



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2635 N 32nd Street, Mesa, AZ 85213

Mesa Unified 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. Shelley L. Heath
Schedule : 7:25 AM to 3:50 PM
Grades : Pre-K-6
2004 Enrollment : 772
Web Address :
Phone Number : (480) 472-7700
Fax Number : (480) 472-7686
E-mail : slheath@mpsaz.org

Mission

The mission of Ishikawa is to provide a positive and successful learning experience for each child. A variety of instructional and grouping techniques are used to meet the needs of all children. Our school theme is Dragon Pride + 5 for 2004-05. We take great pride in our learning community and focus on success for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- To maintain high performance levels on academic achievement testing and Arizona's Instrument to Measure Standards (grades 3 and 5) in reading, math and language.
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.

Enrollment

October 1, 2003 School Year Student Enrollment : 832
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 73

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Character/Responsibility Education
- ü Outdoor School 5th Grade
- ü Accelerated Reading Grades 1-6
- ü Accelerated Math Grades 2-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our responsibility is to communicate expectations and student progress through 'Learning Expo Night,' progress reports, report cards and parent/teacher conferences. Communication regarding the school's activities is in the bi-weekly newsletter. Ishikawa also sends student postcards for academic and citizenship recognition to the student at the home address. Positive phonecalls are made to the home three times per year to recognize progress in the classroom setting.

Parents

Parents have the responsibility to get their child to school on time each and every school day. We at Ishikawa believe in a team-approach to teaching our students. We feel that when the parent and school work together, the child meets with 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 and students are expected to show respect for all bus riding rules and expectations for safety.

School Honors

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

Award/Honor	Year
ü Won Maricopa County Regional 6th Grade Math Challenge	2004
ü Won Elenor Roosevelt Teacher Fellowship Award	2003
ü Best Teacher Essay Recipient	1998
ü Varied Student Awards	1999

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	119	5651	75509	95	98	100	537	532	521	9	9	13	19	19	23	32	33	33	41	39	31
All Students (Prior Year)	104	5599	75372	100	98	100	535	536	523	10	5	9	15	18	25	29	38	36	46	39	30
Female	67	2784	37013	96	98	100	537	534	522	11	9	12	15	19	24	33	34	33	41	39	31
Male	52	2859	38430	95	98	99	536	531	521	6	10	14	24	19	22	29	32	33	41	38	31
African American	--	218	3660	--	98	99	--	509	496	--	17	24	--	26	31	--	32	28	--	25	18
Hispanic	20	1862	30486	91	99	99	509	515	505	11	13	18	28	25	29	39	35	32	22	27	21
Asian/Pacific Islander	--	132	1780	--	100	98	--	534	549	--	10	5	--	13	13	--	39	33	--	38	50
American Indian/Alaskan Native	16	212	4075	100	98	100	490	504	486	31	19	28	25	28	34	25	31	26	19	23	12
White	83	3216	35192	95	98	99	551	544	534	4	6	8	16	15	19	31	32	35	49	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	111	5052	65801	100	98	98	543	537	525	5	7	11	18	18	23	34	34	34	43	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	40	2909	36411				506	514	503	16	14	19	29	24	29	32	34	32	24	27	20
Non-Economically Disadvantaged	79	2742	39040				551	550	534	5	5	8	14	14	19	32	32	34	49	50	39

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	119	5641	75492	95	98	100	527	522	519	9	11	12	15	14	16	44	48	47	33	27	24
All Students (Prior Year)	104	5584	75221	100	98	100	529	528	523	7	5	8	14	12	16	52	59	56	27	23	21
Female	67	2785	37014	96	98	100	529	526	523	8	9	10	17	13	15	45	49	48	30	29	27
Male	52	2850	38400	95	98	99	525	518	516	10	13	14	12	16	17	41	48	47	37	24	21
African American	--	218	3665	--	98	99	--	509	505	--	14	20	--	22	22	--	53	43	--	11	14
Hispanic	20	1851	30438	91	98	99	509	509	508	22	17	17	17	20	21	39	49	47	22	14	15
Asian/Pacific Islander	--	134	1773	--	100	98	--	528	534	--	6	4	--	11	10	--	55	50	--	28	36
American Indian/Alaskan Native	16	212	4081	100	98	100	504	505	498	13	20	25	44	22	26	25	45	40	19	13	8
White	83	3215	35177	95	98	99	536	530	528	5	7	8	8	11	13	48	48	49	39	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	111	5052	65785	100	98	98	532	525	522	4	7	10	14	14	16	47	50	49	36	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	40	2904	36302				511	510	507	16	16	18	24	19	21	39	49	46	21	15	14
Non-Economically Disadvantaged	79	2737	39164				535	534	528	5	5	8	10	10	13	46	48	48	39	37	31

