



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

406 N 41st Ave, Phoenix, AZ 85009

Isaac Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Chris Gutierrez
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.isaacschools.org/schools/moya.htm
 Phone Number : (602) 442-3100
 Fax Number : (602) 442-3199
 E-mail : cgutierrez@isaacschools.org

Mission

Moya School in partnership with students, families and community members is committed to high levels of reading, writing and math achievement for all students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Moya School will implement a standards-based approach to teaching and learning with an emphasis on reading, writing and math.
- ü Moya School will implement a coordinated comprehensive professional development program to support the implementation of a standards-based approach to teaching and learning with a focus on reading, writing and math.
- ü Moya School will continue utilize current and future Technologies to effectively enhance student achievement in the areas of reading, writing and math.
- ü Moya School will increase the number of students achieving 'meets' or 'exceeds' status as measured by Terranova and AIMS annual assessments by 5%.

Enrollment

October 1, 2005 School Year Student Enrollment : 628
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 18

Instructional Programs

- ü Small Group Leveled Reading
- ü Six Traits Writing
- ü Writers Workshop
- ü SRA Corrective Reading
- ü Project LEAP After-School Tutoring
- ü Title I Reading Coach
- ü Cross-grade Reading Buddies/Pen Pals
- ü Research Based phonics strategies

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

Our school's responsibility is to promote a positive and safe climate for learning; notify parents about student progress; provide a bias-free and culturally relevant school climate; and appropriate assessment and care of special needs students.

Parents

The parent's responsibility is to have their child attend school on a daily basis; provide proper clothing; and support the school's discipline and homework policies, in order to assure all students of a safe and productive learning environment.

Transportation Policy

Our transportation policy is consistent with directives set down by the Isaac School District Governing Board. This policy dictates rules and regulations mandated by the state of Arizona and the Department of Public Safety.

School Honors

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

Award/Honor	Year
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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	105	1014	80010	99	99	99	428	428	447	19	16	10	25	26	18	48	50	53	9	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	499	38935	100	100	99	431	428	447	17	15	9	25	27	19	50	51	55	8	7	17
Male	56	514	40974	95	98	98	426	427	448	21	18	11	25	25	18	45	49	52	9	7	19
African American	NC	12	4201	NC	100	99	NC	402	430	NC	25	17	NC	50	23	NC	25	51	NC	NA	9
Hispanic	99	968	34545	99	99	99	430	428	432	19	16	14	23	26	24	48	51	53	9	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	21	35142	NC	100	99	NC	431	465	NC	19	5	NC	14	11	NC	52	56	NC	14	28
Students with Disabilities	16	137	10161	94	94	93	401	399	419	38	40	28	31	34	28	31	23	36	NA	4	8
Students without Disabilities	89	877	69849	100	100	100	433	432	451	16	13	7	24	25	17	51	55	56	10	8	19
Limited English Proficient Students	44	446	14013	98	98	97	404	407	413	34	29	24	36	35	34	30	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	102	1004	39029	96	98	98	428	428	432	19	16	14	25	26	25	47	50	52	9	7	9
Non-Economically Disadvantaged	NC	10	40981	NC	NA	100	NC	NA	462	NC	NA	6	NC	NA	13	NC	NA	54	NC	NA	27

