



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

330 N. 16th Ave, Phoenix, AZ 85007

Phoenix 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Russell G. Sanders
 Schedule : 08:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 534
 Web Address : www.phxelem.k12.az.us/school_sites/Capitol
 Phone Number : (602) 257-3835
 Fax Number : (602) 257-6397
 E-mail : russell.sanders@phxelem.k12.az.us

Mission

We, the staff of Capitol School, will ensure that 80% of all continuously enrolled students meet or exceed passing standards on all formative and summative assessments.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
2003-04	Out of Improvement
2002-03	Year 1

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

School / Academic Goals

- ü Student achievement in reading: students attending Capitol for three continuous years, with 90 percent attendance rate will read at grade level. Students prepared to meet/exceed AZ Rdg. Standards.
- ü Student achievement in math: students attending Capitol for two years with 90 percent attendance will be performing at grade level in math.
- ü Student achievement in language: students enrolled at Capitol School for two years with 90 percent attendance should meet or exceed the language arts standard by fifth grade.
- ü Student achievement for English Language Learners: students will be prepared to successfully transition from ELL program in two years with 90 percent attendance rate.

Enrollment

October 1, 2004 School Year Student Enrollment : 470
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 114

Instructional Programs

- ü Reading: SFA/Kinder/Roots & Wings
- ü Math: Computation/Concepts/Application
- ü Getting Along Together
- ü Writing: Process/Six Trait Writing
- ü Science:Life & Physical
- ü Social Studies:The World Around Us
- ü Health:Individual/School/Community
- ü Special Area:P.E./Art/Music/Media

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Capitol School's responsibility is to engage students in learning while being respectful of all individuals, ideas, and suggestions. Discipline is applied in a fair, firm and consistent manner. Communication with parents is sought, encouraged, and supported.

Parents

Parents commit to: send their children to school, be punctual, support efforts to maintain proper discipline, establish time for homework, help with school work, and encourage their children's efforts. Work with the school community to improve student achievement.

Transportation Policy

Students living outside a one-mile radius are transported to and from school. Students receiving special education services from outside agencies are transported directly from their home to designated school.

School Honors

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

Award/Honor	Year
ü McKesson Foundation Grant - Adult Education	2004
ü Lego League Robust Robotic Design 2nd Place for Arizona	2004
ü Mayor's Partnership Award	2004
ü Chicanos Por La Causa, Esperanza Award	2001

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	57	918	79306	100	100	99	421	429	445	20	16	10	25	26	18	52	49	51	2	9	20
All Students (Prior Year)	69	944	75509	100	100	100	507	502	521	21	20	13	25	28	23	29	33	33	25	18	31
Female	31	462	38691	100	100	99	436	430	446	10	16	10	20	26	18	65	51	52	5	8	20
Male	26	453	40583	100	100	99	408	427	445	29	17	11	29	26	18	42	47	50	0	10	21
African American	NC	60	4041	NC	100	99	NC	421	426	NC	19	17	NC	30	23	NC	43	50	NC	9	10
Hispanic	52	789	32869	100	100	99	422	427	429	20	17	15	24	27	25	54	48	51	2	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	425	419	NC	12	19	NC	35	30	NC	53	45	NC	0	6
White	NC	45	36197	NC	94	99	NC	461	463	NC	3	5	NC	8	11	NC	63	53	NC	26	31
Students with Disabilities	NC	119	10321	NC	100	100	NC	391	389	NC	45	30	NC	30	27	NC	24	34	NC	1	9
Students without Disabilities	48	800	69060	100	100	98	430	435	454	11	12	7	25	26	17	61	53	54	3	10	22
Limited English Proficient Students	36	521	15509	100	100	100	424	426	406	18	16	20	27	27	30	52	50	45	3	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	606	39415	80	95	96	423	427	431	13	16	15	27	28	25	60	49	50	0	6	10
Non-Economically Disadvantaged	37	313	39966	100	100	100	420	433	459	24	17	6	24	22	12	48	47	52	3	14	30

