



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Shelley L. Heath
 Schedule : 07:15 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : mpsaz.org/ishikawa
 Phone Number : (480) 472-7700
 Fax Number : (480) 472-7686
 E-mail : slheath@mpsaz.org

Mission

The mission of the Ishikawa School Community is to provide a caring and motivating learning environment that enables our students to achieve their personal best and appreciate diversity. Our school theme is "Dragon Pride."

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 / Academic Goals

- ü To maintain high performance levels on academic achievement testing and Arizona's Instrument to Measure Standards in grades 3-6. Also to maintain high performance levels on the Terra Nova assessment for 2nd grade students.
- ü 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.
- ü Students recognize writing as an important part of their learning day and everyday life skill. That they will gain understanding of the 6 traits of writing and use them in narrative format and apply them to their writing strategies.
- ü Students use the Accelerated Reading and Math program for grades 1-6 to enhance their individual learning needs.

Enrollment

October 1, 2005 School Year Student Enrollment : 807
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 69

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Math Club
- ü Outdoor School 5th Grade
- ü Accelerated Reading Grades 1-6
- ü Accelerated Math Grades 1-6
- ü Young Learner Program
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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. Parent involvement is "key" and we strive to welcome parent support and involvement. We have amazing support from our parents at Ishikawa and it is observed by the success of our Ishikawa students!

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 Chicanos Por La Causa Esperanza Award	2006
ü National Star of Teaching Award	2005
ü Maricopa 1st Place Math Challenge Champions	2004
ü Educational Leadership Award-Principal	2003