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	105	1010	79438	99	98	98	424	428	451	23	17	9	29	34	24	45	46	56	4	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	498	38775	100	100	99	433	434	457	17	13	7	31	33	22	44	50	58	8	3	13
Male	56	511	40560	95	97	97	417	421	446	29	22	12	27	34	25	45	42	54	NA	2	9
African American	NC	12	4178	NC	100	98	NC	406	439	NC	25	13	NC	50	29	NC	25	52	NC	NA	6
Hispanic	99	964	34297	99	98	98	425	427	434	23	18	14	26	33	31	46	47	50	4	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	21	34887	NC	100	98	NC	441	471	NC	10	4	NC	43	15	NC	33	63	NC	14	18
Students with Disabilities	16	133	9588	94	91	88	385	390	416	50	47	30	38	35	32	13	17	34	NA	2	5
Students without Disabilities	89	877	69850	100	100	100	432	433	456	18	13	7	27	34	23	51	51	59	4	3	12
Limited English Proficient Students	44	441	13856	98	96	96	393	400	407	45	32	27	30	45	43	25	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	102	1000	38685	96	97	97	424	427	435	23	18	14	29	34	32	44	46	50	4	3	5
Non-Economically Disadvantaged	NC	10	40753	NC	NA	99	NC	NA	467	NC	NA	5	NC	NA	16	NC	NA	62	NC	NA	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	105	1015	79971	99	99	99	396	405	423	15	11	8	53	50	41	31	38	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	499	38974	100	100	99	410	418	437	10	9	5	52	44	33	38	46	57	NA	1	4
Male	56	515	40895	95	98	98	382	393	410	20	13	10	55	57	47	25	30	41	NA	1	2
African American	NC	12	4203	NC	100	99	NC	348	411	NC	33	11	NC	42	45	NC	25	43	NC	NA	2
Hispanic	99	970	34481	99	99	99	395	405	410	16	11	10	52	51	46	32	38	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	20	35150	NC	95	99	NC	411	437	NC	10	5	NC	45	35	NC	45	56	NC	NA	5
Students with Disabilities	16	138	10258	94	95	94	360	360	377	31	26	23	56	59	51	13	13	25	NA	1	1
Students without Disabilities	89	877	69713	100	100	100	402	412	429	12	8	5	53	49	39	35	42	52	NA	1	3
Limited English Proficient Students	44	447	13985	98	98	97	361	376	382	32	19	18	59	59	54	9	22	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	102	1005	38994	96	98	98	394	405	409	16	11	10	54	50	47	30	38	41	NA	1	1
Non-Economically Disadvantaged	NC	10	40977	NC	NA	100	NC	NA	437	NC	NA	5	NC	NA	34	NC	NA	56	NC	NA	5

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

4th 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	104	883	80147	100	99	99	451	464	482	22	14	11	26	22	17	44	52	49	8	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	452	39281	100	99	99	462	466	483	13	12	9	26	24	17	51	53	50	10	11	24
Male	43	430	40780	100	99	98	436	463	482	35	17	12	26	20	17	35	51	48	5	12	24
African American	--	16	4249	--	94	99	--	430	464	--	38	17	--	31	22	--	25	48	--	6	13
Hispanic	103	840	33494	100	99	99	451	465	466	22	14	15	26	23	23	44	52	49	8	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	21	36122	NC	100	99	NC	479	501	NC	NA	5	NC	14	10	NC	71	50	NC	14	35
Students with Disabilities	14	88	10295	100	93	92	409	425	443	64	39	33	14	32	26	14	28	33	7	1	8
Students without Disabilities	90	795	69852	100	100	100	458	469	488	16	12	7	28	21	16	49	55	51	8	12	26
Limited English Proficient Students	53	388	12722	100	97	97	430	438	441	32	26	27	28	32	33	38	40	37	2	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	100	874	38371	99	98	97	454	465	465	20	14	15	26	22	23	46	52	49	8	11	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

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	104	880	79686	100	99	98	434	446	470	23	20	11	44	33	24	32	44	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	449	39163	100	98	99	441	450	475	15	17	9	44	33	22	41	46	60	NA	3	10
Male	43	430	40438	100	99	97	423	441	465	35	24	13	44	32	25	19	43	54	2	1	7
African American	--	15	4228	--	88	98	--	419	458	--	40	15	--	33	28	--	27	53	--	NA	4
Hispanic	103	839	33299	100	99	98	433	446	452	23	21	17	45	33	32	31	44	47	1	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	20	35914	NC	95	98	NC	470	489	NC	5	5	NC	20	15	NC	70	67	NC	5	14
Students with Disabilities	14	86	9808	100	91	87	377	399	432	93	64	35	7	21	32	NA	15	30	NA	NA	3
Students without Disabilities	90	794	69878	100	99	100	443	450	475	12	16	8	50	34	23	37	48	61	1	2	9
Limited English Proficient Students	53	387	12594	100	97	96	411	417	422	38	39	34	49	42	45	13	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	100	871	38095	99	98	97	435	446	452	21	20	17	45	33	32	33	45	48	1	2	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

