ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Isaac E Imes School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6625 N 56th Ave, Glendale, AZ 85301

Glendale Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
2003-04	Out of Improvement
2002-03	Year 2

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

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.

School Overview

Principal/Administrator :	Miss Charlene Sigala
Schedule :	07:30 AM to 04:30 PM
Grades :	K-8
2005 Enrollment :	470
Web Address :	
Phone Number :	(623) 842-8220
Fax Number :	(623) 842-8331
E-mail :	csigala@gesd40.org

Mission

Isaac E. Imes School's Educational community promotes: Instruction with real-world applications. Meeting or exceeding standards. Effective and respectful communications. Setting goals to create academic and social success.

School / Academic Goals

- Imes School will implement a standards-based balanced literacy program to increase the percentage of students who demonstrate proficiency in reading.
- Imes School will implement a schoolwide social-behavioral student/classroom management plan that consistently engages students in learning.
- Imes School will implement a standards-based mathematics program to increase the percentage of students who demonstrate proficiency in mathematics concepts.
- Imes School will provide standards-based writing instruction to increase the percentage of students who demonstrate proficiency in writing.

Enrollment

October 1, 2004 School Year Student Enrollment :	529
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	230

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Four Blocks Reading/Writing Model
- Second Step: Social Skills Program
- Standards-focused Learning
- Six Traits Writing
- Cognitive Guided Instruction /M. Burns
- Conceptual Math Instruction
- After School Academic Intervention
- Balanced Literacy

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school's responsibility is to provide a
safe and orderly environment; communicate student progress and needs; ensure academic success for all students, develop citizenship; and develop problem-solving skills.

Parents

Parents are to provide proper nutrition; instill a positive attitude for learning; ensure regular attendance; show interest in child's education; read with their child daily; foster responsibility; and respect the unique talents of their child.

Transportation Policy

Regular ed. students: Children who live within our attendance zone walk to school or are transported by their parents. Students who are attending Imes on a variance are transported by their parents.
Special education Students: Transportation services are provided as indicated on the individual education plan.

School Honors

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

Award/Honor	Year
Student Artist International Recognition	2001
Student Artist International Recognition	2002
Teacher of the Year in Technology	2001
Student Artist International Recognition	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	1579	79306	100	100	99	403	420	445	30	20	10	37	29	18	33	42	51	0	9	20
All Students (Prior Year)	53	1490	75509	95	100	100	465	491	521	47	27	13	21	33	23	26	24	33	5	16	31
Female	26	769	38691	100	99	99	405	418	446	27	21	10	46	29	18	27	42	52	0	8	20
Male	26	810	40583	100	100	99	401	423	445	35	19	11	24	28	18	41	43	50	0	10	21
African American	--	142	4041	--	95	99	--	414	426	--	22	17	--	27	23	--	47	50	--	4	10
Hispanic	48	1080	32869	100	100	99	404	416	429	29	21	15	38	33	25	33	40	51	0	6	10
Asian/Pacific Islander	--	41	1935	--	100	99	--	445	474	--	11	3	--	24	9	--	43	48	--	22	40
American Indian/Alaskan Native	--	41	4264	--	100	100	--	433	419	--	13	19	--	20	30	--	60	45	--	7	6
White	NC	275	36197	NC	100	99	NC	432	463	NC	15	5	NC	17	11	NC	48	53	NC	19	31
Students with Disabilities	NC	192	10321	NC	100	100	NC	362	389	NC	41	30	NC	32	27	NC	23	34	NC	4	9
Students without Disabilities	43	1392	69060	96	99	98	407	429	454	24	17	7	39	28	17	37	45	54	0	10	22
Limited English Proficient Students	30	627	15509	100	100	100	401	403	406	31	24	20	38	37	30	31	34	45	0	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	45	1234	39415	100	98	96	400	414	431	32	22	15	39	31	25	29	40	50	0	7	10
Non-Economically Disadvantaged	NC	350	39966	NC	100	100	NC	440	459	NC	14	6	NC	21	12	NC	51	52	NC	14	30