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	90	5547	80010	100	98	99	477	453	447	2	8	10	9	16	18	51	56	53	38	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2719	38935	98	98	99	470	452	447	NA	8	9	10	17	19	56	56	55	33	19	17
Male	51	2828	40974	100	98	98	481	453	448	4	8	11	8	15	18	47	55	52	41	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	21	2182	34545	100	98	99	455	434	432	10	12	14	14	23	24	52	56	53	24	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	17	226	3979	100	97	96	450	436	424	NA	14	17	18	23	30	76	51	47	6	11	6
White	46	2783	35142	98	98	99	490	469	465	NA	4	5	4	9	11	43	55	56	52	31	28
Students with Disabilities	13	645	10161	100	90	93	442	419	419	NA	27	28	23	30	28	69	36	36	8	7	8
Students without Disabilities	77	4902	69849	100	99	100	481	457	451	3	5	7	6	14	17	48	58	56	43	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	33	3005	39029	100	97	98	448	437	432	6	11	14	18	22	25	67	57	52	9	10	9
Non-Economically Disadvantaged	57	2542	40981	100	99	100	492	472	462	NA	4	6	4	9	13	42	54	54	54	33	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	89	5457	79438	99	97	98	469	457	451	3	7	9	12	21	24	70	60	56	15	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2686	38775	98	97	99	471	463	457	NA	5	7	15	19	22	72	62	58	13	14	13
Male	50	2770	40560	100	96	97	468	452	446	6	8	12	10	23	25	68	58	54	16	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	21	2140	34297	100	96	98	442	437	434	10	11	14	14	31	31	67	54	50	10	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	17	218	3940	100	94	95	449	443	429	6	10	14	29	27	36	59	57	47	6	6	3
White	45	2744	34887	96	97	98	486	475	471	NA	3	4	7	13	15	73	65	63	20	19	18
Students with Disabilities	12	557	9588	92	77	88	436	420	416	8	24	30	33	32	32	42	38	34	17	5	5
Students without Disabilities	77	4900	69850	100	99	100	473	461	456	3	5	7	9	20	23	74	62	59	14	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	32	2946	38685	97	95	97	438	441	435	9	10	14	19	29	32	69	55	50	3	5	5
Non-Economically Disadvantaged	57	2511	40753	100	98	99	487	477	467	NA	3	5	9	12	16	70	65	62	21	20	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	89	5524	79971	99	98	99	409	415	423	4	8	8	55	46	41	40	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2715	38974	98	98	99	431	429	437	NA	5	5	51	40	33	49	53	57	NA	2	4
Male	50	2808	40895	100	97	98	392	402	410	8	11	10	58	53	47	34	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	21	2166	34481	100	97	99	380	399	410	14	12	10	52	53	46	33	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	17	224	3995	100	97	96	397	403	409	6	11	10	65	50	47	29	38	42	NA	0	1
White	45	2779	35150	96	98	99	428	429	437	NA	5	5	51	41	35	49	52	56	NA	2	5
Students with Disabilities	12	645	10258	92	90	94	381	373	377	8	20	23	42	54	51	50	24	25	NA	1	1
Students without Disabilities	77	4879	69713	100	99	100	412	420	429	4	6	5	57	45	39	39	46	52	NA	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	32	2986	38994	97	97	98	381	401	409	13	11	10	63	52	47	25	36	41	NA	1	1
Non-Economically Disadvantaged	57	2538	40977	100	99	100	425	432	437	NA	4	5	51	40	34	49	53	56	NA	3	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	119	5739	80147	99	98	99	512	498	482	4	6	11	10	13	17	39	48	49	46	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2849	39281	98	99	99	515	498	483	4	5	9	11	13	17	36	49	50	50	33	24
Male	63	2889	40780	100	98	98	510	497	482	5	7	12	10	12	17	43	48	48	43	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	18	2106	33494	95	98	99	485	479	466	6	9	15	28	18	23	44	55	49	22	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	17	239	4117	100	98	96	473	472	456	12	10	19	29	25	27	35	50	46	24	15	8
White	81	2998	36122	100	98	99	526	514	501	2	4	5	2	8	10	41	44	50	54	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	112	5082	69852	99	99	100	517	503	488	3	4	7	8	11	16	41	50	51	48	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	33	2944	38371	97	97	97	473	480	465	9	9	15	33	18	23	39	52	49	18	20	13
Non-Economically Disadvantaged	86	2795	41776	100	99	100	527	516	498	2	3	6	1	7	11	40	45	49	57	45	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	117	5655	79686	98	97	98	489	478	470	5	7	11	15	21	24	68	61	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2823	39163	98	98	99	496	482	475	4	6	9	13	19	22	75	63	60	9	12	10
Male	61	2831	40438	97	96	97	483	474	465	7	9	13	18	22	25	62	60	54	13	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	17	2071	33299	89	96	98	472	458	452	12	12	17	24	30	32	65	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	17	236	4087	100	97	96	452	454	446	6	10	16	53	40	38	41	49	44	NA	1	2
White	80	2959	35914	99	97	98	500	495	489	4	3	5	6	13	15	74	67	67	16	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	112	5084	69878	99	99	100	493	482	475	3	5	8	14	19	23	71	64	61	12	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	32	2879	38095	94	95	97	458	462	452	13	11	17	38	29	32	47	55	48	3	5	3
Non-Economically Disadvantaged	85	2776	41591	99	98	99	500	495	486	2	3	6	7	13	16	76	67	65	14	17	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	117	5728	80372	98	98	99	495	476	475	3	3	4	21	31	30	74	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2841	39452	98	99	99	512	487	488	NA	2	3	14	22	22	80	73	72	5	3	3
Male	61	2887	40836	97	98	98	479	464	464	5	4	6	26	39	37	67	56	56	2	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	18	2102	33608	95	98	99	477	460	462	11	6	6	22	38	36	61	55	57	6	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	17	239	4128	100	98	97	476	462	464	NA	3	4	47	48	39	53	49	56	NA	NA	1
White	79	2995	36213	98	98	99	502	487	489	1	2	2	15	24	22	80	72	72	4	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	111	5077	69846	98	99	100	501	481	482	1	2	3	18	28	26	77	68	69	4	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	33	2941	38521	97	97	98	464	462	461	9	5	6	30	38	38	61	56	55	NA	1	1
Non-Economically Disadvantaged	84	2787	41851	98	99	100	507	491	489	NA	1	3	17	23	22	79	73	72	5	3	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	122	5603	79306	100	98	99	535	518	504	7	9	13	10	15	20	42	50	49	41	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2724	38845	100	98	99	537	518	505	6	8	11	6	16	20	48	51	50	40	26	18
Male	59	2879	40383	100	97	98	533	517	504	8	10	14	14	14	19	36	50	47	42	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	25	2000	32673	100	98	99	493	496	487	20	14	18	12	22	25	48	52	46	20	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	13	232	4034	100	98	97	502	493	479	23	15	22	23	27	29	31	48	43	23	10	7
White	81	2974	36234	100	98	99	553	535	523	1	4	6	7	9	13	41	49	52	51	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	114	4981	69020	100	99	100	540	523	510	5	6	9	8	14	18	44	52	52	43	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	33	2874	37437	100	97	97	499	499	486	18	13	19	15	21	26	48	51	46	18	14	9
Non-Economically Disadvantaged	89	2729	41869	100	98	100	549	538	521	3	4	7	8	9	14	39	49	51	49	39	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	120	5547	79000	98	97	98	511	496	489	6	7	10	10	20	24	68	62	58	17	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2710	38774	100	98	99	518	501	494	3	5	7	11	19	22	63	63	61	22	12	10
Male	57	2837	40150	97	96	98	502	492	485	9	9	12	9	21	25	72	61	55	11	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	24	1963	32508	96	96	98	476	476	472	21	12	15	17	31	33	63	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	12	228	4016	92	97	96	482	474	467	17	11	14	17	32	37	67	54	46	NA	4	2
White	81	2962	36135	100	97	98	524	513	508	NA	3	4	7	12	14	69	69	67	23	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	114	4978	69009	100	99	100	513	500	495	5	5	6	9	19	22	68	65	62	18	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	31	2829	37234	94	96	97	478	478	472	23	11	15	13	29	33	61	55	50	3	4	3
Non-Economically Disadvantaged	89	2718	41766	100	98	99	522	515	505	NA	2	5	9	11	16	70	69	65	21	18	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	122	5609	79611	100	98	99	504	490	496	6	7	7	32	43	37	62	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2732	39016	100	98	99	517	505	511	5	4	4	21	34	29	75	61	66	NA	1	1
Male	59	2877	40519	100	97	98	490	476	482	7	9	10	44	51	44	49	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	25	2001	32855	100	98	99	471	470	481	20	11	10	36	51	43	44	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	13	231	3992	100	98	96	484	477	478	8	8	10	46	52	46	46	40	44	NA	NA	0
White	81	2984	36380	100	98	99	516	504	511	1	4	4	28	36	30	70	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	114	4970	68947	100	99	100	508	496	504	4	5	4	31	41	34	65	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	33	2874	37626	100	97	98	463	472	479	21	10	10	39	51	45	39	38	45	NA	1	0
Non-Economically Disadvantaged	89	2735	41985	100	99	100	519	508	511	NA	3	4	29	34	30	71	63	65	NA	1	1

