548	9	10	3	45	45	22	45	45	74	NA	NA	0
Hispanic	282	761	31254	100	98	99	527	521	539	6	7	5	26	32	25	69	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	11	25	37668	100	93	99	531	528	569	NA	4	1	27	28	13	73	68	85	NA	NA	1
Students with Disabilities	27	56	8943	100	85	92	471	477	495	7	13	11	67	54	51	26	34	38	NA	NA	1
Students without Disabilities	287	768	70791	100	100	100	530	524	561	5	6	2	23	30	15	71	63	83	NA	NA	0
Limited English Proficient Students	103	286	9138	99	95	97	491	481	492	12	14	13	48	52	46	41	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	311	814	33718	99	97	97	527	521	538	5	7	5	26	32	26	68	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.

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?	N
	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	32	NA	56	99	42	36	51	98	39	35	56
	Language	98	33	28	48	99	41	33	47	100	34	32	50
	Mathematics	99	51	45	66	99	39	33	52	98	41	34	58
7	Reading	100	25	NA	54	98	29	32	50	95	34	28	54
	Language	100	29	32	58	98	35	37	52	97	41	35	58
	Mathematics	100	35	40	62	99	34	36	50	93	37	34	54
8	Reading	100	31	NA	55	99	35	35	51	96	39	37	58
	Language	100	25	26	52	99	41	41	50	100	41	41	56
	Mathematics	100	39	40	61	99	44	43	53	96	41	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/](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

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

Council Duties

- Ü Curriculum and Instruction
- Ü Parent and Community Involvement
- Ü Student Achievement
- Ü Student Safety and Awareness
- Ü Parent Training and Education
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	52.00
Other Professional Staff	5.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	8	4	0	0
7 to 9 years	7	4	0	0
10 or more years	6	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	122
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	59%

Resources Available at School Site

Special Facilities

- Ü Two Technology Labs
- Ü Media Center
- Ü Parent Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Government
- Ü Athletics
- Ü Intervention Teams
- Ü Student Organizations, ART, BAND, Choir
- Ü 21st Century Program
- Ü Wake-up Club
- Ü National Junior Honor Society
- Ü Teen Court

Social Services

- Ü Two Full-time Police Officers on Campus
- Ü Guidance and Prevention Counselors
- Ü Community Services/Partnerships
- Ü Community/School/Parent Liaison
- Ü Probation Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Every teacher is a reading teacher at Pueblo Del Sol. All certified staff has received training in SRA Corrective Reading. The required reading block is 35 minutes a day.
  
- ü Reading Essential Standard for reading comprehension was selected as the Instructional Focus. All teachers at Pueblo will integrate comprehension strategies into their daily instructional plan.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	80	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

Student Intervention programs, such as, character education, drug prevention and instruction. Identification and referral process. Peer Mediation and conflict resolution training. Parent Community Service Programs. Parent Education and involvement.

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) :

25

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	Jaime Soto	(602) 455-6900
Transportation Policy	Patty Duarte	(602) 484-4104
Community Resources	Maria Hernandez	(602) 455-6900
School Nutrition Programs	Leticia Canales	(602) 455-6900
Parent Organization	Maria Hernandez	(602) 455-6900
Student Health/Nurse	Mary Ruiz	(602) 455-6900

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."

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](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).

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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.