

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4006 W. Osborn Road, Phoenix, AZ 85019

Isaac Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Debbie Hutson
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-3
 Web Address : isaacschools.org
 Phone Number : (602) 442-3000
 Fax Number : (602) 442-3099
 E-mail : dhutson@isaacschools.org

Mission

Alston School provides all students and staff with a safe, supportive environment which promotes high academic achievement and empowers students to be responsible, productive citizens through high expectations and quality programming and instruction. Alston School believes that parents and teachers must work together as a team to insure success for the children. Through an extensive parent involvement program, parents are empowered to support their children's education.

School / Academic Goals

- ü To provide a consistent focus on academic excellence with increased student learning in language arts and math, while developing English language proficiency. To consistently use effective teaching strategies and techniques to promote learning.
- ü To establish a school culture focusing on a safe and positive learning environment which is based on a foundation of respect for all. This will be done by developing the concepts of personal responsibility, citizenship/respect and cultural diversity.
- ü To provide academic support programs for students, both remedial and enrichment, in the form of intercession classes and an academic based after school program.
- ü To provide an on-going staff development program to strengthen teachers' instructional skills and provide support in implementing the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 375
 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 SEI - Lang. Acquisition (SIOP Model)
- ü Inclusive Special Education
- ü Phonics-based Reading (Action Rdg)
- ü Project LEAP After School Tutoring
- ü Full Day Kindergarten
- ü Maximum Instruct. Time/Academic Focus
- ü All Star Kids Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Alston School will provide a community of learners where high academic standards are maintained and each student's needs are met on an individual basis; honor and protect all students rights; recognize and respect cultural diversity; and encourage parental involvement. We will insure a safe, orderly, structured, productive learning environment. We will also provide regular home-school communication and distribute materials, policies and information in the students'home language.

Parents

As school partners, parents will reinforce student adherence to school rules, monitor student's responsibility for completing academic assignments, provide a supportive home environment conducive to study and learning, support school policies including dress code and behavior code, and send students to school ready to learn.

Transportation Policy

Due to the small attendance area, transportation is not provided for the general student body. Bus service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award to Alston Teacher	2002
ü Governor's Award for Energy Efficiency for Alston Sch.	2002
ü PBS Documentary Filmed on Alston Staff Lang. Acq. Prog.	2003
ü Selected twice for Gov. Napolitano to visit our kinderg	2005

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	86	1014	80010	96	99	99	453	428	447	5	16	10	19	26	18	59	50	53	17	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	499	38935	98	100	99	447	428	447	7	15	9	17	27	19	63	51	55	12	7	17
Male	45	514	40974	94	98	98	458	427	448	2	18	11	20	25	18	56	49	52	22	7	19
African American	--	12	4201	--	100	99	--	402	430	--	25	17	--	50	23	--	25	51	--	NA	9
Hispanic	82	968	34545	95	99	99	452	428	432	5	16	14	18	26	24	60	51	53	17	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	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	12	137	10161	80	94	93	470	399	419	NA	40	28	8	34	28	50	23	36	42	4	8
Students without Disabilities	74	877	69849	99	100	100	450	432	451	5	13	7	20	25	17	61	55	56	14	8	19
Limited English Proficient Students	31	446	14013	91	98	97	421	407	413	13	29	24	32	35	34	48	35	39	6	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	86	1004	39029	96	98	98	453	428	432	5	16	14	19	26	25	59	50	52	17	7	9
Non-Economically Disadvantaged	--	10	40981	--	NA	100	--	NA	462	--	NA	6	--	NA	13	--	NA	54	--	NA	27

