



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 Warning Year
2003-04 Out of Improvement

(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.
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, 2005 School Year Student Enrollment : 535
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 114

Instructional Programs

- ü Reading: Reading First,
- ü Math: Computation/Concepts/Application
- ü Character Counts
- ü Writing: Process/Six Trait Writing
- ü Science:Life & Physical
- ü Social Studies:The World Around Us
- ü Technology: Computer skills & use
- 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 :	8/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Capitol School's responsibility is to engage students in learning, and increase student achievement, while being respectful of all individuals, ideas, and suggestions. Discipline is applied in a fair, firm and consistent manner. Communication with all stakeholders 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 Rodel Foundation MAC-Ro Continuation of Excellence	2006
ü McKesson Foundation Grant - Adult Education	2004
ü Lego League Robust Robotic Design 2nd Place for Arizona	2004
ü Mayor's Partnership Award	2004

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	76	875	80010	100	98	99	429	431	447	20	16	10	22	26	18	49	48	53	9	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	429	38935	100	98	99	425	431	447	24	15	9	24	26	19	43	49	55	8	9	17
Male	39	446	40974	100	99	98	433	431	448	15	17	11	21	26	18	54	47	52	10	10	19
African American	NC	50	4201	NC	100	99	NC	429	430	NC	16	17	NC	34	23	NC	36	51	NC	14	9
Hispanic	72	774	34545	100	99	99	426	430	432	21	17	14	24	26	24	47	49	53	8	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	39	35142	NC	95	99	NC	457	465	NC	5	5	NC	23	11	NC	49	56	NC	23	28
Students with Disabilities	NC	114	10161	NC	91	93	NC	399	419	NC	42	28	NC	34	28	NC	21	36	NC	3	8
Students without Disabilities	71	761	69849	100	100	100	433	435	451	14	12	7	24	25	17	52	52	56	10	11	19
Limited English Proficient Students	28	338	14013	100	96	97	397	413	413	46	27	24	32	33	34	18	36	39	4	4	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	74	867	40981	100	98	100	429	431	462	20	16	6	23	26	13	47	48	54	9	10	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	76	876	79438	100	99	98	424	432	451	18	15	9	36	34	24	43	48	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	429	38775	100	98	99	420	436	457	24	12	7	35	32	22	38	51	58	3	5	13
Male	39	447	40560	100	100	97	428	428	446	13	17	12	36	35	25	49	45	54	3	4	9
African American	NC	50	4178	NC	100	98	NC	437	439	NC	10	13	NC	32	29	NC	52	52	NC	6	6
Hispanic	72	775	34297	100	99	98	421	431	434	19	15	14	38	34	31	42	48	50	1	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	39	34887	NC	95	98	NC	457	471	NC	10	4	NC	33	15	NC	36	63	NC	21	18
Students with Disabilities	NC	115	9588	NC	92	88	NC	390	416	NC	45	30	NC	38	32	NC	16	34	NC	1	5
Students without Disabilities	71	761	69850	100	100	100	428	438	456	15	10	7	37	33	23	45	52	59	3	5	12
Limited English Proficient Students	28	339	13856	100	96	96	391	410	407	36	26	27	46	41	43	18	32	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	74	868	40753	100	99	99	424	432	467	19	14	5	35	34	16	43	48	62	3	4	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	73	854	79971	96	96	99	398	403	423	11	10	8	63	52	41	26	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	425	38974	100	97	99	396	415	437	11	7	5	65	48	33	24	44	57	NA	1	4
Male	36	429	40895	92	96	98	400	392	410	11	12	10	61	57	47	28	30	41	NA	1	2
African American	NC	49	4203	NC	98	99	NC	419	411	NC	2	11	NC	55	45	NC	43	43	NC	NA	2
Hispanic	70	756	34481	97	96	99	397	401	410	11	11	10	64	52	46	24	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	37	35150	NC	90	99	NC	433	437	NC	NA	5	NC	54	35	NC	38	56	NC	8	5
Students with Disabilities	NC	110	10258	NC	88	94	NC	350	377	NC	28	23	NC	61	51	NC	10	25	NC	1	1