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	52	1580	79395	100	0	99	405	422	446	21	17	9	53	35	25	26	44	55	0	4	11
All Students (Prior Year)	52	1485	75492	93	100	100	483	505	519	38	23	12	24	22	16	33	42	47	5	14	24
Female	26	770	38743	100	0	100	409	426	451	19	14	7	50	34	24	31	48	57	0	4	12
Male	26	810	40618	100	0	99	399	419	440	24	20	11	59	37	27	18	40	53	0	3	9
African American	--	142	4052	--	0	100	--	426	434	--	13	11	--	35	29	--	51	54	--	1	6
Hispanic	48	1081	32915	100	0	99	405	417	426	21	20	15	55	39	35	24	39	47	0	3	4
Asian/Pacific Islander	--	41	1936	--	0	99	--	430	468	--	14	3	--	30	14	--	54	63	--	3	19
American Indian/Alaskan Native	--	41	4271	--	0	100	--	452	420	--	0	15	--	27	42	--	70	41	--	3	2
White	NC	275	36221	NC	0	99	NC	436	465	NC	12	4	NC	22	15	NC	55	63	NC	11	17
Students with Disabilities	NC	191	10331	NC	0	100	NC	362	388	NC	33	25	NC	43	37	NC	23	34	NC	1	4
Students without Disabilities	43	1394	69139	96	0	99	404	431	454	24	15	7	53	34	24	24	47	58	0	4	11
Limited English Proficient Students	30	627	15545	100	0	100	397	399	399	28	25	21	55	42	42	17	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	45	1234	39484	100	0	96	403	415	429	24	19	14	53	38	35	24	41	47	0	2	4
Non-Economically Disadvantaged	NC	351	39986	NC	0	100	NC	446	461	NC	10	4	NC	26	16	NC	54	63	NC	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	1570	78869	98	99	99	408	413	442	7	10	6	43	33	21	50	54	63	0	3	10
All Students (Prior Year)	53	1476	75053	95	99	99	537	558	597	21	13	7	21	17	12	58	63	72	0	6	9
Female	25	767	38536	96	99	99	421	426	458	4	6	4	28	28	15	68	61	67	0	5	14
Male	26	803	40302	100	99	99	390	399	428	12	14	8	65	37	26	24	47	60	0	2	7
African American	--	141	4015	--	95	99	--	414	430	--	8	8	--	35	24	--	55	61	--	2	7
Hispanic	47	1074	32606	100	99	98	410	411	426	5	10	8	44	36	27	51	51	60	0	3	5
Asian/Pacific Islander	--	41	1925	--	100	99	--	427	471	--	11	3	--	16	11	--	68	64	--	5	22
American Indian/Alaskan Native	--	41	4245	--	100	100	--	441	423	--	3	9	--	20	26	--	73	61	--	3	4
White	NC	273	36078	NC	100	99	NC	412	459	NC	11	4	NC	26	16	NC	60	66	NC	3	14
Students with Disabilities	NC	191	10246	NC	100	100	NC	332	367	NC	30	18	NC	36	39	NC	34	40	NC	1	4
Students without Disabilities	42	1384	68697	93	99	98	416	424	454	3	7	4	43	32	18	54	57	67	0	4	11
Limited English Proficient Students	29	621	15339	97	100	100	408	389	399	7	15	11	43	36	31	50	47	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	1225	39106	98	97	95	409	405	427	8	11	8	41	35	28	51	51	59	0	2	5
Non-Economically Disadvantaged	NC	350	39837	NC	100	100	NC	436	457	NC	6	4	NC	25	14	NC	63	67	NC	6	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1435	78906	100	100	99	451	467	498	35	29	13	33	25	19	26	40	48	6	6	20
All Students (Prior Year)	56	1431	76019	98	99	100	477	469	499	22	26	14	39	47	39	15	13	14	24	14	33
Female	25	700	38644	100	100	99	461	468	500	33	27	12	42	24	19	17	43	49	8	5	19
Male	33	735	40236	100	100	99	443	466	497	37	31	15	27	25	19	33	37	46	3	7	20
African American	NC	145	4087	NC	100	99	NC	453	481	NC	43	20	NC	26	24	NC	28	45	NC	4	11
Hispanic	52	952	31938	100	100	99	444	465	481	38	30	19	38	26	25	21	39	46	4	5	10
Asian/Pacific Islander	NC	35	1805	NC	97	98	NC	490	536	NC	16	5	NC	23	8	NC	45	45	NC	16	42
American Indian/Alaskan Native	NC	36	4593	NC	95	100	NC	487	467	NC	13	26	NC	17	29	NC	67	39	NC	3	6
White	NC	267	36483	NC	100	99	NC	477	517	NC	22	7	NC	21	13	NC	48	51	NC	10	30
Students with Disabilities	13	200	10664	100	100	100	392	397	430	62	65	42	15	18	27	23	16	26	0	1	5
Students without Disabilities	45	1242	68310	94	99	98	470	479	509	27	23	9	39	26	18	27	44	51	7	7	22
Limited English Proficient Students	38	559	12573	100	100	100	439	452	454	41	34	27	32	29	30	24	34	38	3	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	54	1101	38679	98	98	96	458	466	483	38	31	20	34	24	25	22	39	45	6	6	10
Non-Economically Disadvantaged	NC	341	40295	NC	100	100	NC	470	513	NC	24	7	NC	26	13	NC	43	50	NC	7	30

