

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
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 : Ms. Linda U. Crawford
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 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)

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

School Improvement Status (b)

2005-06	N/A
2004-05	SI Year 2
2003-04	Year 2

(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, 2005 School Year Student Enrollment : 719
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 32

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 Comprehensive School Reform Grant	2006
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	117	1014	80010	98	99	99	427	428	447	12	16	10	29	26	18	56	50	53	3	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	499	38935	98	100	99	425	428	447	8	15	9	37	27	19	53	51	55	2	7	17
Male	57	514	40974	98	98	98	429	427	448	16	18	11	21	25	18	60	49	52	4	7	19
African American	--	12	4201	--	100	99	--	402	430	--	25	17	--	50	23	--	25	51	--	NA	9
Hispanic	114	968	34545	98	99	99	427	428	432	12	16	14	29	26	24	56	51	53	3	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	21	35142	NC	100	99	NC	431	465	NC	19	5	NC	14	11	NC	52	56	NC	14	28
Students with Disabilities	10	137	10161	83	94	93	NA	399	419	NA	40	28	NA	34	28	NA	23	36	NA	4	8
Students without Disabilities	107	877	69849	100	100	100	430	432	451	9	13	7	29	25	17	59	55	56	3	8	19
Limited English Proficient Students	38	446	14013	97	98	97	402	407	413	26	29	24	47	35	34	26	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	116	1004	39029	97	98	98	427	428	432	12	16	14	29	26	25	56	50	52	3	7	9
Non-Economically Disadvantaged	NC	10	40981	NC	NA	100	NC	NA	462	NC	NA	6	NC	NA	13	NC	NA	54	NC	NA	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	119	1010	79438	100	98	98	435	428	451	10	17	9	34	34	24	55	46	56	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	498	38775	100	100	99	439	434	457	5	13	7	38	33	22	56	50	58	2	3	13
Male	58	511	40560	100	97	97	429	421	446	16	22	12	29	34	25	55	42	54	NA	2	9
African American	--	12	4178	--	100	98	--	406	439	--	25	13	--	50	29	--	25	52	--	NA	6
Hispanic	116	964	34297	100	98	98	434	427	434	10	18	14	34	33	31	55	47	50	1	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	21	34887	NC	100	98	NC	441	471	NC	10	4	NC	43	15	NC	33	63	NC	14	18
Students with Disabilities	12	133	9588	100	91	88	388	390	416	58	47	30	17	35	32	25	17	34	NA	2	5
Students without Disabilities	107	877	69850	100	100	100	440	433	456	5	13	7	36	34	23	59	51	59	1	3	12
Limited English Proficient Students	39	441	13856	100	96	96	401	400	407	23	32	27	64	45	43	13	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	118	1000	38685	99	97	97	434	427	435	10	18	14	34	34	32	55	46	50	1	3	5
Non-Economically Disadvantaged	NC	10	40753	NC	NA	99	NC	NA	467	NC	NA	5	NC	NA	16	NC	NA	62	NC	NA	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	119	1015	79971	100	99	99	418	405	423	6	11	8	53	50	41	40	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	499	38974	100	100	99	425	418	437	5	9	5	48	44	33	48	46	57	NA	1	4
Male	58	515	40895	100	98	98	410	393	410	7	13	10	59	57	47	33	30	41	2	1	2
African American	--	12	4203	--	100	99	--	348	411	--	33	11	--	42	45	--	25	43	--	NA	2
Hispanic	116	970	34481	100	99	99	418	405	410	6	11	10	53	51	46	41	38	43	1	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	20	35150	NC	95	99	NC	411	437	NC	10	5	NC	45	35	NC	45	56	NC	NA	5
Students with Disabilities	12	138	10258	100	95	94	352	360	377	33	26	23	50	59	51	17	13	25	NA	1	1
Students without Disabilities	107	877	69713	100	100	100	425	412	429	3	8	5	53	49	39	43	42	52	1	1	3
Limited English Proficient Students	39	447	13985	100	98	97	393	376	382	13	19	18	64	59	54	23	22	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	118	1005	38994	99	98	98	418	405	409	6	11	10	53	50	47	41	38	41	1	1	1
Non-Economically Disadvantaged	NC	10	40977	NC	NA	100	NC	NA	437	NC	NA	5	NC	NA	34	NC	NA	56	NC	NA	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	99	883	80147	99	99	99	464	464	482	14	14	11	21	22	17	58	52	49	7	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	452	39281	98	99	99	474	466	483	9	12	9	16	24	17	64	53	50	11	11	24