Students without Disabilities	68	744	69713	96	97	100	402	411	429	9	7	5	63	51	39	28	41	52	NA	1	3
Limited English Proficient Students	27	329	13985	100	93	97	375	378	382	22	19	18	63	55	54	15	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	72	848	40977	97	96	100	398	403	437	11	10	5	63	52	34	26	37	56	NA	1	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	65	841	80147	96	97	99	440	456	482	32	19	11	31	25	17	31	48	49	6	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	426	39281	100	98	99	444	458	483	25	17	9	36	27	17	33	50	50	6	7	24
Male	29	415	40780	91	96	98	435	454	482	41	22	12	24	24	17	28	46	48	7	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	60	721	33494	94	97	99	440	454	466	32	20	15	32	26	23	30	46	49	7	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	462	456	--	5	19	--	26	27	--	63	46	--	5	8
White	NC	42	36122	NC	100	99	NC	487	501	NC	7	5	NC	12	10	NC	67	50	NC	14	35
Students with Disabilities	14	127	10295	100	91	92	390	417	443	86	51	33	7	30	26	7	18	33	NA	1	8
Students without Disabilities	51	714	69852	93	98	100	454	463	488	18	14	7	37	25	16	37	53	51	8	9	26
Limited English Proficient Students	32	318	12722	89	96	97	414	434	441	50	33	27	41	32	33	6	33	37	3	1	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	NC	13	38371	NC	100	97	NC	438	465	NC	31	15	NC	38	23	NC	31	49	NC	NA	13
Non-Economically Disadvantaged	62	828	41776	95	97	100	442	456	498	31	19	6	31	25	11	32	48	49	6	8	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	66	841	79686	97	97	98	428	446	470	42	19	11	20	36	24	38	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	428	39163	100	99	99	435	452	475	39	13	9	14	37	22	47	48	60	NA	2	10
Male	30	413	40438	94	95	97	420	439	465	47	25	13	27	35	25	27	38	54	NA	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	61	719	33299	95	97	98	427	443	452	44	20	17	18	38	32	38	41	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	458	446	--	NA	16	--	37	38	--	63	44	--	NA	2
White	NC	43	35914	NC	100	98	NC	488	489	NC	7	5	NC	12	15	NC	70	67	NC	12	14
Students with Disabilities	14	127	9808	100	91	87	388	407	432	79	51	35	21	38	32	NA	11	30	NA	NA	3
Students without Disabilities	52	714	69878	95	98	100	438	452	475	33	13	8	19	35	23	48	49	61	NA	3	9
Limited English Proficient Students	33	316	12594	92	95	96	399	419	422	67	36	34	24	46	45	9	19	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	NC	13	38095	NC	100	97	NC	427	452	NC	23	17	NC	38	32	NC	38	48	NC	NA	3
Non-Economically Disadvantaged	63	828	41591	97	97	99	429	446	486	43	19	6	17	36	16	40	43	65	NA	2	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	66	844	80372	97	97	99	430	457	475	21	9	4	33	35	30	45	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	426	39452	97	98	99	439	470	488	20	5	3	26	28	22	54	66	72	NA	1	3
Male	31	418	40836	97	96	98	420	443	464	23	12	6	42	43	37	35	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	62	724	33608	97	97	99	431	455	462	21	9	6	34	36	36	45	54	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	460	464	--	11	4	--	21	39	--	68	56	--	NA	1
White	NC	42	36213	NC	100	99	NC	476	489	NC	5	2	NC	36	22	NC	57	72	NC	2	3
Students with Disabilities	13	133	10526	100	96	94	358	403	427	54	26	15	38	55	53	8	19	31	NA	NA	1
Students without Disabilities	53	711	69846	96	98	100	448	466	482	13	5	3	32	32	26	55	62	69	NA	1	2
Limited English Proficient Students	33	318	12747	92	96	97	406	431	432	30	15	12	48	50	52	21	34	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	NC	13	38521	NC	100	98	NC	409	461	NC	15	6	NC	62	38	NC	23	55	NC	NA	1
Non-Economically Disadvantaged	63	831	41851	97	97	100	433	458	489	21	9	3	32	35	22	48	56	72	NA	0	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	62	880	79306	97	99	99	471	479	504	31	21	13	21	29	20	45	43	49	3	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	447	38845	97	100	99	471	481	505	27	19	11	27	30	20	43	45	50	3	6	18