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	58	1436	78908	100	0	99	447	458	484	24	20	10	31	34	23	43	44	58	2	2	9
All Students (Prior Year)	55	1431	76020	96	99	100	489	493	503	54	40	25	15	24	23	27	32	40	4	4	12
Female	25	700	38648	100	0	99	466	463	489	17	15	8	25	32	22	54	50	61	4	2	10
Male	33	736	40233	100	0	99	432	453	479	30	24	12	37	35	25	33	39	55	0	2	8
African American	NC	145	4092	NC	0	99	NC	448	473	NC	31	12	NC	33	28	NC	34	54	NC	2	5
Hispanic	52	952	31940	100	0	99	442	455	465	25	20	16	35	37	32	38	41	49	2	2	3
Asian/Pacific Islander	NC	35	1805	NC	0	98	NC	474	507	NC	10	4	NC	39	13	NC	48	65	NC	3	18
American Indian/Alaskan Native	NC	36	4569	NC	0	100	NC	474	457	NC	17	18	NC	27	39	NC	53	41	NC	3	2
White	NC	268	36502	NC	0	99	NC	472	502	NC	15	4	NC	23	14	NC	59	67	NC	4	15
Students with Disabilities	13	201	10665	100	0	100	384	392	423	62	49	30	23	37	36	15	14	31	0	1	2
Students without Disabilities	45	1242	68312	94	0	98	467	469	493	12	15	7	34	33	21	51	49	62	2	2	10
Limited English Proficient Students	38	559	12556	100	0	100	436	439	436	27	26	24	35	40	40	38	33	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	54	1101	38662	98	0	96	454	455	468	26	22	16	34	36	32	38	41	49	2	2	3
Non-Economically Disadvantaged	NC	342	40315	NC	0	100	NC	468	498	NC	15	5	NC	28	15	NC	54	66	NC	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1430	78750	98	100	99	461	469	500	11	11	6	43	41	29	44	47	63	2	1	2
All Students (Prior Year)	55	1409	75673	96	98	100	498	495	530	21	24	12	34	28	25	43	44	58	2	3	4
Female	25	700	38586	100	100	99	483	479	515	4	9	4	42	36	22	54	54	71	0	1	3
Male	32	730	40135	97	99	99	444	458	486	17	13	8	43	47	35	37	40	56	3	0	1
African American	NC	145	4081	NC	100	99	NC	450	488	NC	14	8	NC	48	32	NC	38	59	NC	0	2
Hispanic	51	947	31841	98	99	99	455	468	483	13	11	8	46	43	36	40	46	55	2	1	1
Asian/Pacific Islander	NC	35	1802	NC	97	98	NC	485	533	NC	10	2	NC	35	16	NC	55	75	NC	0	7
American Indian/Alaskan Native	NC	36	4586	NC	95	100	NC	464	481	NC	20	8	NC	37	37	NC	43	54	NC	0	1
White	NC	267	36440	NC	100	99	NC	478	516	NC	9	3	NC	35	22	NC	55	71	NC	1	4
Students with Disabilities	13	199	10622	100	100	100	362	379	415	38	33	21	46	51	50	8	15	28	8	1	1
Students without Disabilities	44	1238	68196	92	99	98	493	483	513	2	7	3	41	40	25	56	52	69	0	0	3
Limited English Proficient Students	37	554	12504	100	100	100	444	446	451	16	16	12	43	45	44	38	38	43	3	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	53	1095	38558	96	97	96	467	464	485	12	12	8	46	43	37	42	45	54	0	0	1
Non-Economically Disadvantaged	NC	342	40260	NC	100	100	NC	481	514	NC	7	3	NC	38	21	NC	54	72	NC	1	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	60	1362	78250	100	100	99	464	522	548	39	35	21	24	24	18	35	37	48	2	5	13
All Students (Prior Year)	64	1289	75001	98	98	99	428	437	468	75	63	37	21	28	36	0	6	16	4	2	10
Female	27	634	38071	96	100	99	468	523	549	36	32	20	16	25	19	44	39	49	4	4	12
Male	33	727	40126	100	100	99	460	521	547	41	37	23	31	23	17	28	35	46	0	5	14
African American	NC	163	4058	NC	100	99	NC	513	523	NC	42	32	NC	25	22	NC	32	41	NC	1	5
Hispanic	52	831	29129	100	100	99	480	517	527	36	38	32	21	25	23	40	34	40	2	3	6
Asian/Pacific Islander	NC	32	1747	NC	97	100	NC	551	589	NC	21	9	NC	14	9	NC	39	50	NC	25	32
American Indian/Alaskan Native	NC	31	4996	NC	91	100	NC	526	518	NC	28	36	NC	28	25	NC	40	36	NC	4	4
White	NC	305	38320	NC	100	99	NC	534	568	NC	26	12	NC	21	14	NC	45	55	NC	8	19
Students with Disabilities	12	167	9329	100	100	100	246	446	454	42	71	64	33	19	18	25	9	16	0	1	2
Students without Disabilities	48	1196	68996	100	99	99	526	533	561	38	29	16	21	25	18	38	41	52	2	5	14
Limited English Proficient Students	27	364	10133	100	100	100	418	497	488	33	46	45	27	24	25	40	28	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	51	882	33388	94	96	94	489	518	530	40	38	32	23	25	22	34	34	40	2	4	5
Non-Economically Disadvantaged	NC	481	44937	NC	100	100	NC	529	561	NC	29	13	NC	23	15	NC	42	54	NC	6	18

