



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1700 N. 41st Avenue, Phoenix, AZ 85009

Isaac 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 LEARNS<sup>1</sup>

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 : Ms. Linda U. Crawford  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-5  
 2005 Enrollment : 716  
 Web Address : isaacschools.org  
 Phone Number : (602) 442-2600  
 Fax Number : (602) 442-2699  
 E-mail : lcrawford@isaacschools.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

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

School / Academic Goals

- ü To implement a standards-based instructional model with a school-wide emphasis on a comprehensive reading program using scientifically proven strategies for teaching and learning.
- ü To create and implement a parent education program to increase parent knowledge regarding reading strategies to provide support for reading and math at home.

Enrollment

October 1, 2004 School Year Student Enrollment : 749  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 26

Instructional Programs

- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü MAC-Ro Math

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Our responsibility is to promote a positive learning environment; notify parents about the progress of their child; provide for the assessment and care of special needs students, and meet the academic needs of all students.

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.

School Honors

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

Award/Honor	Year
Ü Save the Music Cox Communications Grant	2000
Ü Reading First Grant	2003
Ü Rodel MAC-Ro Math Program	2002
Ü Silver Apple Award	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	955	79306	100	100	99	435	428	445	12	16	10	16	24	18	59	51	51	14	9	20
All Students (Prior Year)	119	975	75509	100	100	100	504	509	521	16	15	13	35	28	23	32	34	33	18	22	31
Female	47	477	38691	100	99	99	450	426	446	10	16	10	19	25	18	55	52	52	17	7	20
Male	61	479	40583	100	100	99	423	430	445	13	16	11	13	23	18	62	50	50	11	10	21
African American	--	21	4041	--	100	99	--	405	426	--	36	17	--	45	23	--	18	50	--	0	10
Hispanic	104	896	32869	100	100	99	433	427	429	12	16	15	15	24	25	62	51	51	11	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	10	4264	--	100	100	--	429	419	--	25	19	--	0	30	--	75	45	--	0	6
White	NC	26	36197	NC	100	99	NC	452	463	NC	9	5	NC	9	11	NC	64	53	NC	18	31
Students with Disabilities	13	104	10321	100	100	100	343	372	389	31	34	30	23	35	27	46	30	34	0	0	9
Students without Disabilities	95	852	69060	99	100	98	449	436	454	9	13	7	15	22	17	61	54	54	16	10	22
Limited English Proficient Students	68	596	15509	100	100	100	417	422	406	15	17	20	21	26	30	59	50	45	5	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	103	938	39415	95	98	96	444	431	431	12	16	15	16	24	25	58	51	50	14	9	10
Non-Economically Disadvantaged	NC	18	39966	NC	0	100	NC	64	459	NC	0	6	NC	50	12	NC	50	52	NC	0	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	108	956	79395	100	0	99	429	421	446	11	16	9	29	36	25	56	45	55	4	2	11
All Students (Prior Year)	119	973	75492	100	100	100	507	509	519	19	17	12	23	18	16	40	49	47	18	16	24
Female	47	478	38743	100	0	100	449	423	451	5	14	7	29	37	24	60	46	57	7	3	12
Male	61	479	40618	100	0	99	413	419	440	15	19	11	30	35	27	53	44	53	2	2	9
African American	--	21	4052	--	0	100	--	404	434	--	18	11	--	64	29	--	18	54	--	0	6
Hispanic	104	897	32915	100	0	99	426	420	426	11	17	15	30	36	35	57	45	47	2	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	10	4271	--	0	100	--	421	420	--	13	15	--	38	42	--	50	41	--	0	2
White	NC	26	36221	NC	0	99	NC	455	465	NC	0	4	NC	27	15	NC	59	63	NC	14	17
Students with Disabilities	13	104	10331	100	0	100	328	361	388	38	46	25	46	32	37	15	21	34	0	0	4
Students without Disabilities	95	853	69139	99	0	99	445	429	454	6	12	7	27	37	24	62	49	58	5	2	11
Limited English Proficient Students	68	596	15545	100	0	100	411	412	399	15	20	21	36	39	42	48	40	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	103	939	39484	95	0	96	438	424	429	11	16	14	29	36	35	56	45	47	4	2	4
Non-Economically Disadvantaged	NC	18	39986	NC	0	100	NC	60	461	NC	17	4	NC	33	16	NC	50	63	NC	0	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	108	951	78869	100	100	99	450	437	442	4	6	6	17	21	21	68	66	63	11	6	10
All Students (Prior Year)	119	966	75053	100	100	99	584	601	597	11	6	7	11	13	12	68	71	72	11	11	9
Female	47	478	38536	100	100	99	477	449	458	5	5	4	10	18	15	69	68	67	17	10	14
Male	61	474	40302	100	100	99	429	426	428	4	8	8	23	25	26	68	65	60	6	3	7
African American	--	21	4015	--	100	99	--	433	430	--	0	8	--	27	24	--	73	61	--	0	7
Hispanic	104	892	32606	100	100	98	448	437	426	4	6	8	18	22	27	68	66	60	10	7	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	10	4245	--	100	100	--	422	423	--	13	9	--	0	26	--	88	61	--	0	4
White	NC	26	36078	NC	100	99	NC	455	459	NC	5	4	NC	9	16	NC	77	66	NC	9	14
Students with Disabilities	13	105	10246	100	100	100	315	341	367	23	23	18	31	41	39	46	35	40	0	1	4
Students without Disabilities	95	847	68697	99	99	98	471	451	454	1	4	4	15	18	18	72	71	67	12	7	11
Limited English Proficient Students	68	591	15339	100	100	100	433	429	399	5	8	11	21	23	31	69	65	54	5	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	103	934	39106	95	98	95	460	440	427	4	6	8	17	21	28	68	66	59	11	6	5
Non-Economically Disadvantaged	NC	18	39837	NC	0	100	NC	69	457	NC	0	4	NC	33	14	NC	67	67	NC	0	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	137	916	78906	99	100	99	481	474	498	16	21	13	23	29	19	49	44	48	12	7	20
All Students (Prior Year)	118	890	76019	100	100	100	455	465	499	28	21	14	62	63	39	1	8	14	9	9	33
Female	61	444	38644	95	100	99	479	473	500	16	19	12	23	32	19	41	40	49	20	9	19
Male	76	471	40236	100	100	99	482	474	497	16	22	15	22	25	19	55	48	46	6	5	20
African American	NC	16	4087	NC	100	99	NC	468	481	NC	27	20	NC	27	24	NC	45	45	NC	0	11
Hispanic	132	865	31938	99	100	99	481	474	481	16	20	19	24	29	25	49	44	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	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	28	36483	NC	97	99	NC	475	517	NC	19	7	NC	33	13	NC	43	51	NC	5	30
Students with Disabilities	NC	104	10664	NC	100	100	NC	399	430	NC	55	42	NC	30	27	NC	15	26	NC	0	5
Students without Disabilities	129	814	68310	98	100	98	492	483	509	12	16	9	24	28	18	50	48	51	13	8	22
Limited English Proficient Students	76	507	12573	100	100	100	467	464	454	21	24	27	22	31	30	51	40	38	7	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	134	899	38679	96	99	96	489	477	483	17	21	20	23	29	25	48	44	45	12	7	10
Non-Economically Disadvantaged	NC	19	40295	NC	0	100	NC	193	513	NC	30	7	NC	20	13	NC	40	50	NC	10	30

