

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Ishikawa Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Mesa Unified District
2635 N. 32nd Street, Mesa, AZ 85213-1662

Principal: Mrs. Shelley L. Heath
Schedule: 7:20 AM to 3:50 PM
Web Address: mpsaz.org/ishikawa
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 864
Phone: (480) 472-7700
Fax: (480) 472-7686

∨ School Overview ∨

Mission

The mission of Ishikawa is to provide a positive and successful learning experience for each child. We believe that all children can learn. A variety of instructional and grouping techniques are used to meet the needs of all children. The basic skills of reading, oral language, writing and math are all stressed at all grade levels. Meaningful experiences are provided in the areas of art, music, social studies, science, physical fitness and technology.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Some Ability Grouping
- w Some Cooperative Learning

Instructional Programs

- w Gifted
- w On-site Special Education
- w Character/Responsibility Education
- w Science Club/Outdoor School 5th Grade
- w Sixth Grade Afterschool Math Club
- w Accelerated Reader/Mathematics Programs
- w Extended-day Kindergarten
- w Cultural Diversity Club

School/Academic Goals

- w To maintain high performance on the Stanford 9 Achievement Test and Arizona's Instrument to Measure Standards (grades 3 and 5) in reading, math and language.
- w Students recognize reading as an important life skill. They will gain understanding and comprehension using a variety of texts including fiction, non-fiction, classic and contemporary works.
- w Students will apply mathematical concepts and problem-solving strategies to solve real-world problems.
- w Students will use reference materials and research skills to communicate effectively using written language for a variety of purposes.

Enrollment

October 1, 2001 School Year Student Enrollment:	843
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	48

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Discipline
 w Homework
 w Attendance
 w Annual Theme/Focus
 w Academic Goal Setting
 w School Safety Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	1.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	3	0	0
10 or more years	11	16	1	0

∨ **Shared Responsibilities** ∨

School

A quality education comes from a home/school partnership. As educators, we have the responsibility to offer a safe learning environment with high academic expectations and a positive classroom experience for each child. Our responsibility to communicate expectations and student progress is done through Curriculum Night, progress reports, report cards and Parent/Teacher conferences. Communication regarding the school's activities is in the bi-weekly newsletter.

Parents

Parents have a responsibility for getting students to school on a punctual and regular basis. Students do best when properly clothed, fed and rested, and come with all necessary materials, including homework and signed notes. Open communication, a problem-solving approach and respect for others provide a positive behavior toward school for children to model. Being supportive and positive about your child's school will increase his/her opportunity for success.

∨ **Transportation Policy** ∨

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Bus riding is a privilege. All bus students must abide by the district rules.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They perform in the top percentiles of the East Valley in reading.</p> | <p>W Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They perform in the top percentiles of the East Valley in math. They were district winners again for the 2001-02 school year.</p> |
| <p>W Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They perform in the top percentiles of the East Valley in language.</p> | <p>W The sixth grade Math Challenge Team competes in the Maricopa County Math Challenge Contest. They have received team and individual honors.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Won Maricopa County Regional 6th Grade Math Challenge	2002
Technology Teacher of the Year	1998
Best Teacher Essay Recipient	1998
Varied Student Awards	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	122	533	2%	14%	44%	39%
	School State	58840	524	9%	17%	45%	29%
Writing	School	121	566	5%	2%	61%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	121	540	2%	26%	26%	45%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	131	518	8%	11%	47%	34%
	State	61305	505	21%	20%	43%	15%
Writing	School	122	546	4%	16%	48%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	130	540	2%	25%	12%	62%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	76	66	60	--	--	--
2	Reading	--	--	--	100	71	50	92	59	52	87	68	53	81	66	57
	Language	--	--	--	100	65	40	94	57	43	90	55	44	82	53	48
	Mathematics	--	--	--	100	82	51	90	65	55	91	68	57	79	64	61
3	Reading	100	56	47	100	66	47	93	59	48	91	63	50	91	62	50
	Language	100	58	49	100	61	51	97	63	54	90	69	56	91	69	57
	Mathematics	100	54	46	100	59	49	93	71	52	90	70	54	90	70	56
4	Reading	98	70	53	100	72	54	100	74	54	91	71	55	88	71	55
	Language	100	60	47	100	62	49	100	64	48	93	61	50	94	56	50
	Mathematics	100	74	51	100	72	54	100	81	55	97	73	57	94	72	58
5	Reading	95	71	51	100	71	51	93	66	51	92	74	51	93	70	53
	Language	94	62	42	100	61	44	92	55	45	92	65	45	93	61	47
	Mathematics	97	81	51	100	78	54	93	73	55	96	82	57	92	82	59
6	Reading	97	81	53	100	75	54	93	78	53	91	72	54	88	78	56
	Language	97	70	41	100	65	44	92	66	44	90	64	45	84	69	47
	Mathematics	99	88	57	100	84	59	98	86	60	90	85	63	91	87	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	74	72
Grades 3-4	86	85
Grades 4-5	79	83
Grades 5-6	88	92
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The Mesa Unified School District and Ishikawa Elementary are committed to ensuring a safe and secure environment for instruction and learning. To achieve this, we have an active program of prevention and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,792	\$2,403,357
Classroom Supplies	\$41	\$35,497
Administration	\$364	\$312,973
Support Services-Students	\$114	\$98,223
Other Support Services and Operations	\$609	\$523,972
Total Expenditures- All Categories 2000-2001	\$3,920	\$3,374,022

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.
 Information is self-reported by the district and is unaudited.
 * Based upon 2000-2001 Average Daily Membership (ADM).
 (School Expenditures divided by ADM)
 **Due to technical difficulties, data for multiple charter school sites is not available.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Shelley L. Heath	(480) 472-7700	
Transportation Policy	Community Relations	(480) 472-7201	
Community Resources	Sandra Lane	(480) 472-7680	
School Nutrition Programs	Gina Martinez	(480) 472-7740	
Parent Organization	Jana Randall	(480) 924-6959	
Student Health/Nurse	Sandra Lane	(480) 472-7680	

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.

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