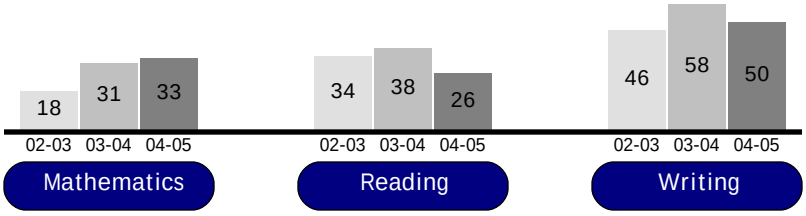
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1360	78302	100	0	99	428	492	512	26	17	11	39	36	25	33	45	57	2	3	7
All Students (Prior Year)	64	1292	74918	98	98	99	468	476	497	58	51	32	18	19	19	19	23	35	5	7	15
Female	27	634	38082	96	0	99	440	499	518	16	14	8	36	33	24	44	50	61	4	4	7
Male	33	725	40166	100	0	99	418	486	507	34	20	14	41	38	26	24	40	54	0	2	6
African American	NC	161	4064	NC	0	100	NC	491	498	NC	18	14	NC	40	29	NC	39	54	NC	2	3
Hispanic	52	831	29152	100	0	99	442	486	492	23	19	17	38	40	34	36	40	46	2	1	2
Asian/Pacific Islander	NC	32	1746	NC	0	100	NC	507	542	NC	7	5	NC	18	13	NC	64	66	NC	11	16
American Indian/Alaskan Native	NC	31	4993	NC	0	100	NC	489	484	NC	20	19	NC	44	38	NC	36	42	NC	0	1
White	NC	305	38347	NC	0	99	NC	507	531	NC	14	5	NC	25	17	NC	57	68	NC	5	10
Students with Disabilities	12	165	9353	100	0	100	226	425	429	42	45	40	25	34	38	33	21	22	0	0	1
Students without Disabilities	48	1196	69024	100	0	99	486	502	524	21	13	7	43	36	23	33	48	62	2	3	7
Limited English Proficient Students	27	364	10140	100	0	100	375	462	451	33	27	28	40	44	43	27	28	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	51	880	33398	94	0	94	449	484	495	30	20	18	38	37	35	30	41	46	2	2	2
Non-Economically Disadvantaged	NC	481	44979	NC	0	100	NC	505	525	NC	12	6	NC	33	18	NC	51	66	NC	4	10

