

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mitchell Elementary School

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

Isaac Elementary District
1700 N. 41st Avenue, Phoenix, AZ 85009-2098

Principal: Ms. Linda U. Crawford
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: lcrawford@isaaceld.k12.az.us

Grades: K-5
2002 Enrollment: 790
Phone: (602) 442-2600
Fax: (602) 442-2699

∨ School Overview ∨

Mission

The mission of Mitchell School is to foster excellence in teaching, learning (students and staff), and building positive relationships through honesty, respect and integrity.

Organization and Philosophy

- w Special Education Resource Classrooms
- w Special Education Inclusion Program
- w ESL
- w Standards-based Instruction

Instructional Programs

- w Full-day Kindergarten
- w On-site Special Education
- w Gifted
- w ESL
- w Summer School
- w Title I
- w Afterschool Clubs
- w Tutoring

School/Academic Goals

- w To improve teaching and learning to enhance the academic achievement of all students.
- w To create and implement a parent education program to increase parent knowledge regarding reading strategies to provide support for reading at home.
- w To increase the percentage of students at/above the fiftieth percentile in Reading, Math, and Language on state achievement tests.
- w To improve the IPT scores of students in SEI classrooms by at least one level each year until reaching level F.

Enrollment

October 1, 2001 School Year Student Enrollment:	822
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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

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

Council Duties

w Budget
 w Student Discipline
 w School Safety Issues
 w Academic Achievement
 w School Climate Issues
 w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	3	0	0
10 or more years	3	9	0	0

∨ **Shared Responsibilities** ∨

School

Our school's responsibility is to promote a positive climate for learning in a safe and orderly environment; notify parents about the progress of their child; provide a bias-free and culturally relevant school climate; and provide for the appropriate assessment and care of special needs students, in order to assure high academic standards and increased student achievement.

Parents

The parent's responsibility is to have their child attend school on a daily basis; provide proper clothing; and support the school's discipline and homework policies, in order to assure all students of a safe and productive learning environment.

∨ **Transportation Policy** ∨

Our Transportation Policy is consistent with directives set down by the Isaac School District Governing Board. This policy dictates rules and regulations mandated by the state of Arizona and the Department of Public Safety. Students who are transported to and from school, special events and sporting activities will be transported by drivers who are licensed by the state and regulated by Isaac School District. Mitchell transports approximately 200 (K-5) students daily within a two-mile radius.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **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 3/7/03 6/3/03

Additional Calendar/Report Card Information

∨ **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 Digital Keyboard Music Lab
- W Lighted Recreational Field
- W Multimedia Center/Library
- W Parent Resource Room

Extracurricular Activities

- W Student Council
- W Afterschool Tutoring Programs
- W Golden Gate Community Center
- W Eagle Safari Reading Club
- W Soaring 40's Academic Achievement Club
- W Niñas Con Destino
- W Afterschool Athletics/Project LEAP
- W Fifty Plus Student Achievement Club

School/Community Resources

- W Lunch Program
- W Afterschool Program
- W Parenting Assistance
- W Clothing/Food Banks
- W Breakfast Program
- W Crisis Intervention
- W Counseling Services
- W Golden Gate Community Center

∨ 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

W Mitchell School third grade students in regular education classroom performed above the 50th percentile in language arts on the spring 2002 Stanford 9 Achievement Test.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.3 %	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
Save the Music Cox Communications Grant	2000

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	90	503	20%	29%	41%	10%
	School State	58840	524	9%	17%	45%	29%
Writing	School	95	511	18%	24%	56%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	93	483	31%	40%	20%	9%
	State	59030	517	11%	27%	35%	27%

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

Grade 5

Reading	School	85	482	55%	22%	20%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	470	40%	20%	38%	1%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	92	447	40%	50%	1%	9%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	62	47	60	--	--	--
2	Reading	--	--	--	100	28	50	59	39	52	60	29	53	33	41	57
	Language	--	--	--	100	16	40	61	21	43	60	16	44	34	22	48
	Mathematics	--	--	--	100	24	51	61	29	55	62	27	57	36	39	61
3	Reading	70	25	47	100	24	47	67	27	48	69	29	50	68	24	50
	Language	71	27	49	100	39	51	66	38	54	70	46	56	67	31	57
	Mathematics	72	24	46	100	29	49	66	41	52	71	39	54	69	26	56
4	Reading	64	33	53	100	22	54	66	22	54	83	19	55	62	34	55
	Language	64	42	47	100	22	49	66	26	48	83	23	50	67	34	50
	Mathematics	65	43	51	100	20	54	67	30	55	86	28	57	67	37	58
5	Reading	81	23	51	100	26	51	100	24	51	81	23	51	66	22	53
	Language	83	23	42	100	22	44	99	26	45	84	25	45	69	21	47
	Mathematics	82	23	51	100	26	54	99	30	55	88	31	57	70	27	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	63	58
Grades 3-4	81	73
Grades 4-5	82	72
Grades 5-6	***	***

*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

Our school has adopted the Boys Town Social Skill Training Model to teach our students the basic social skills needed to be successful in school, the home and the greater community.

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

0

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	\$2,353	\$1,853,562
Classroom Supplies	\$15	\$12,174
Administration	\$480	\$378,039
Support Services-Students	\$246	\$193,529
Other Support Services and Operations	\$686	\$540,113
Total Expenditures- All Categories 2000-2001	\$3,779	\$2,977,417

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	Linda U. Crawford	(602) 442-2600	
Transportation Policy	Kay Chisler	(602) 484-2600	
Community Resources	Linda U. Crawford	(602) 442-2600	
School Nutrition Programs	Elizabeth Vasquez	(602) 442-2600	
Parent Organization	Susan Zavala	(602) 442-2600	
Student Health/Nurse	La Nita Pittman	(602) 442-2600	

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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