

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3715 W. Roosevelt Street, 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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Monica Mesa Torres
 Schedule : 07:30 AM to 04:34 PM
 Grades : K-8
 2005 Enrollment : 679
 Web Address : ww.isaaceld.org
 Phone Number : (602) 442-2700
 Fax Number : (602) 442-2799
 E-mail : mmtorres@isaacschools.org

Mission

Udall staff, in partnership with students, families, community and business members, will establish and maintain a safe, supportive and nurturing environment where all children learn risk free. The goal of Morris K. Udall Escuela de Bellas Artes is to produce students who are literate, meet Arizona State standards and who achieve at or above the median levels of achievement as compared to other students nationally.

School / Academic Goals

- ü To promote the development of Language and Vocabulary that supports the academic achievement of all students.
- ü Provide our teachers with solid research-based instructional strategies and ongoing support in their implementation through a consistent and concise professional development plan.
- ü Students will master Arizona standards in reading, language, mathematics, and science as measured by AIMS testing. In addition, students will meet or exceed the 50th percentile on the nationally-normed Stanford 9 Achievement Test.
- ü Students at Morris K. Udall will demonstrate appropriate conduct and effort. Appropriate behavior, in addition to academic achievement, will be reported regularly to parents.

Enrollment

October 1, 2004 School Year Student Enrollment : 725
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 305

Instructional Programs

- Ü Sheltered Instruction Observation Protoc
- Ü Multiple Intelligences-Based Instruction
- Ü Data driven instruction
- Ü Special Education Inclusion
- Ü Special Fine Arts Programming
- Ü After school tutoring
- Ü Academic Language Development

Calendar Information

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

Shared Responsibilities

School

Staff will provide a positive, safe, supportive environment where all students can achieve their greatest potential. Udall staff prevents antisocial behavior and instills responsibility while building resiliency in students. The staff is also committed to carefully and consistently communicating both achievement and effort to parents.

Parents

Sign a Title I compact. Attend parent and community functions at the school. Participate in their child's academic success through positive communication and support. Parents will be available to assist the school in dealing with issues critical to the academic success of the children.

Transportation Policy

Students in grades kindergarten through eight who live more than a mile from the school are bused to their home school. All other students walk or are transported by parents unless otherwise indicated in a Special Education IEP.

School Honors

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

Award/Honor	Year
Ü Esperanza Award Winner for Hispanic Teacher of the Year	2001
Ü Wells Fargo Teacher Grants	2002
Ü National Corporate and School Partnership Award	2004