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

6th 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	109	5505	79327	100	98	98	556	531	518	14	12	19	8	16	20	36	50	46	42	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2626	38961	100	98	98	550	532	520	15	11	16	6	17	20	40	51	48	38	21	16
Male	57	2875	40295	100	98	97	561	531	516	12	13	21	11	16	19	32	48	44	46	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	15	1926	32327	100	98	98	533	510	499	20	18	27	NA	23	25	67	49	41	13	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	16	240	4391	100	95	96	480	502	489	50	25	32	25	23	27	13	44	36	13	8	4
White	73	2984	36373	100	99	98	577	549	538	5	7	10	5	11	14	36	51	52	53	31	25
Students with Disabilities	12	587	9321	100	89	87	474	473	467	67	44	54	17	23	22	8	27	21	8	5	3
Students without Disabilities	97	4918	70006	100	99	100	566	537	524	7	8	14	7	15	19	39	53	49	46	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	22	2687	37097	100	97	97	504	511	498	41	18	27	5	21	25	41	49	41	14	11	7
Non-Economically Disadvantaged	87	2818	42230	100	99	99	569	550	535	7	6	11	9	11	15	34	50	50	49	32	24

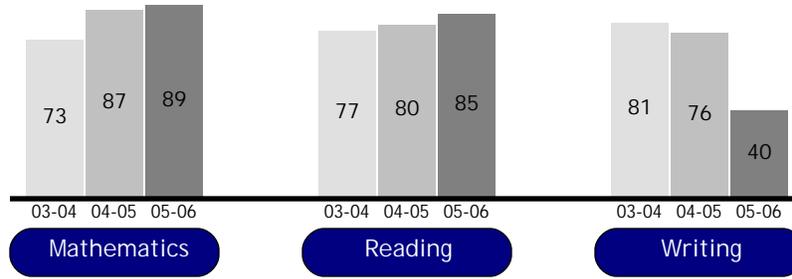
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5447	79501	100	97	98	521	506	497	6	6	10	15	20	25	68	68	60	11	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2606	39062	100	98	99	520	510	502	8	5	8	12	19	23	73	70	64	8	6	5
Male	57	2837	40368	100	97	98	522	503	491	5	8	13	18	22	27	63	66	57	14	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	15	1887	32389	100	96	98	488	488	478	13	10	16	27	31	34	60	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	16	234	4401	100	93	96	479	482	473	13	11	17	44	36	40	38	50	43	6	2	1
White	73	2973	36446	100	98	99	537	521	516	4	4	4	7	12	15	74	76	73	15	8	7
Students with Disabilities	12	532	9411	100	80	88	455	461	453	42	28	36	25	34	36	33	34	26	NA	4	1
Students without Disabilities	97	4915	70090	100	99	100	529	510	502	2	4	7	13	19	24	72	72	65	12	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	22	2646	37183	100	96	97	480	489	479	18	10	16	36	29	34	45	59	49	NA	2	1
Non-Economically Disadvantaged	87	2801	42318	100	98	99	531	522	513	3	3	5	9	12	17	74	76	70	14	9	7