Male	32	433	40383	97	98	98	470	477	504	34	24	14	16	28	19	47	40	47	3	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	56	746	32673	97	99	99	470	476	487	30	23	18	21	30	25	46	42	46	2	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	NC	56	36234	NC	98	99	NC	518	523	NC	4	6	NC	9	13	NC	61	52	NC	27	28
Students with Disabilities	NC	125	10286	NC	91	91	NC	443	462	NC	58	41	NC	26	27	NC	14	27	NC	2	5
Students without Disabilities	55	755	69020	98	100	100	477	485	510	24	15	9	22	30	18	51	47	52	4	8	21
Limited English Proficient Students	23	299	10291	100	97	96	445	456	458	48	37	38	35	37	34	17	25	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	NC	16	37437	NC	100	97	NC	483	486	NC	25	19	NC	19	26	NC	44	46	NC	13	9
Non-Economically Disadvantaged	60	864	41869	97	99	100	471	479	521	30	21	7	22	29	14	45	43	51	3	7	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	62	882	79000	97	99	98	459	468	489	23	17	10	34	33	24	44	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	448	38774	97	100	99	468	473	494	13	15	7	30	29	22	57	54	61	NA	2	10
Male	32	434	40150	97	98	98	450	462	485	31	21	12	38	36	25	31	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	56	748	32508	97	99	98	457	464	472	21	19	15	38	35	33	41	45	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	NC	56	36135	NC	98	98	NC	512	508	NC	4	4	NC	13	14	NC	73	67	NC	11	15
Students with Disabilities	NC	126	9991	NC	92	88	NC	429	449	NC	56	33	NC	28	36	NC	14	29	NC	2	2
Students without Disabilities	55	756	69009	98	100	100	466	474	495	13	11	6	38	34	22	49	53	62	NA	2	10
Limited English Proficient Students	23	300	10199	100	98	95	429	439	439	43	36	35	48	43	47	9	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	NC	16	37234	NC	100	97	NC	464	472	NC	25	15	NC	31	33	NC	44	50	NC	NA	3
Non-Economically Disadvantaged	60	866	41766	97	99	99	459	468	505	22	17	5	35	33	16	43	48	65	NA	2	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	63	881	79611	98	99	99	467	470	496	10	13	7	60	48	37	30	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	447	39016	97	100	99	485	486	511	7	9	4	50	42	29	43	48	66	NA	0	1
Male	33	434	40519	100	98	98	452	453	482	12	18	10	70	55	44	18	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	57	750	32855	98	100	99	466	465	481	11	15	10	60	49	43	30	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	NC	54	36380	NC	95	99	NC	499	511	NC	6	4	NC	43	30	NC	52	65	NC	NA	1
Students with Disabilities	NC	127	10664	NC	93	94	NC	400	440	NC	46	23	NC	48	54	NC	6	22	NC	NA	1
Students without Disabilities	56	754	68947	100	100	100	474	481	504	7	8	4	59	48	34	34	44	61	NA	0	1
Limited English Proficient Students	23	300	10362	100	98	97	434	430	438	26	28	22	61	54	57	13	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	NC	16	37626	NC	100	98	NC	473	479	NC	13	10	NC	31	45	NC	56	45	NC	NA	0
Non-Economically Disadvantaged	61	865	41985	98	99	100	467	470	511	10	13	4	61	49	30	30	38	65	NA	0	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	54	773	79327	98	97	98	499	498	518	20	28	19	35	25	20	39	38	46	6	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	379	38961	97	97	98	505	503	520	12	22	16	39	30	20	42	40	48	6	9	16
Male	21	394	40295	100	98	97	489	493	516	33	34	21	29	21	19	33	37	44	5	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	50	668	32327	98	97	98	500	496	499	20	28	27	34	26	25	40	38	41	6	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	489	489	--	38	32	--	13	27	--	50	36	--	NA	4
White	--	34	36373	--	100	98	--	531	538	--	15	10	--	21	14	--	38	52	--	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	46	667	70006	98	100	100	508	505	524	11	21	14	37	27	19	46	42	49	7	10	18
Limited English Proficient Students	17	213	9431	100	94	95	474	469	466	41	50	53	41	24	27	18	24	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	--	12	37097	--	92	97	--	482	498	--	33	27	--	42	25	--	17	41	--	8	7
Non-Economically Disadvantaged	54	761	42230	98	98	99	499	498	535	20	28	11	35	25	15	39	39	50	6	9	24