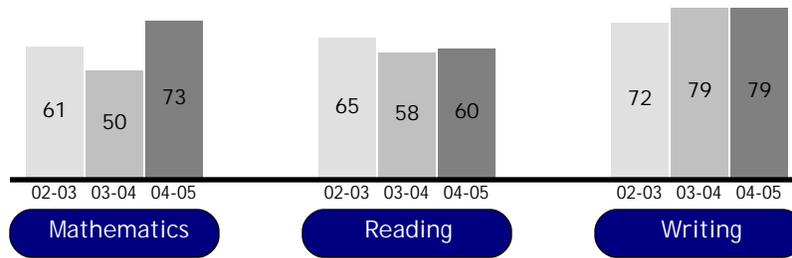
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	917	78908	99	0	99	457	460	484	19	17	10	31	36	23	48	44	58	3	3	9
All Students (Prior Year)	118	890	76020	100	100	100	488	489	503	49	46	25	22	24	23	26	27	40	3	3	12
Female	62	445	38648	97	0	99	457	465	489	14	15	8	28	32	22	53	49	61	5	4	10
Male	76	471	40233	100	0	99	456	455	479	22	19	12	33	39	25	43	39	55	1	2	8
African American	NC	16	4092	NC	0	99	NC	460	473	NC	18	12	NC	27	28	NC	55	54	NC	0	5
Hispanic	133	866	31940	100	0	99	456	460	465	18	17	16	32	36	32	47	44	49	3	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	99	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	28	36502	NC	0	99	NC	466	502	NC	10	4	NC	48	14	NC	43	67	NC	0	15
Students with Disabilities	NC	104	10665	NC	0	100	NC	389	423	NC	46	30	NC	43	36	NC	11	31	NC	0	2
Students without Disabilities	130	815	68312	99	0	98	467	469	493	16	14	7	32	35	21	49	48	62	3	3	10
Limited English Proficient Students	76	507	12556	100	0	100	439	448	436	25	21	24	33	42	40	42	36	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	135	900	38662	97	0	96	464	463	468	19	17	16	31	36	32	47	43	49	3	3	3
Non-Economically Disadvantaged	NC	19	40315	NC	0	100	NC	191	498	NC	20	5	NC	10	15	NC	70	66	NC	0	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	138	915	78750	99	100	99	502	488	500	2	5	6	28	35	29	69	60	63	1	1	2
All Students (Prior Year)	118	888	75673	100	100	100	504	508	530	11	12	12	40	32	25	47	55	58	2	1	4
Female	62	444	38586	97	100	99	504	496	515	0	5	4	19	26	22	79	68	71	2	1	3
Male	76	470	40135	100	100	99	501	480	486	3	6	8	36	43	35	61	51	56	0	0	1
African American	NC	16	4081	NC	100	99	NC	482	488	NC	0	8	NC	55	32	NC	45	59	NC	0	2
Hispanic	133	864	31841	100	100	99	501	488	483	2	5	8	28	34	36	69	60	55	1	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	28	36440	NC	97	99	NC	483	516	NC	10	3	NC	43	22	NC	48	71	NC	0	4
Students with Disabilities	NC	104	10622	NC	100	100	NC	408	415	NC	9	21	NC	67	50	NC	22	28	NC	1	1
Students without Disabilities	130	813	68196	99	100	98	512	498	513	2	5	3	26	30	25	72	64	69	1	1	3
Limited English Proficient Students	76	505	12504	100	100	100	486	477	451	3	7	12	32	39	44	66	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	135	898	38558	97	99	96	510	492	485	2	5	8	29	35	37	69	59	54	1	1	1
Non-Economically Disadvantaged	NC	19	40260	NC	0	100	NC	185	514	NC	0	3	NC	30	21	NC	60	72	NC	10	4