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	55	955	79306	100	100	99	433	428	445	6	16	10	29	24	18	65	51	51	0	9	20
All Students (Prior Year)	50	975	75509	100	100	100	533	509	521	0	15	13	19	28	23	44	34	33	38	22	31
Female	28	477	38691	100	99	99	431	426	446	12	16	10	16	25	18	72	52	52	0	7	20
Male	27	479	40583	100	100	99	434	430	445	0	16	11	42	23	18	58	50	50	0	10	21
African American	--	21	4041	--	100	99	--	405	426	--	36	17	--	45	23	--	18	50	--	0	10
Hispanic	52	896	32869	100	100	99	433	427	429	6	16	15	30	24	25	64	51	51	0	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	10	4264	--	100	100	--	429	419	--	25	19	--	0	30	--	75	45	--	0	6
White	NC	26	36197	NC	100	99	NC	452	463	NC	9	5	NC	9	11	NC	64	53	NC	18	31
Students with Disabilities	NC	104	10321	NC	100	100	NC	372	389	NC	34	30	NC	35	27	NC	30	34	NC	0	9
Students without Disabilities	50	852	69060	98	100	98	433	436	454	7	13	7	30	22	17	64	54	54	0	10	22
Limited English Proficient Students	34	596	15509	100	100	100	430	422	406	6	17	20	27	26	30	67	50	45	0	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	55	938	39415	100	98	96	433	431	431	6	16	15	29	24	25	65	51	50	0	9	10
Non-Economically Disadvantaged	--	18	39966	--	0	100	--	64	459	--	0	6	--	50	12	--	50	52	--	0	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	55	956	79395	100	0	99	435	421	446	4	16	9	35	36	25	61	45	55	0	2	11
All Students (Prior Year)	50	973	75492	100	100	100	524	509	519	6	17	12	6	18	16	63	49	47	25	16	24
Female	28	478	38743	100	0	100	438	423	451	8	14	7	24	37	24	68	46	57	0	3	12
Male	27	479	40618	100	0	99	430	419	440	0	19	11	46	35	27	54	44	53	0	2	9
African American	--	21	4052	--	0	100	--	404	434	--	18	11	--	64	29	--	18	54	--	0	6
Hispanic	52	897	32915	100	0	99	434	420	426	4	17	15	36	36	35	60	45	47	0	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	10	4271	--	0	100	--	421	420	--	13	15	--	38	42	--	50	41	--	0	2
White	NC	26	36221	NC	0	99	NC	455	465	NC	0	4	NC	27	15	NC	59	63	NC	14	17
Students with Disabilities	NC	104	10331	NC	0	100	NC	361	388	NC	46	25	NC	32	37	NC	21	34	NC	0	4
Students without Disabilities	50	853	69139	98	0	99	434	429	454	5	12	7	34	37	24	61	49	58	0	2	11
Limited English Proficient Students	34	596	15545	100	0	100	430	412	399	6	20	21	42	39	42	52	40	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	55	939	39484	100	0	96	435	424	429	4	16	14	35	36	35	61	45	47	0	2	4
Non-Economically Disadvantaged	--	18	39986	--	0	100	--	60	461	--	17	4	--	33	16	--	50	63	--	0	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	55	951	78869	100	100	99	468	437	442	0	6	6	4	21	21	94	66	63	2	6	10
All Students (Prior Year)	48	966	75053	96	100	99	559	601	597	19	6	7	6	13	12	69	71	72	6	11	9
Female	28	478	38536	100	100	99	473	449	458	0	5	4	4	18	15	92	68	67	4	10	14
Male	27	474	40302	100	100	99	463	426	428	0	8	8	4	25	26	96	65	60	0	3	7
African American	--	21	4015	--	100	99	--	433	430	--	0	8	--	27	24	--	73	61	--	0	7
Hispanic	52	892	32606	100	100	98	468	437	426	0	6	8	4	22	27	94	66	60	2	7	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	10	4245	--	100	100	--	422	423	--	13	9	--	0	26	--	88	61	--	0	4
White	NC	26	36078	NC	100	99	NC	455	459	NC	5	4	NC	9	16	NC	77	66	NC	9	14
Students with Disabilities	NC	105	10246	NC	100	100	NC	341	367	NC	23	18	NC	41	39	NC	35	40	NC	1	4
Students without Disabilities	50	847	68697	98	99	98	471	451	454	0	4	4	2	18	18	95	71	67	2	7	11
Limited English Proficient Students	34	591	15339	100	100	100	469	429	399	0	8	11	3	23	31	97	65	54	0	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	55	934	39106	100	98	95	468	440	427	0	6	8	4	21	28	94	66	59	2	6	5
Non-Economically Disadvantaged	--	18	39837	--	0	100	--	69	457	--	0	4	--	33	14	--	67	67	--	0	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	916	78906	100	100	99	464	474	498	23	21	13	42	29	19	34	44	48	0	7	20
All Students (Prior Year)	68	890	76019	100	100	100	445	465	499	33	21	14	63	63	39	4	8	14	0	9	33
Female	34	444	38644	100	100	99	458	473	500	30	19	12	40	32	19	30	40	49	0	9	19
Male	40	471	40236	100	100	99	469	474	497	18	22	15	44	25	19	38	48	46	0	5	20
African American	NC	16	4087	NC	100	99	NC	468	481	NC	27	20	NC	27	24	NC	45	45	NC	0	11
Hispanic	71	865	31938	100	100	99	464	474	481	25	20	19	43	29	25	33	44	46	0	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	28	36483	NC	97	99	NC	475	517	NC	19	7	NC	33	13	NC	43	51	NC	5	30
Students with Disabilities	NC	104	10664	NC	100	100	NC	399	430	NC	55	42	NC	30	27	NC	15	26	NC	0	5
Students without Disabilities	70	814	68310	100	100	98	466	483	509	22	16	9	42	28	18	37	48	51	0	8	22
Limited English Proficient Students	47	507	12573	100	100	100	464	464	454	28	24	27	38	31	30	35	40	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	74	899	38679	100	99	96	464	477	483	23	21	20	42	29	25	34	44	45	0	7	10
Non-Economically Disadvantaged	--	19	40295	--	0	100	--	193	513	--	30	7	--	20	13	--	40	50	--	10	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	74	917	78908	100	0	99	459	460	484	14	17	10	41	36	23	44	44	58	2	3	9
All Students (Prior Year)	68	890	76020	100	100	100	485	489	503	54	46	25	21	24	23	25	27	40	0	3	12
Female	34	445	38648	100	0	99	456	465	489	17	15	8	40	32	22	43	49	61	0	4	10
Male	40	471	40233	100	0	99	462	455	479	12	19	12	41	39	25	44	39	55	3	2	8
African American	NC	16	4092	NC	0	99	NC	460	473	NC	18	12	NC	27	28	NC	55	54	NC	0	5
Hispanic	71	866	31940	100	0	99	459	460	465	15	17	16	39	36	32	44	44	49	2	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	28	36502	NC	0	99	NC	466	502	NC	10	4	NC	48	14	NC	43	67	NC	0	15
Students with Disabilities	NC	104	10665	NC	0	100	NC	389	423	NC	46	30	NC	43	36	NC	11	31	NC	0	2
Students without Disabilities	70	815	68312	100	0	98	461	469	493	12	14	7	40	35	21	47	48	62	2	3	10
Limited English Proficient Students	47	507	12556	100	0	100	456	448	436	15	21	24	45	42	40	38	36	35	3	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	74	900	38662	100	0	96	459	463	468	14	17	16	41	36	32	44	43	49	2	3	3
Non-Economically Disadvantaged	--	19	40315	--	0	100	--	191	498	--	20	5	--	10	15	--	70	66	--	0	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	74	915	78750	100	100	99	494	488	500	0	5	6	47	35	29	53	60	63	0	1	2
All Students (Prior Year)	67	888	75673	99	100	100	511	508	530	12	12	12	30	32	25	58	55	58	0	1	4
Female	34	444	38586	100	100	99	500	496	515	0	5	4	40	26	22	60	68	71	0	1	3
Male	40	470	40135	100	100	99	490	480	486	0	6	8	53	43	35	47	51	56	0	0	1
African American	NC	16	4081	NC	100	99	NC	482	488	NC	0	8	NC	55	32	NC	45	59	NC	0	2
Hispanic	71	864	31841	100	100	99	494	488	483	0	5	8	48	34	36	52	60	55	0	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	28	36440	NC	97	99	NC	483	516	NC	10	3	NC	43	22	NC	48	71	NC	0	4
Students with Disabilities	NC	104	10622	NC	100	100	NC	408	415	NC	9	21	NC	67	50	NC	22	28	NC	1	1
Students without Disabilities	70	813	68196	100	100	98	496	498	513	0	5	3	45	30	25	55	64	69	0	1	3
Limited English Proficient Students	47	505	12504	100	100	100	492	477	451	0	7	12	50	39	44	50	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	74	898	38558	100	99	96	494	492	485	0	5	8	47	35	37	53	59	54	0	1	1
Non-Economically Disadvantaged	--	19	40260	--	0	100	--	185	514	--	0	3	--	30	21	--	60	72	--	10	4