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	118	5611	75053	94	98	99	604	578	597	8	10	7	11	14	12	72	68	72	9	7	9
All Students (Prior Year)	101	5503	73654	97	97	99	537	530	530	4	7	9	13	12	13	75	77	70	8	5	7
Female	66	2774	36872	94	98	99	634	604	621	5	6	5	9	11	9	72	73	74	14	10	12
Male	52	2831	38109	95	97	99	566	552	573	12	14	10	14	17	14	71	64	69	4	4	6
African American	--	216	3636	--	97	99	--	545	568	--	15	12	--	18	16	--	62	67	--	4	6
Hispanic	19	1847	30235	86	98	98	547	541	575	18	14	9	18	17	14	65	66	70	0	2	6
Asian/Pacific Islander	--	134	1768	--	100	98	--	605	651	--	8	3	--	11	5	--	69	72	--	12	19
American Indian/Alaskan Native	16	210	4044	100	97	99	588	548	550	6	15	13	13	16	17	75	65	66	6	3	4
White	83	3193	35028	95	97	99	618	599	613	6	8	6	10	12	10	72	70	73	12	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	111	5023	65428	100	98	98	613	587	604	6	8	6	11	13	11	73	71	73	10	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	39	2890	36077				569	542	566	14	14	10	11	17	16	70	65	69	5	3	5
Non-Economically Disadvantaged	79	2721	38950				620	613	618	5	6	5	11	11	9	72	71	73	11	12	12

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	139	5809	76019	100	99	100	525	514	499	11	9	14	24	34	39	9	13	14	55	44	33
All Students (Prior Year)	120	5726	76230	99	98	100	527	517	498	7	6	12	28	31	38	10	13	12	55	50	37
Female	76	2821	37207	100	99	100	522	514	499	12	8	12	26	35	41	8	13	14	54	44	33
Male	63	2979	38677	100	99	100	528	515	498	10	11	15	21	32	38	11	13	13	57	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	11	1790	29458	100	99	100	493	490	480	11	15	20	33	48	48	33	11	12	22	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	21	263	4735	100	100	100	452	476	466	38	27	28	57	41	49	5	11	10	0	21	13
White	101	3386	35880	100	98	100	541	529	515	6	5	7	17	26	32	7	14	16	70	55	45
Students with Disabilities	13	619	9786	100	100	100	418	460	457	77	40	39	23	39	40	0	7	7	0	14	13
Students without Disabilities	126	5190	66233	100	98	99	536	519	503	4	6	11	24	33	39	10	14	14	61	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	31	2753	35714				475	493	480	28	15	20	41	44	47	14	12	12	17	29	20
Non-Economically Disadvantaged	108	3056	40266				538	531	513	6	5	9	19	25	33	8	14	15	66	56	43

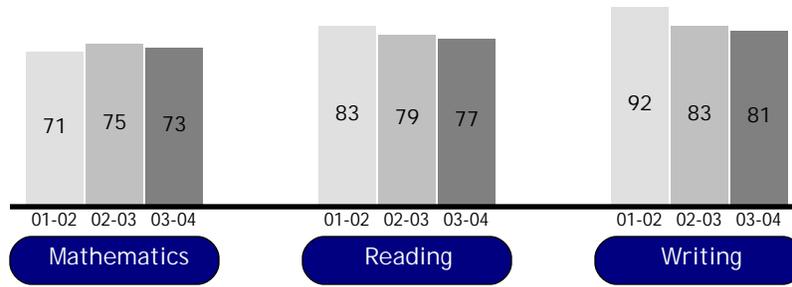
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	5803	76020	100	99	100	508	507	503	15	20	25	17	22	23	46	43	40	22	16	12
All Students (Prior Year)	120	5721	76202	99	98	100	512	510	505	10	11	19	20	21	24	50	53	46	20	14	11
Female	76	2820	37213	100	99	100	507	508	504	14	17	22	18	21	23	45	46	42	22	16	13
Male	63	2973	38666	100	99	100	510	505	501	16	22	29	15	22	22	48	41	38	21	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	11	1784	29442	100	99	99	499	496	494	22	33	37	11	26	26	56	34	31	11	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	21	263	4735	100	100	100	481	491	489	57	46	48	29	25	25	14	25	24	0	4	3
White	101	3386	35890	100	98	100	515	513	511	6	12	15	15	19	20	51	48	48	28	21	18
Students with Disabilities	13	617	9784	100	100	100	474	487	485	77	57	58	15	18	19	8	19	19	0	6	4
Students without Disabilities	126	5186	66236	100	98	99	512	509	504	9	16	23	17	22	23	50	45	42	24	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	31	2745	35703				486	497	494	45	31	37	21	26	26	31	36	31	3	8	6
Non-Economically Disadvantaged	108	3058	40274				514	514	509	7	11	17	16	18	20	50	49	47	27	21	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	139	5771	75673	100	98	100	556	530	530	12	15	12	21	25	25	56	56	58	10	5	4
All Students (Prior Year)	118	5622	74692	98	96	99	526	510	502	12	12	18	17	26	27	48	53	47	23	9	8
Female	76	2805	37099	100	98	100	580	549	548	8	10	8	17	22	22	62	62	64	13	6	6
Male	63	2956	38441	100	98	99	526	511	513	18	19	16	26	27	29	49	50	52	7	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	11	1776	29305	100	99	99	529	495	507	11	21	16	33	33	31	56	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	21	261	4707	100	99	100	463	486	492	43	23	19	33	33	33	19	43	46	5	1	1
White	101	3366	35760	100	98	99	578	549	550	6	11	9	17	20	21	65	62	64	12	7	6
Students with Disabilities	13	605	9706	100	100	100	438	444	462	62	48	36	23	24	32	15	25	31	0	2	1
Students without Disabilities	126	5166	65967	100	98	99	568	537	536	7	12	10	21	25	25	60	59	60	11	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	31	2731	35541				495	500	504	28	20	17	38	31	31	31	47	50	3	2	2
Non-Economically Disadvantaged	108	3040	40091				572	553	550	8	10	9	17	19	21	63	63	64	12	7	6