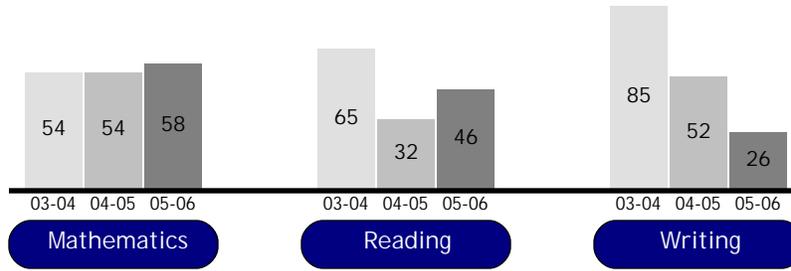
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	782	79501	98	99	98	478	476	497	15	19	10	26	31	25	59	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	385	39062	97	99	99	488	484	502	12	14	8	21	31	23	67	52	64	NA	3	5
Male	21	397	40368	100	98	98	463	469	491	19	24	13	33	32	27	48	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	50	676	32389	98	98	98	479	474	478	14	20	16	28	32	34	58	47	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	483	473	--	13	17	--	31	40	--	56	43	--	NA	1
White	--	34	36446	--	100	99	--	512	516	--	9	4	--	18	15	--	59	73	--	15	7
Students with Disabilities	NC	113	9411	NC	91	88	NC	432	453	NC	61	36	NC	23	36	NC	16	26	NC	NA	1
Students without Disabilities	46	669	70090	98	100	100	487	483	502	9	12	7	22	33	24	70	53	65	NA	2	5
Limited English Proficient Students	17	219	9401	100	96	94	443	445	443	29	38	40	53	44	46	18	18	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	--	12	37183	--	92	97	--	464	479	--	33	16	--	33	34	--	33	49	--	NA	1
Non-Economically Disadvantaged	54	770	42318	98	99	99	478	476	513	15	19	5	26	31	17	59	48	70	NA	2	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	53	778	80000	96	98	99	560	540	564	2	6	3	11	18	11	75	70	75	11	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	384	39288	94	99	99	571	559	579	3	5	2	9	9	6	72	76	77	16	10	16
Male	21	394	40644	100	98	98	543	522	549	NA	6	4	14	26	15	81	64	74	5	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	49	674	32672	96	98	99	559	538	548	2	6	4	12	19	14	76	70	76	10	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	544	549	--	6	3	--	13	14	--	69	77	--	13	5
White	--	32	36602	--	97	99	--	568	579	--	NA	2	--	13	7	--	72	75	--	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	45	662	70081	96	99	100	571	552	571	NA	4	2	4	13	7	82	76	79	13	8	12
Limited English Proficient Students	16	216	9571	94	95	96	511	496	502	6	12	10	31	31	29	63	56	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	--	12	37534	--	92	98	--	554	547	--	NA	4	--	17	15	--	83	76	--	NA	5
Non-Economically Disadvantaged	53	766	42466	96	98	100	560	540	578	2	6	2	11	18	7	75	70	75	11	7	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	44	NA	58	100	37	36	47	100	35	34	46
	Language	100	31	41	50	100	49	39	47	100	44	43	48
	Mathematics	100	54	57	64	100	48	39	50	100	46	44	52
3	Reading	97	35	NA	55	100	23	32	44	100	25	28	46
	Language	99	48	56	61	100	25	35	44	100	32	34	46
	Mathematics	99	49	51	61	100	32	39	51	100	39	37	52
4	Reading	95	19	NA	56	100	34	37	48	100	20	34	52
	Language	96	28	43	52	100	35	38	49	100	25	37	52
	Mathematics	96	23	44	61	99	39	38	53	100	28	39	58
5	Reading	100	24	NA	55	100	38	39	50	98	34	39	56
	Language	100	27	40	49	100	40	39	50	98	37	39	54
	Mathematics	100	40	48	63	100	39	35	49	98	32	34	52
6	Reading	96	71	NA	56	100	40	42	51	100	43	43	56
	Language	96	47	38	48	100	32	38	47	100	44	39	50
	Mathematics	94	72	55	66	100	39	40	52	100	41	43	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Fundraisers
- Ü Advise on Budget including Title 1
- 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	28.50
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	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 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 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Rodel Foundation honored Capitol School for continuous excellence in 3rd grade Math performance as measured by the AIMS assessment.

- ü Students in uniform has become a standard for Capitol School students. Parents, staff, community partners, and students are successful in implementing a mandatory uniform policy. Students take pride in wearing their uniform.

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	89	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

We use the Character Counts 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rubi Holguin	(602) 257-3835
Transportation Policy	Mike Fisher	(602) 257-3934
Community Resources	Maria Lopez	(602) 257-5705
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Colleen Eby	(602) 257-3835
Student Health/Nurse	Gloria Johnstone	(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 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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