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	58	918	79395	100	0	99	411	430	446	25	12	9	43	37	25	32	47	55	0	4	11
All Students (Prior Year)	70	947	75492	100	100	100	515	514	519	10	13	12	24	20	16	48	47	47	17	21	24
Female	32	463	38743	100	0	100	434	437	451	15	9	7	40	37	24	45	50	57	0	4	12
Male	26	452	40618	100	0	99	393	424	440	33	16	11	46	37	27	21	44	53	0	3	9
African American	NC	60	4052	NC	0	100	NC	425	434	NC	15	11	NC	34	29	NC	45	54	NC	6	6
Hispanic	53	789	32915	100	0	99	412	428	426	22	13	15	46	39	35	32	45	47	0	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	433	420	NC	12	15	NC	35	42	NC	53	41	NC	0	2
White	NC	45	36221	NC	0	99	NC	475	465	NC	0	4	NC	13	15	NC	66	63	NC	21	17
Students with Disabilities	NC	119	10331	NC	0	100	NC	396	388	NC	33	25	NC	41	37	NC	24	34	NC	2	4
Students without Disabilities	49	800	69139	100	0	99	419	436	454	17	9	7	47	37	24	36	50	58	0	4	11
Limited English Proficient Students	36	520	15545	100	0	100	413	423	399	21	14	21	45	42	42	33	43	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	606	39484	80	0	96	405	427	429	27	13	14	53	40	35	20	45	47	0	2	4
Non-Economically Disadvantaged	38	313	39986	100	0	100	415	438	461	24	12	4	38	30	16	38	51	63	0	7	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	57	917	78869	100	100	99	404	435	442	14	7	6	34	24	21	52	64	63	0	6	10
All Students (Prior Year)	67	937	75053	99	100	99	602	571	597	0	9	7	15	15	12	85	70	72	0	6	9
Female	31	462	38536	100	100	99	452	453	458	0	3	4	20	18	15	80	71	67	0	8	14
Male	26	452	40302	100	100	99	364	418	428	25	10	8	46	30	26	29	56	60	0	4	7
African American	NC	60	4015	NC	100	99	NC	429	430	NC	11	8	NC	23	24	NC	60	61	NC	6	7
Hispanic	52	787	32606	100	100	98	401	434	426	15	7	8	34	24	27	51	64	60	0	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	445	423	NC	0	9	NC	24	26	NC	71	61	NC	6	4
White	NC	46	36078	NC	96	99	NC	461	459	NC	3	4	NC	23	16	NC	56	66	NC	18	14
Students with Disabilities	NC	120	10246	NC	100	100	NC	361	367	NC	26	18	NC	48	39	NC	25	40	NC	1	4
Students without Disabilities	48	798	68697	100	100	98	420	447	454	8	3	4	31	20	18	61	70	67	0	6	11
Limited English Proficient Students	36	518	15339	100	100	100	407	430	399	12	8	11	36	25	31	52	63	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	607	39106	80	95	95	415	434	427	7	6	8	33	26	28	60	63	59	0	5	5
Non-Economically Disadvantaged	37	311	39837	100	100	100	399	439	457	17	8	4	34	19	14	48	64	67	0	8	15

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	53	855	78906	100	100	99	486	475	498	26	24	13	13	26	19	51	43	48	11	7	20
All Students (Prior Year)	55	886	76019	100	100	100	453	477	499	33	21	14	58	51	39	6	9	14	3	18	33
Female	31	421	38644	100	100	99	495	478	500	22	20	12	15	25	19	52	48	49	11	7	19
Male	22	431	40236	100	100	99	474	471	497	30	28	15	10	27	19	50	38	46	10	8	20
African American	NC	53	4087	NC	100	99	NC	476	481	NC	19	20	NC	21	24	NC	58	45	NC	2	11
Hispanic	49	734	31938	100	100	99	487	472	481	23	26	19	14	27	25	51	41	46	12	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	468	467	NC	19	26	NC	38	29	NC	44	39	NC	0	6
White	NC	46	36483	NC	94	99	NC	520	517	NC	5	7	NC	8	13	NC	63	51	NC	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	47	727	68310	100	100	98	495	485	509	20	17	9	10	26	18	59	49	51	12	8	22
Limited English Proficient Students	30	453	12573	100	100	100	487	469	454	25	27	27	14	28	30	47	39	38	14	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	27	598	38679	90	100	96	485	474	483	29	25	20	13	27	25	46	41	45	13	6	10
Non-Economically Disadvantaged	26	259	40295	100	100	100	487	475	513	22	20	7	13	21	13	57	47	50	9	11	30