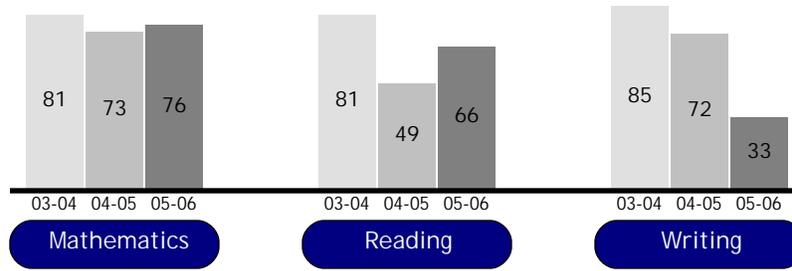
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1010	79438	94	98	98	443	428	451	8	17	9	26	34	24	61	46	56	5	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	498	38775	98	100	99	440	434	457	7	13	7	24	33	22	68	50	58	NA	3	13
Male	44	511	40560	92	97	97	446	421	446	9	22	12	27	34	25	55	42	54	9	2	9
African American	--	12	4178	--	100	98	--	406	439	--	25	13	--	50	29	--	25	52	--	NA	6
Hispanic	81	964	34297	94	98	98	442	427	434	9	18	14	26	33	31	62	47	50	4	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	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	11	133	9588	73	91	88	460	390	416	9	47	30	NA	35	32	73	17	34	18	2	5
Students without Disabilities	74	877	69850	99	100	100	441	433	456	8	13	7	30	34	23	59	51	59	3	3	12
Limited English Proficient Students	30	441	13856	88	96	96	408	400	407	23	32	27	47	45	43	30	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	85	1000	38685	94	97	97	443	427	435	8	18	14	26	34	32	61	46	50	5	3	5
Non-Economically Disadvantaged	--	10	40753	--	NA	99	--	NA	467	--	NA	5	--	NA	16	--	NA	62	--	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	85	1015	79971	94	99	99	404	405	423	6	11	8	61	50	41	32	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	499	38974	98	100	99	400	418	437	7	9	5	61	44	33	32	46	57	NA	1	4
Male	44	515	40895	92	98	98	408	393	410	5	13	10	61	57	47	32	30	41	2	1	2
African American	--	12	4203	--	100	99	--	348	411	--	33	11	--	42	45	--	25	43	--	NA	2
Hispanic	81	970	34481	94	99	99	403	405	410	6	11	10	62	51	46	31	38	43	1	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	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	11	138	10258	73	95	94	414	360	377	NA	26	23	64	59	51	36	13	25	NA	1	1
Students without Disabilities	74	877	69713	99	100	100	403	412	429	7	8	5	61	49	39	31	42	52	1	1	3
Limited English Proficient Students	30	447	13985	88	98	97	364	376	382	13	19	18	73	59	54	13	22	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	85	1005	38994	94	98	98	404	405	409	6	11	10	61	50	47	32	38	41	1	1	1
Non-Economically Disadvantaged	--	10	40977	--	NA	100	--	NA	437	--	NA	5	--	NA	34	--	NA	56	--	NA	5

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



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	51	NA	58	98	40	34	47	95	39	30	46
	Language	100	43	33	50	98	42	41	47	95	52	41	48
	Mathematics	100	66	46	64	98	39	37	50	95	50	37	52
3	Reading	99	59	NA	55	100	30	28	44	94	34	25	46
	Language	99	71	55	61	100	30	32	44	94	39	32	46
	Mathematics	99	81	57	61	100	49	40	51	96	56	37	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)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum - Program Development
- Ü Parent/Educator Relations
- Ü Budget
- Ü School Safety Issues
- Ü School Improvement Plan Format
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	3	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Multimedia Station in Library
- Ü Peaceful Playground
- Ü Parent Center

Extracurricular Activities

- Ü After School Academic/Enrichment Program
- Ü Family Library Night
- Ü Homework Help Club
- Ü Student Support Group
- Ü All Star Kid's Tutoring

Social Services

- Ü Lunch/Breakfast Programs
- Ü Counseling Services
- Ü Parenting Workshops
- Ü Adult Education Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ninety-five percent of Alston's limited English proficient (LEP) students increased their language proficiency levels by at least one level on the SELP test.

- ü All staff members have received training in the Action Reading Program and have participated in the project as a schoolwide endeavor to focus on reading achievement.

- ü All Alston teachers have received intensive training in SIOP (language acquisition strategies), and use it consistently with continuous monitoring and support from a SIOP coach. Two Alston teachers are nationally certified SIOP trainers.

- ü Alston School was selected to be filmed for a national SIOP (language acquisition) training video. Five teachers were videotaped presenting a lesson to their students using SIOP strategies. Others were interviewed regarding their success with SIOP.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	87	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

A schoolwide safety and emergency plan is in place and practiced regularly. Visitors are required to sign-in and obtain identification badges upon entering the campus. Teaching and administrative staff work as a team with students to stop problems quickly so students can focus on learning. Our Character Education program teaches the students to show respect, and to solve their problems by talking about them. Many parenting workshops are provided with a focus on child health and safety.

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	Debbie Hutson	(602) 442-3000
Transportation Policy	Alfonso Alva	(602) 484-4700
Community Resources	Becky Gallegos	(602) 484-4123
School Nutrition Programs	Joan Chiarello	(602) 484-4711
Parent Organization	Silvia Ponce	(602) 442-3000
Student Health/Nurse	Mary Ruiz	(602) 442-3000

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.

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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.