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	104	885	80372	100	99	99	452	460	475	7	7	4	48	36	30	44	57	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	452	39452	100	99	99	469	470	488	5	6	3	38	30	22	56	63	72	2	1	3
Male	43	432	40836	100	99	98	427	450	464	9	8	6	63	42	37	28	50	56	NA	NA	1
African American	--	16	4264	--	94	99	--	432	465	--	13	5	--	44	35	--	44	59	--	NA	1
Hispanic	103	842	33608	100	99	99	452	460	462	7	7	6	48	36	36	45	57	57	1	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	21	36213	NC	100	99	NC	477	489	NC	5	2	NC	33	22	NC	62	72	NC	NA	3
Students with Disabilities	14	91	10526	100	96	94	374	406	427	36	25	15	64	52	53	NA	23	31	NA	NA	1
Students without Disabilities	90	794	69846	100	99	100	464	466	482	2	5	3	46	34	26	51	61	69	1	0	2
Limited English Proficient Students	53	388	12747	100	97	97	430	427	432	13	15	12	60	52	52	26	33	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	100	876	38521	99	98	98	454	461	461	7	7	6	46	36	38	46	57	55	1	0	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

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	102	920	79306	100	98	99	469	481	504	24	20	13	35	28	20	39	46	49	2	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	469	38845	100	99	99	471	482	505	19	18	11	45	30	20	32	46	50	4	6	18
Male	55	451	40383	100	97	98	468	481	504	27	21	14	27	27	19	45	46	47	NA	6	19
African American	--	13	4171	--	87	98	--	473	485	--	38	20	--	8	26	--	46	44	--	8	10
Hispanic	99	877	32673	100	98	99	469	481	487	24	19	18	35	29	25	38	45	46	2	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	10	4034	--	91	97	--	NA	479	--	NA	22	--	NA	29	--	NA	43	--	NA	7
White	NC	19	36234	NC	100	99	NC	505	523	NC	5	6	NC	11	13	NC	68	52	NC	16	28
Students with Disabilities	14	139	10286	100	90	91	430	446	462	86	49	41	7	32	27	7	18	27	NA	1	5
Students without Disabilities	88	781	69020	100	100	100	476	487	510	14	14	9	40	27	18	44	51	52	2	7	21
Limited English Proficient Students	45	338	10291	100	96	96	447	453	458	47	40	38	42	38	34	11	22	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	102	919	37437	100	98	97	469	481	486	24	20	19	35	28	26	39	46	46	2	6	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

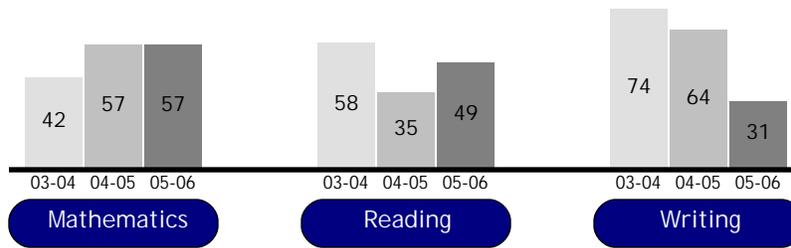
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	920	79000	100	98	98	459	466	489	20	16	10	38	35	24	40	46	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	468	38774	100	99	99	468	470	494	15	13	7	34	35	22	49	50	61	2	2	10
Male	55	452	40150	100	98	98	453	463	485	24	20	12	42	35	25	33	42	55	2	2	8
African American	--	13	4153	--	87	98	--	465	476	--	15	13	--	31	30	--	46	53	--	8	4
Hispanic	99	877	32508	100	98	98	458	466	472	20	16	15	38	35	33	39	46	49	2	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	10	4016	--	91	96	--	NA	467	--	NA	14	--	NA	37	--	NA	46	--	NA	2
White	NC	19	36135	NC	100	98	NC	487	508	NC	5	4	NC	26	14	NC	63	67	NC	5	15
Students with Disabilities	14	139	9991	100	90	88	403	426	449	86	48	33	14	41	36	NA	11	29	NA	NA	2
Students without Disabilities	88	781	69009	100	100	100	468	473	495	9	11	6	42	34	22	47	53	62	2	3	10
Limited English Proficient Students	45	338	10199	100	96	95	433	435	439	38	36	35	47	50	47	16	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	102	919	37234	100	98	97	459	466	472	20	16	15	38	35	33	40	46	50	2	2	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	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	102	930	79611	100	99	99	472	479	496	11	10	7	51	43	37	38	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	471	39016	100	99	99	488	493	511	6	7	4	45	37	29	49	56	66	NA	NA	1
Male	55	459	40519	100	99	98	459	465	482	15	14	10	56	48	44	29	37	46	NA	NA	0
African American	--	13	4188	--	87	98	--	475	486	--	15	9	--	38	40	--	46	50	--	NA	0
Hispanic	99	886	32855	100	99	99	472	480	481	11	10	10	51	43	43	38	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	11	3992	--	100	96	--	404	478	--	36	10	--	36	46	--	27	44	--	NA	0
White	NC	19	36380	NC	100	99	NC	495	511	NC	NA	4	NC	32	30	NC	68	65	NC	NA	1
Students with Disabilities	14	148	10664	100	96	94	350	426	440	57	28	23	43	51	54	NA	20	22	NA	NA	1
Students without Disabilities	88	782	68947	100	100	100	491	489	504	3	7	4	52	41	34	44	52	61	NA	NA	1
Limited English Proficient Students	45	346	10362	100	98	97	437	435	438	18	23	22	60	58	57	22	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	102	929	37626	100	99	98	472	479	479	11	10	10	51	43	45	38	47	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