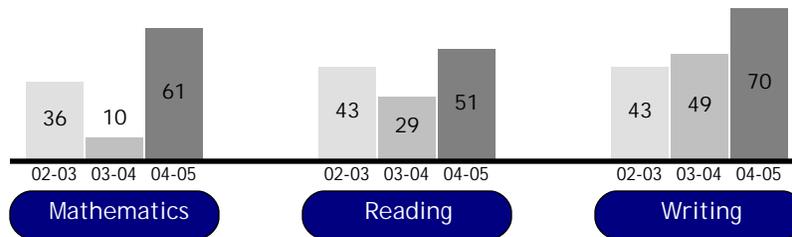
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	40	35	50	99	50	NA	58	100	39	34	47
	Language	99	26	24	43	99	42	33	50	100	54	41	47
	Mathematics	99	44	44	57	99	48	46	64	100	41	37	50
3	Reading	99	27	24	47	100	38	NA	55	98	32	28	44
	Language	100	43	39	54	100	56	55	61	98	38	32	44
	Mathematics	100	47	40	54	100	52	57	61	98	51	40	51
4	Reading	95	24	25	52	100	36	NA	56	97	35	33	48
	Language	100	30	28	48	100	42	39	52	97	40	36	49
	Mathematics	100	32	33	57	100	50	48	61	97	47	43	53
5	Reading	99	28	23	50	99	28	NA	55	98	38	35	50
	Language	99	34	28	46	100	33	34	49	98	39	37	50
	Mathematics	99	45	38	57	100	40	42	63	97	43	36	49

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/](http://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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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	0%

Resources Available at School Site

Special Facilities

- Ü Digital Keyboard Music Lab
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Student Council
- Ü Superintendent's MAC-Ro Club
- Ü Extended Day Program
- Ü Sports Programs
- Ü Science Club
- Ü Arizona Quest for Kids

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Extended Day Program
- Ü Crisis Intervention
- Ü Parent Liasion

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mitchell Elementary School received a Reading First Grant and we have seen a tremendous amount of progress in student achievement. The number of students scoring at or above the 50th percentile on standardized tests continues to increase.
- ü The Superintendent's MAC-Ro Math Club, sponsored by the Rodel Foundation of Arizona, is a take home math program which students in grades 2-4 participate in. Mitchell's student progress in math has been increasing since the program was begun.
- ü Arizona Quest for Kids sponsors students who are paired with mentors who work with the students to keep them college bound. Students who successfully complete the program through high school will receive a full scholarship to college.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Mitchell School has adopted a plan to provide students with information on Character Education. Students are taught the traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. Each month focuses on one trait.

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	Linda U. Crawford	(602) 442-2600
Transportation Policy	Antonio Mlynek	(602) 484-4104
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	Carmine Dizon	(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](http://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](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.

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](http://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.