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	109	5492	80000	100	98	99	575	565	564	3	3	3	6	10	11	81	77	75	11	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2626	39288	100	98	99	582	580	579	4	2	2	NA	5	6	81	78	77	15	15	16
Male	57	2862	40644	100	97	98	568	552	549	2	4	4	11	14	15	81	76	74	7	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	15	1917	32672	100	97	99	567	548	548	NA	4	4	NA	13	14	100	77	76	NA	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	16	240	4424	100	95	97	536	546	549	6	4	3	13	15	14	81	77	77	NA	5	5
White	73	2977	36602	100	98	99	585	578	579	3	2	2	5	8	7	75	77	75	16	14	16
Students with Disabilities	12	585	9919	100	88	93	464	497	505	25	11	9	33	34	35	42	51	54	NA	5	2
Students without Disabilities	97	4907	70081	100	99	100	589	572	571	NA	2	2	2	7	7	86	80	79	12	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	22	2675	37534	100	97	98	541	547	547	5	4	4	5	14	15	91	77	76	NA	5	5
Non-Economically Disadvantaged	87	2817	42466	100	99	100	583	582	578	2	1	2	6	7	7	78	77	75	14	15	16

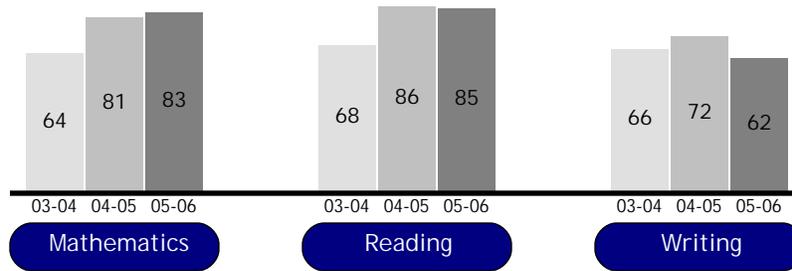
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	92	68	NA	58	99	55	50	47	90	67	50	46
	Language	97	59	53	50	99	54	49	47	90	72	50	48
	Mathematics	98	77	71	64	99	66	54	50	91	76	56	52
3	Reading	91	64	NA	55	98	52	50	44	93	63	52	46
	Language	94	68	63	61	98	51	49	44	93	50	48	46
	Mathematics	90	70	66	61	98	64	55	51	95	70	56	52
4	Reading	95	66	NA	56	100	59	52	48	98	63	58	52
	Language	98	55	55	52	100	59	52	49	98	63	58	52
	Mathematics	97	70	68	61	100	69	59	53	99	73	67	58
5	Reading	93	71	NA	55	100	64	55	50	98	72	61	56
	Language	99	59	55	49	100	63	55	50	100	67	59	54
	Mathematics	97	75	71	63	100	58	54	49	100	65	59	52
6	Reading	97	72	NA	56	100	68	58	51	100	73	63	56
	Language	98	65	55	48	100	65	54	47	100	65	58	50
	Mathematics	96	84	76	66	99	69	62	52	100	79	68	58

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)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Discipline
- Ü Homework
- Ü Attendance
- Ü Annual Theme/Focus/School Events/Events
- Ü Academic Goal Setting
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	2	0	0
10 or more years	10	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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 PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Students at Ishikawa performed very well on the AIMS test for the state of Arizona. We achieved the rank of highly performing.

ü 2nd Grade students performed very well on the Terra Nova assessment for the state of Arizona.

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	94	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

The Mesa Unified School District and Ishikawa School 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Shelley L. Heath	(480) 472-7700
Transportation Policy	Transporation Department MPS	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Gina Martinez	(480) 472-7740
Parent Organization	Deann Crandall/ PTO President	(480) 219-9422
Student Health/Nurse	Alma Woods	(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. "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.