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	165	798	78250	99	100	99	539	524	548	23	31	21	27	27	18	47	38	48	4	3	13
All Students (Prior Year)	111	788	75001	99	100	99	445	438	468	56	62	37	30	31	36	9	5	16	5	2	10
Female	85	419	38071	100	100	99	543	526	549	19	31	20	31	30	19	43	36	49	6	4	12
Male	80	378	40126	99	99	99	534	521	547	26	32	23	22	24	17	51	42	46	1	2	14
African American	--	11	4058	--	100	99	--	525	523	--	30	32	--	30	22	--	40	41	--	0	5
Hispanic	155	749	29129	100	100	99	539	523	527	22	31	32	26	27	23	47	38	40	4	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	10	4996	NC	100	100	NC	493	518	NC	67	36	NC	17	25	NC	17	36	NC	0	4
White	NC	25	38320	NC	93	99	NC	542	568	NC	30	12	NC	22	14	NC	43	55	NC	4	19
Students with Disabilities	18	79	9329	100	99	100	479	444	454	81	71	64	13	19	18	6	10	16	0	0	2
Students without Disabilities	147	719	68996	98	100	99	547	533	561	15	27	16	28	28	18	52	42	52	5	3	14
Limited English Proficient Students	106	472	10133	100	100	100	536	513	488	22	39	45	28	27	25	45	32	28	5	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	165	781	33388	99	98	94	539	524	530	23	32	32	27	27	22	47	38	40	4	3	5
Non-Economically Disadvantaged	--	17	44937	--	0	100	--	446	561	--	0	13	--	50	15	--	50	54	--	0	18