Male	54	430	40780	100	99	98	456	463	482	19	17	12	26	20	17	52	51	48	4	12	24
African American	NC	16	4249	NC	94	99	NC	430	464	NC	38	17	NC	31	22	NC	25	48	NC	6	13
Hispanic	95	840	33494	99	99	99	463	465	466	15	14	15	21	23	23	57	52	49	7	11	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	21	36122	NC	100	99	NC	479	501	NC	NA	5	NC	14	10	NC	71	50	NC	14	35
Students with Disabilities	11	88	10295	100	93	92	402	425	443	55	39	33	45	32	26	NA	28	33	NA	1	8
Students without Disabilities	88	795	69852	99	100	100	471	469	488	9	12	7	18	21	16	65	55	51	8	12	26
Limited English Proficient Students	43	388	12722	98	97	97	438	438	441	26	26	27	30	32	33	44	40	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	99	874	38371	99	98	97	464	465	465	14	14	15	21	22	23	58	52	49	7	11	13
Non-Economically Disadvantaged	--	NC	41776	--	NC	100	--	NC	498	--	NC	6	--	NC	11	--	NC	49	--	NC	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	98	880	79686	98	99	98	452	446	470	15	20	11	36	33	24	45	44	57	4	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	449	39163	98	98	99	460	450	475	16	17	9	27	33	22	51	46	60	7	3	10
Male	53	430	40438	98	99	97	445	441	465	15	24	13	43	32	25	40	43	54	2	1	7
African American	NC	15	4228	NC	88	98	NC	419	458	NC	40	15	NC	33	28	NC	27	53	NC	NA	4
Hispanic	94	839	33299	98	99	98	451	446	452	15	21	17	36	33	32	46	44	47	3	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	20	35914	NC	95	98	NC	470	489	NC	5	5	NC	20	15	NC	70	67	NC	5	14
Students with Disabilities	10	86	9808	91	91	87	NA	399	432	NA	64	35	NA	21	32	NA	15	30	NA	NA	3
Students without Disabilities	88	794	69878	99	99	100	458	450	475	9	16	8	36	34	23	50	48	61	5	2	9
Limited English Proficient Students	42	387	12594	95	97	96	423	417	422	26	39	34	57	42	45	17	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	98	871	38095	98	98	97	452	446	452	15	20	17	36	33	32	45	45	48	4	2	3
Non-Economically Disadvantaged	--	NC	41591	--	NC	99	--	NC	486	--	NC	6	--	NC	16	--	NC	65	--	NC	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	100	885	80372	100	99	99	469	460	475	4	7	4	27	36	30	69	57	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	452	39452	100	99	99	487	470	488	NA	6	3	17	30	22	83	63	72	NA	1	3
Male	54	432	40836	100	99	98	454	450	464	7	8	6	35	42	37	57	50	56	NA	NA	1
African American	NC	16	4264	NC	94	99	NC	432	465	NC	13	5	NC	44	35	NC	44	59	NC	NA	1
Hispanic	96	842	33608	100	99	99	468	460	462	4	7	6	27	36	36	69	57	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	21	36213	NC	100	99	NC	477	489	NC	5	2	NC	33	22	NC	62	72	NC	NA	3
Students with Disabilities	11	91	10526	100	96	94	397	406	427	18	25	15	73	52	53	9	23	31	NA	NA	1
Students without Disabilities	89	794	69846	100	99	100	478	466	482	2	5	3	21	34	26	76	61	69	NA	0	2
Limited English Proficient Students	43	388	12747	98	97	97	445	427	432	9	15	12	37	52	52	53	33	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	100	876	38521	100	98	98	469	461	461	4	7	6	27	36	38	69	57	55	NA	0	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	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	119	920	79306	100	98	99	489	481	504	15	20	13	30	28	20	45	46	49	10	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	469	38845	100	99	99	490	482	505	14	18	11	29	30	20	47	46	50	10	6	18
Male	47	451	40383	100	97	98	489	481	504	17	21	14	32	27	19	40	46	47	11	6	19
African American	NC	13	4171	NC	87	98	NC	473	485	NC	38	20	NC	8	26	NC	46	44	NC	8	10
Hispanic	117	877	32673	100	98	99	491	481	487	14	19	18	31	29	25	45	45	46	10	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	91	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	--	19	36234	--	100	99	--	505	523	--	5	6	--	11	13	--	68	52	--	16	28
Students with Disabilities	17	139	10286	100	90	91	447	446	462	41	49	41	35	32	27	24	18	27	NA	1	5
Students without Disabilities	102	781	69020	100	100	100	495	487	510	11	14	9	29	27	18	48	51	52	12	7	21
Limited English Proficient Students	40	338	10291	100	96	96	462	453	458	23	40	38	53	38	34	23	22	26	3	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	118	919	37437	100	98	97	489	481	486	15	20	19	31	28	26	44	46	46	10	6	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