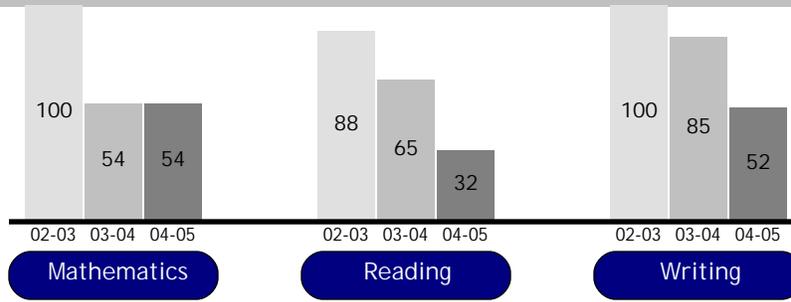
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	858	78908	100	0	99	473	466	484	19	15	10	28	32	23	47	49	58	6	3	9
All Students (Prior Year)	55	887	76020	100	100	100	490	494	503	33	36	25	39	29	23	27	30	40	0	5	12
Female	31	424	38648	100	0	99	483	472	489	15	11	8	30	31	22	44	53	61	11	4	10
Male	22	431	40233	100	0	99	460	460	479	25	20	12	25	33	25	50	45	55	0	2	8
African American	NC	53	4092	NC	0	99	NC	477	473	NC	12	12	NC	30	28	NC	58	54	NC	0	5
Hispanic	49	737	31940	100	0	99	473	462	465	19	17	16	28	33	32	47	47	49	7	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	NC	46	36502	NC	0	99	NC	521	502	NC	0	4	NC	13	14	NC	73	67	NC	15	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	47	731	68312	100	0	98	480	475	493	12	12	7	29	30	21	51	54	62	7	4	10
Limited English Proficient Students	30	456	12556	100	0	100	473	456	436	17	19	24	31	36	40	47	43	35	6	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	27	599	38662	90	0	96	473	466	468	17	16	16	33	35	32	42	47	49	8	2	3
Non-Economically Disadvantaged	26	262	40315	100	0	100	473	467	498	22	16	5	22	24	15	52	54	66	4	6	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	53	857	78750	100	100	99	505	484	500	2	10	6	40	34	29	55	56	63	2	0	2
All Students (Prior Year)	55	883	75673	100	100	100	478	503	530	15	17	12	52	32	25	33	51	58	0	1	4
Female	31	424	38586	100	100	99	515	495	515	4	8	4	37	24	22	56	67	71	4	0	3
Male	22	430	40135	100	100	99	493	473	486	0	11	8	45	43	35	55	46	56	0	0	1
African American	NC	53	4081	NC	100	99	NC	472	488	NC	19	8	NC	30	32	NC	51	59	NC	0	2
Hispanic	49	736	31841	100	100	99	504	482	483	2	10	8	42	34	36	53	56	55	2	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	485	481	NC	6	8	NC	44	37	NC	50	54	NC	0	1
White	NC	46	36440	NC	94	99	NC	526	516	NC	3	3	NC	20	22	NC	75	71	NC	3	4
Students with Disabilities	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	47	729	68196	100	100	98	515	500	513	0	5	3	37	31	25	61	64	69	2	0	3
Limited English Proficient Students	30	454	12504	100	100	100	501	475	451	3	11	12	47	37	44	47	52	43	3	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	27	598	38558	90	100	96	503	483	485	0	10	8	46	35	37	54	54	54	0	0	1
Non-Economically Disadvantaged	26	261	40260	100	100	100	508	484	514	4	9	3	35	28	21	57	62	72	4	1	4