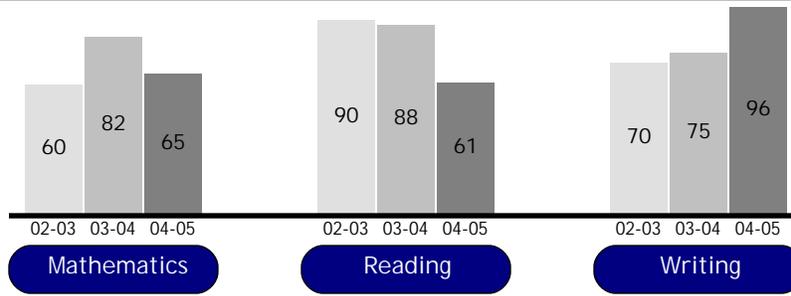
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	798	78302	99	0	99	501	487	512	11	19	11	42	40	25	47	40	57	1	1	7
All Students (Prior Year)	112	790	74918	100	100	99	467	469	497	56	54	32	15	19	19	28	24	35	1	2	15
Female	85	419	38082	100	0	99	505	491	518	9	16	8	36	39	24	55	45	61	0	1	7
Male	80	378	40166	99	0	99	496	482	507	13	22	14	48	42	26	38	35	54	1	2	6
African American	--	11	4064	--	0	100	--	492	498	--	20	14	--	40	29	--	40	54	--	0	3
Hispanic	155	749	29152	100	0	99	500	486	492	12	19	17	41	41	34	46	40	46	1	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	10	4993	NC	0	100	NC	475	484	NC	33	19	NC	33	38	NC	33	42	NC	0	1
White	NC	25	38347	NC	0	99	NC	509	531	NC	13	5	NC	30	17	NC	52	68	NC	4	10
Students with Disabilities	18	79	9353	100	0	100	459	418	429	38	48	40	63	41	38	0	10	22	0	1	1
Students without Disabilities	147	719	69024	98	0	99	506	495	524	8	15	7	39	40	23	52	44	62	1	1	7
Limited English Proficient Students	106	472	10140	100	0	100	496	474	451	13	25	28	44	44	43	43	29	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	165	781	33398	99	0	94	501	487	495	11	19	18	42	40	35	47	40	46	1	1	2
Non-Economically Disadvantaged	--	17	44979	--	0	100	--	408	525	--	17	6	--	33	18	--	33	66	--	17	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	165	796	78094	99	100	99	524	521	545	4	4	3	30	30	18	66	66	77	0	0	2
All Students (Prior Year)	112	789	74503	100	100	99	456	468	491	9	11	9	51	39	32	37	47	51	3	3	8
Female	85	418	38025	100	100	99	536	529	558	3	3	2	23	26	13	74	71	82	0	0	2
Male	80	377	40013	99	99	99	511	512	534	6	5	5	38	34	23	57	61	71	0	0	1
African American	--	11	4037	--	100	99	--	543	532	--	0	4	--	20	22	--	80	73	--	0	1
Hispanic	155	747	29068	100	99	99	523	521	523	4	4	5	31	30	27	65	66	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	10	4981	NC	100	100	NC	480	526	NC	17	4	NC	33	25	NC	50	70	NC	0	0
White	NC	25	38265	NC	93	99	NC	532	564	NC	0	2	NC	30	11	NC	70	84	NC	0	3
Students with Disabilities	18	78	9275	100	98	100	442	435	444	25	14	14	63	53	46	13	33	39	0	0	1
Students without Disabilities	147	718	68892	98	100	98	535	531	559	2	2	2	26	27	14	72	70	82	0	0	2
Limited English Proficient Students	106	471	10084	100	100	100	521	506	474	5	5	10	31	37	39	65	58	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	165	780	33296	99	98	94	524	522	527	4	4	5	30	30	27	66	66	67	0	0	0
Non-Economically Disadvantaged	--	16	44871	--	0	100	--	446	559	--	0	2	--	17	12	--	83	84	--	0	3

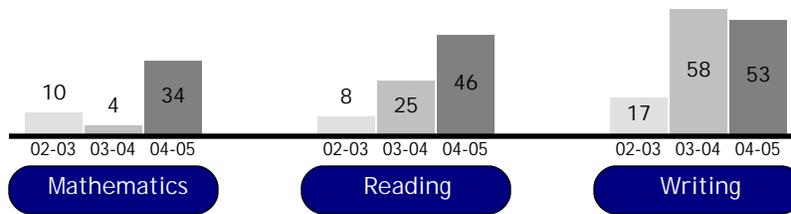
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