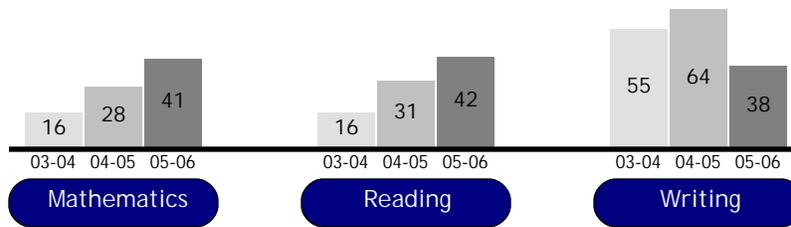
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	30	NA	58	100	36	34	47	100	35	30	46
	Language	100	28	33	50	100	42	41	47	100	37	41	48
	Mathematics	100	33	46	64	99	44	37	50	100	35	37	52
3	Reading	100	35	NA	55	98	24	28	44	97	24	25	46
	Language	100	50	55	61	98	26	32	44	97	27	32	46
	Mathematics	100	37	57	61	98	31	40	51	97	35	37	52
4	Reading	100	35	NA	56	100	31	33	48	100	28	34	52
	Language	100	37	39	52	100	32	36	49	100	27	35	52
	Mathematics	100	40	48	61	100	40	43	53	100	41	46	58
5	Reading	100	36	NA	55	99	28	35	50	100	37	37	56
	Language	99	30	34	49	99	31	37	50	100	37	35	54
	Mathematics	99	32	42	63	99	23	36	49	100	30	34	52

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

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

Council Duties

- Ü Budget
- Ü School Safety Issues
- Ü Academic Achievement
- Ü Technology
- Ü School Climate Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	4.25	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	2	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü Mobile Computer Lab
- Ü Art & Music Room

Extracurricular Activities

- Ü Student Council
- Ü After School Art Program
- Ü Girl Scouts
- Ü After School Tutoring
- Ü After School Sports Program

Social Services

- Ü Breakfast Program
- Ü Adult ESL Classes
- Ü Lunch Program
- Ü After School Tutoring & Sports
- Ü Crisis Intervention

ü Project GOAL (Grade One at the Library)

ü Boys Hope of Arizona 2005 Scholarship Recipient

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school character theme is respect, which teaches our students to show kindness and care toward others in their actions and their words.

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) :

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	Chris Gutierrez	(602) 442-3100
Transportation Policy	Antonio Mlynek	(602) 484-4104
Community Resources	Laura Serna	(602) 442-3100
School Nutrition Programs	Barbara Ortiz	(602) 442-3100
Parent Organization	Veronica Flores	(602) 442-3100
Student Health/Nurse	Kim Sands	(602) 442-3100

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."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

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

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