

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Isaac Middle School

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

Isaac Elementary District
3402 W. McDowell Road, Phoenix, AZ 85009-2397

Principal: Mr. David Cervantes
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: dcervantes@isaaceld.k12.az.us

Grades: 6-8
2002 Enrollment: 1079
Phone: (602) 484-4713
Fax: (602) 455-6899

∨ School Overview ∨

Mission

The mission of Isaac Middle School is to promote high academic standards for all students and have high expectations for the entire community. Belief Statements include: Students, parents, staff and the community are responsible and accountable for helping students reach high standards; teachers and staff positively impact the education of students by participating in professional development; every student benefits from an adult advocate.

Organization and Philosophy

- w Interdisciplinary Teams/Looping
- w Inclusion of LD/ESL/Gifted
- w Teacher-Student Advisory
- w Schoolwide Student Accountability Prog.

School/Academic Goals

- w To improve teaching and learning to enhance the achievement of all students in reading, writing and mathematics.
- w To maintain school environments that are safe, secure and attractive.

Instructional Programs

- w Schoolwide Reading
- w KPNX/Channel 12 Educational Team
- w On-site Special Education
- w Inclusion
- w Integrated Units
- w Exploratory
- w Peer Mediation/Leadership
- w ELD/English Language Development

- w To improve staff, parent and community participation in the educational process.
- w To increase interagency collaboration to better serve all students.

Enrollment

October 1, 2001 School Year Student Enrollment:	1092
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1079

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

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

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Budget
- w Academic Achievement
- w Policy Issues
- w Parent/Educator Relations
- w Climate/Safety
- w School Improvement Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	56.00
Other Professional Staff	12.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	9	1	0	1
7 to 9 years	8	1	0	2
10 or more years	10	9	0	1

∨ **Shared Responsibilities** ∨

School

Report cards are mailed home every nine weeks in September, December, March and June. The final report card is issued to students the last day of school. Midterm progress reports are mailed home at the four and one-half week mark. Parent conferences are scheduled two nights and one afternoon in September, December, February and April. Also, conference times are available daily during team plan periods. Advisory teachers contact parents at least once each grading period.

Parents

Parents are expected to openly participate in the education of their children at IMS. Parent participation is requested at parent conferences at least twice each year in addition to other times as needed and scheduled by teachers or parents. Parents are expected to have their children in attendance daily.

∨ **Transportation Policy** ∨

All students who live outside of a mile radius of school are provided district transportation. Special services students are provided door-to-door transportation as indicated/required by their IEPs according to the IDEA federal mandates.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	7/22/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/3/03

Operates on Year-round Schedule

Report Card Release Dates

9/20/02	12/20/02	3/7/02	6/3/03
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Additional Calendar/Report Card Information

In addition to the regular report card periods, parents receive a midterm progress report during the months of August, November, February and May.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Television Studio	W Computer Lab/Technology Lab
W Athletic Facilities	W Media Center

Extracurricular Activities

W 21st Century Grant - Academic Programs	W Student Council
W Wake-Up Club and GREAT	W ASU Hispanic Mother-Daughter Program
W Interscholastic Academic Program	W Yearbook
W Interscholastic Athletic Programs	W Eco-Quest and 4-H Programs

School/Community Resources

W Lunch Program	W Counseling Services
W Adult Education	W Crisis Intervention
W Clothing/Food Banks	W School Resource Program
W Juvenile Probation Service	W Literacy Classes

∨ Indicators of Success ∨

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

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Increased the number of ESL/Bilingual staff. Acquired a Truancy Prevention Grant that will help to increase student attendance. A Literacy Coach and a schoolwide corrective reading program have been added to our current programs.</p> <p>W Parents are now actively engaged in our schoolwide reading program. Parents frequently visit site council meetings.</p> | <p>W New tile throughout school and new carpeting in selected areas. Improvements to include air conditioning in the gym, repair the roof on three major buildings and the resurfacing of the parking lot.</p> <p>W Continuing to modify and improve the schoolwide reading program by providing staff development and additional resources, including an assigned reading coordinator for each grade level. The development and inclusion of an Annual Improvement Plan.</p> |
|---|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	91.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	8.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Wal-Mart Teacher of the Year	1999
Middle School Teacher of the Year	1999
Hispanic Educator of the Year	2000
Two Arizona All-State Student Band Recipients	2002

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	157	469	53%	29%	15%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	158	459	45%	46%	9%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	157	424	68%	30%	2%	0%
	State	57734	459	39%	40%	14%	7%

Legend

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

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	67	24	53	74	23	54	86	22	53	90	21	54	63	24	56
	Language	68	17	41	80	16	44	85	18	44	92	15	45	64	18	47
	Mathematics	69	26	57	80	28	59	86	31	60	93	28	63	63	35	65
7	Reading	73	20	52	76	22	53	84	22	52	89	16	53	64	28	55
	Language	74	20	52	77	23	54	85	24	54	92	14	55	65	33	58
	Mathematics	75	22	53	77	26	55	84	29	56	92	27	58	66	41	60
8	Reading	76	26	54	75	26	54	90	27	53	94	21	55	57	30	56
	Language	76	18	46	76	18	49	90	21	49	93	14	50	59	19	52
	Mathematics	76	27	52	78	26	54	90	30	56	94	28	58	58	37	59

∨ Measure of Academic Progress ∨

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

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	85	76
Grades 6-7	79	84
Grades 7-8	82	78

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

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

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

Isaac Middle School has a Climate and Safety Committee that oversees measures taken to keep our students out of harm's way. Two full-time Phoenix Police Officers, as well as a Juvenile Probation Officer, are housed on our campus as invaluable resources. The officers provide law-related education for our students, as well as support the administration in dealing with issues of safety. All staff members must wear an identification badge, as do visitors to the campus.

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

3

School uniforms are required at this school.

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

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,632	\$2,805,276
Classroom Supplies	\$35	\$37,691
Administration	\$512	\$545,417
Support Services-Students	\$253	\$269,604
Other Support Services and Operations	\$862	\$918,989
Total Expenditures- All Categories 2000-2001	\$4,294	\$4,576,977

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	J. Brown/T. Urias/R. Juarez	(602) 455-6800	
Transportation Policy	Mary Radcliffe	(602) 455-4700	
Community Resources	J. Fernandez/L. Shults	(602) 455-6800	
School Nutrition Programs	Maggie Moya	(602) 455-6800	
Parent Organization	S. Salas/G. Sesma	(602) 455-6800	
Student Health/Nurse	Rebecca VanBuren	(602) 455-6800	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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