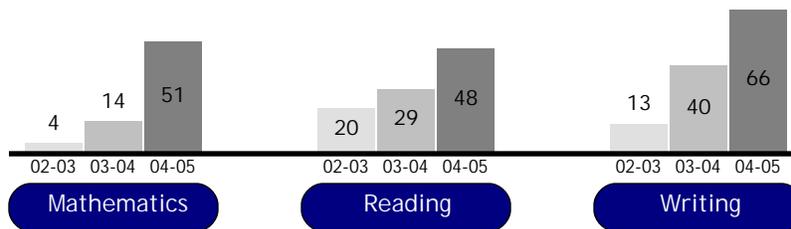
3rd Grade Proficiency



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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	29	35	50	98	34	NA	58	100	39	34	47
	Language	98	19	24	43	100	29	33	50	100	62	41	47
	Mathematics	100	49	44	57	100	45	46	64	100	88	37	50
3	Reading	100	24	24	47	98	47	NA	55	100	34	28	44
	Language	100	35	39	54	98	55	55	61	100	35	32	44
	Mathematics	100	33	40	54	98	70	57	61	100	46	40	51
4	Reading	100	23	25	52	100	36	NA	56	100	35	33	48
	Language	99	29	28	48	100	33	39	52	100	37	36	49
	Mathematics	99	30	33	57	100	44	48	61	100	43	43	53
5	Reading	97	19	23	50	100	28	NA	55	100	32	35	50
	Language	98	26	28	46	100	27	34	49	100	39	37	50
	Mathematics	98	30	38	57	100	28	42	63	100	33	36	49
6	Reading	98	25	25	53	99	28	NA	56	100	42	36	51
	Language	99	20	19	45	99	24	28	48	100	34	33	47
	Mathematics	99	39	38	62	100	39	45	66	100	35	33	52
7	Reading	98	24	23	51	99	24	NA	54	100	39	32	50
	Language	100	25	25	54	98	29	32	58	100	40	37	52
	Mathematics	100	36	33	58	99	44	40	62	100	40	36	50
8	Reading	99	21	29	53	100	30	NA	55	99	42	35	51
	Language	99	16	24	49	100	21	26	52	99	45	41	50
	Mathematics	98	37	41	58	100	37	40	61	99	46	43	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

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

Council Duties

- Ü Input on Budget, Schedule & Program
- Ü Promote/Increase Parental Involvement
- Ü Increase/Promote Student Achievement
- Ü Develop/Maintain Safe and Orderly Campus
- Ü Increase Communication/Customer Service
- Ü School Community Events

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	3	5	0	0
7 to 9 years	3	0	0	0
10 or more years	7	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	15
Percent of teachers in the school with Emergency/Provisional Certification	41%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Media Center
- Ü Special Fine Arts Facilities
- Ü Band/Music Lab

Extracurricular Activities

- Ü Athletics/Elementary & Middle School
- Ü Lego Robotics Team
- Ü Student Government
- Ü Intel After School Science Program
- Ü Foklorico Dance
- Ü Mariachi

Social Services

- Ü Probation Officer
- Ü Counselor
- Ü Community Liaisons
- Ü Parent/Community Classes
- Ü ESL/Technology Classes for Parents
- Ü Dental Screening (Selected Grades)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Development of a comprehensive reading program based on the Four Blocks model. Components focus on sound research best practices, as well as students' academic needs.

- ü Instruction is focused and geared to particular student needs.

- ü Teachers are required to carefully document learning. Ongoing assessment is required and formal assessment recorded and articulated to district and school instructional timelines.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	87	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

Schoolwide expectations have been established for appropriate behavior. Examples include respect, honesty, effort to achieve, etc. A safe school environment is accomplished by being prepared for all situations. A special positive discipline program will be implemented during the 2005-2006 school year.

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) :

15

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	Monica Torres	(602) 442-2700
Transportation Policy	Antonio Mlynek	(602) 484-4104
Community Resources	Becky Gallegos	(602) 484-6746
School Nutrition Programs	Joan Chiarello	(602) 455-6746
Parent Organization	David Aguirre	(602) 442-2700
Student Health/Nurse	Maureen Brukardt	(602) 442-2700

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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