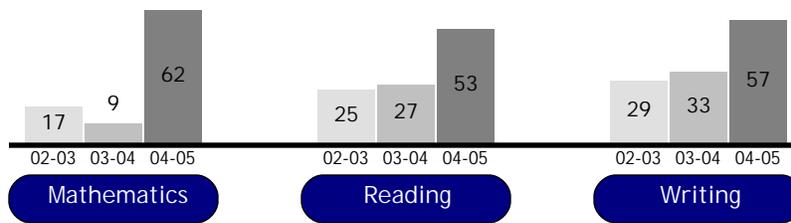
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	31	36	50	96	44	NA	58	100	37	36	47
	Language	100	22	29	43	100	31	41	50	100	49	39	47
	Mathematics	99	36	46	57	100	54	57	64	100	48	39	50
3	Reading	96	24	34	47	97	35	NA	55	100	23	32	44
	Language	98	34	44	54	99	48	56	61	100	25	35	44
	Mathematics	100	34	42	54	99	49	51	61	100	32	39	51
4	Reading	97	19	29	52	95	19	NA	56	100	34	37	48
	Language	97	24	33	48	96	28	43	52	100	35	38	49
	Mathematics	100	21	37	57	96	23	44	61	99	39	38	53
5	Reading	94	27	30	50	100	24	NA	55	100	38	39	50
	Language	96	30	34	46	100	27	40	49	100	40	39	50
	Mathematics	98	34	38	57	100	40	48	63	100	39	35	49
6	Reading	100	66	39	53	96	71	NA	56	100	40	42	51
	Language	98	41	32	45	96	47	38	48	100	32	38	47
	Mathematics	100	79	51	62	94	72	55	66	100	39	40	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."

Capitol Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Fundraisers
- Ü Advise on Budget
- Ü Support Reading/Academic Program
- Ü Support School Functions/Volunteer
- Ü Recognize Student Achievement
- Ü Build Team Spirit and School Pride

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü Presentation Room in Media Center
- Ü Activity Centers Adjacent to Classrooms
- Ü Media Center
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü MAC-Ro - 2nd , 3rd, & 4th Grade
- Ü PEER: Before & After School Child Care
- Ü Homework Links
- Ü After School Athletics
- Ü After School Media Center
- Ü Tutorial Program
- Ü Lego League

Social Services

- Ü Adult ESL courses
- Ü Parenting Academy
- Ü Before and After School Child Care
- Ü Social Worker on site
- Ü Law Related Education
- Ü Bully Prevention Program
- Ü Conflict Resolution Program
- Ü Adult Computer Courses

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü George Lucas Educational Foundation chose Capitol as facility built around a community's vision/philosophy. Broad-based perspectives resulted in a school that continues to serve educational needs of students. It's a point of pride in the community.
- ü Students in uniform has become an expectation for Capitol School students. Parents, staff, community partners, and students were successful in implementing a mandatory uniform policy. Students take pride in wearing their Blue and White.
- ü 2nd Place Team in Lego League Robotic Design Competition. Team recognized for robust design of robot.
- ü McKesson Foundation Grant Recipient for Healthy Lifestyle Education. This grant was received as a part of our goal to provide educational services on healthy lifestyle choices to our community.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	46	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

We use the Getting Along Together Program. Students resolve conflicts by communicating their feelings and identifying positive ways of interacting with each other. Capitol School also implements an Anti-Bullying program and a Conflict Resolution Program to help students understand their choices, responsibilities, and rights. Our Safe School Grant allows for a Probation Officer to teach Law Related Education. All of our efforts are focused on a proactive approach to discipline.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Alice Valenzuela	(602) 258-7089
Transportation Policy	Mike Fisher	(602) 257-3934
Community Resources	Maria Lopez	(602) 257-5705
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Julia Valdez	(602) 257-3835
Student Health/Nurse	Mary Jo Simon	(602) 257-3841

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.