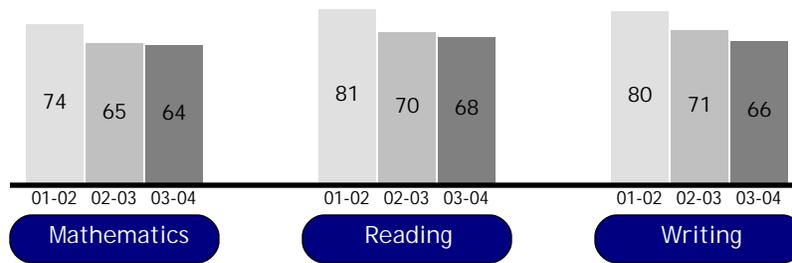
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	58	51	44	93	69	61	50	92	68	NA	58
	Language	95	46	42	39	99	60	49	43	97	59	53	50
	Mathematics	96	53	57	52	100	74	67	57	98	77	71	64
3	Reading	100	54	50	43	92	62	57	47	91	64	NA	55
	Language	100	60	53	50	97	66	61	54	94	68	63	61
	Mathematics	100	60	55	50	93	70	64	54	90	70	66	61
4	Reading	100	59	51	47	98	70	62	52	95	66	NA	56
	Language	100	51	47	45	98	61	54	48	98	55	55	52
	Mathematics	100	67	59	52	97	75	68	57	97	70	68	61
5	Reading	100	64	51	46	93	67	59	50	93	71	NA	55
	Language	100	55	45	43	97	57	53	46	99	59	55	49
	Mathematics	100	77	63	54	96	76	68	57	97	75	71	63
6	Reading	100	73	56	49	99	72	62	53	97	72	NA	56
	Language	100	59	47	42	97	62	53	45	98	65	55	48
	Mathematics	100	85	71	58	98	84	75	62	96	84	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Discipline
2 Non-certified Employee(s)	Ü Homework
4 Teacher(s)	Ü Attendance
4 Parent(s)	Ü Annual Theme/Focus
0 Community Member(s)	Ü Academic Goal Setting
0 Student(s)	Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	1.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	4	0	0
10 or more years	8	17	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports
- Ü Math Challenge Club/6th Grade Math Club
- Ü Chess Club
- Ü Spanish Club
- Ü Writing Club

Social Services

- Ü Lunch Program
- Ü Afterschool Program
- Ü Health Services
- Ü Recreational Activities
- Ü Parent Classes offered through PTO

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They ranked in the top percentiles of the East Valley for math scores.
  
- ü Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They ranked in the top percentiles of the East Valley for math scores. They achieved first place in the district math challenge competition.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	66	64
Grades 3-4	76	80
Grades 4-5	74	75
Grades 5-6	83	86

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

The Mesa Unified School District and Ishikawa are committed to ensuring a safe and secure environment for instruction and learning. 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

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.

Contacts

	Name	Phone Number
School Site Council	Shelley L. Heath	(480) 472-7700
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Nadine Miller	(480) 472-0562
School Nutrition Programs	Gina Martinez	(480) 472-7740
Parent Organization	Greg Gadek/ PTO President	(480) 924-1357
Student Health/Nurse	Nadine Miller	(480) 472-0562

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](http://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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.