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	60	1354	78094	100	99	99	449	520	545	13	5	3	41	31	18	44	63	77	2	1	2
All Students (Prior Year)	63	1278	74503	97	97	99	456	460	491	10	15	9	52	45	32	32	35	51	6	6	8
Female	27	632	38025	96	99	99	455	534	558	16	3	2	20	24	13	64	72	82	0	1	2
Male	33	721	40013	100	99	99	443	507	534	10	7	5	59	36	23	28	56	71	3	1	1
African American	NC	160	4037	NC	98	99	NC	523	532	NC	7	4	NC	28	22	NC	64	73	NC	1	1
Hispanic	52	827	29068	100	99	99	462	513	523	13	5	5	38	35	27	47	60	67	2	0	1
Asian/Pacific Islander	NC	31	1743	NC	94	100	NC	542	577	NC	7	2	NC	11	9	NC	78	82	NC	4	8
American Indian/Alaskan Native	NC	31	4981	NC	91	100	NC	505	526	NC	12	4	NC	36	25	NC	52	70	NC	0	0
White	NC	305	38265	NC	100	99	NC	533	564	NC	5	2	NC	23	11	NC	72	84	NC	1	3
Students with Disabilities	12	165	9275	100	100	100	250	428	444	8	17	14	50	59	46	33	24	39	8	1	1
Students without Disabilities	48	1190	68892	100	99	98	506	533	559	14	4	2	38	26	14	48	69	82	0	1	2
Limited English Proficient Students	27	359	10084	100	100	100	381	479	474	20	10	10	47	45	39	30	44	50	3	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	51	873	33296	94	96	94	470	512	527	15	6	5	40	34	27	45	59	67	0	1	0
Non-Economically Disadvantaged	NC	482	44871	NC	100	100	NC	534	559	NC	3	2	NC	24	12	NC	72	84	NC	1	3

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

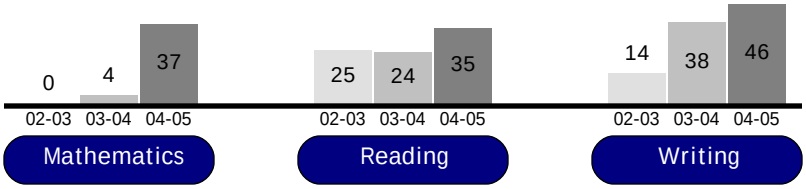
Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency

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 2004-05

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	26	32	50	67	19	NA	58	100	21	34	47
	Language	100	15	26	43	69	15	34	50	100	21	36	47
	Mathematics	100	23	36	57	69	24	47	64	100	26	39	50
3	Reading	100	19	28	47	95	21	NA	55	100	22	32	44
	Language	100	28	35	54	98	24	42	61	100	25	32	44
	Mathematics	100	20	32	54	98	26	39	61	100	28	38	51
4	Reading	98	25	33	52	85	32	NA	56	96	32	36	48
	Language	98	28	33	48	90	28	32	52	96	34	37	49
	Mathematics	100	30	35	57	90	36	36	61	96	35	39	53
5	Reading	97	27	31	50	100	33	NA	55	98	33	37	50
	Language	97	12	28	46	100	21	31	49	98	31	36	50
	Mathematics	98	17	35	57	100	33	40	63	98	30	36	49
6	Reading	98	17	34	53	91	14	NA	56	96	39	41	51
	Language	98	11	27	45	92	8	28	48	96	31	36	47
	Mathematics	98	18	42	62	92	19	44	66	96	34	39	52
7	Reading	100	33	30	51	98	17	NA	54	95	21	39	50
	Language	100	30	32	54	98	21	34	58	95	25	41	52
	Mathematics	100	36	34	58	98	21	37	62	95	22	38	50
8	Reading	100	26	35	53	92	23	NA	55	90	33	40	51
	Language	100	23	30	49	94	22	27	52	90	36	41	50
	Mathematics	100	29	39	58	94	32	36	61	90	33	39	53

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	Council Duties
School Administrator(s)	ü
Non-certified Employee(s)	ü
Teacher(s)	ü
Parent(s)	ü
Community Member(s)	ü
Student(s)	ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	26.50
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Classrooms with Internet Access
- ü Computer Lab
- ü Gymnasium
- ü Library

Extracurricular Activities

- ü Student Council
- ü Afterschool Tutoring
- ü Afterschool Recreation/Sports/Crafts
- ü Homework Club

Social Services

- ü Volunteer Grandparents Program
- ü Youth Community Center
- ü Clothing Program
- ü Youth ETC Prevention Specialist
- ü Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Through partnership between the City and a 21st Century Grant, we are able to provide a quality after school academic and social program for students needing academic intervention, recreation, and after school supervision.

- Through the efforts of the teachers through professional development and focused instruction, student achievement in writing has shown significant gains.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	13	12	12	17
Transfers In Rate [6]	34	28	28	37
Stability Rate [7]	86	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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 are continuing to provide students with the opportunity to develop positive character traits through a program called 'Second Step.' This is a violence prevention program that helps students learn empathy, impulse control and anger management. We request law enforcement support only when a student has made the choice not to cooperate and in doing so jeopardizes his/her safety or the safety of others.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 0

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

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

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Mark Joraanstad	(623) 842-8133
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Margie Matthies	(623) 842-8220
Student Health/Nurse	Laura Ashe	(623) 842-8222

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

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

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

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