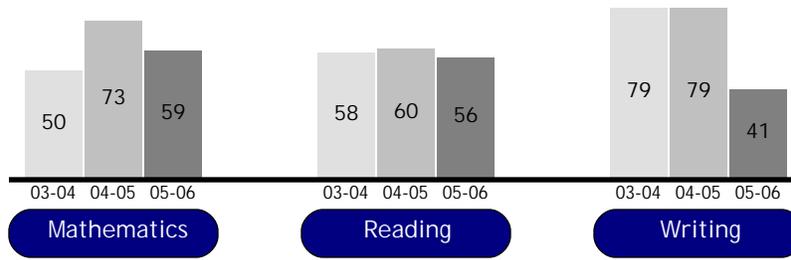
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	920	79000	100	98	98	471	466	489	18	16	10	26	35	24	53	46	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	468	38774	100	99	99	474	470	494	13	13	7	28	35	22	57	50	61	3	2	10
Male	47	452	40150	100	98	98	466	463	485	28	20	12	23	35	25	47	42	55	2	2	8
African American	NC	13	4153	NC	87	98	NC	465	476	NC	15	13	NC	31	30	NC	46	53	NC	8	4
Hispanic	117	877	32508	100	98	98	472	466	472	17	16	15	26	35	33	54	46	49	3	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	91	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	--	19	36135	--	100	98	--	487	508	--	5	4	--	26	14	--	63	67	--	5	15
Students with Disabilities	17	139	9991	100	90	88	418	426	449	59	48	33	29	41	36	12	11	29	NA	NA	2
Students without Disabilities	102	781	69009	100	100	100	478	473	495	12	11	6	25	34	22	60	53	62	3	3	10
Limited English Proficient Students	40	338	10199	100	96	95	439	435	439	38	36	35	48	50	47	15	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	118	919	37234	100	98	97	471	466	472	19	16	15	26	35	33	53	46	50	3	2	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	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	119	930	79611	100	99	99	485	479	496	8	10	7	40	43	37	52	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	471	39016	100	99	99	498	493	511	6	7	4	38	37	29	57	56	66	NA	NA	1
Male	47	459	40519	100	99	98	467	465	482	11	14	10	45	48	44	45	37	46	NA	NA	0
African American	NC	13	4188	NC	87	98	NC	475	486	NC	15	9	NC	38	40	NC	46	50	NC	NA	0
Hispanic	117	886	32855	100	99	99	487	480	481	7	10	10	40	43	43	53	47	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	11	3992	NC	100	96	NC	404	478	NC	36	10	NC	36	46	NC	27	44	NC	NA	0
White	--	19	36380	--	100	99	--	495	511	--	NA	4	--	32	30	--	68	65	--	NA	1
Students with Disabilities	17	148	10664	100	96	94	402	426	440	24	28	23	53	51	54	24	20	22	NA	NA	1
Students without Disabilities	102	782	68947	100	100	100	497	489	504	5	7	4	38	41	34	57	52	61	NA	NA	1
Limited English Proficient Students	40	346	10362	100	98	97	427	435	438	20	23	22	60	58	57	20	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	118	929	37626	100	99	98	485	479	479	8	10	10	41	43	45	52	47	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

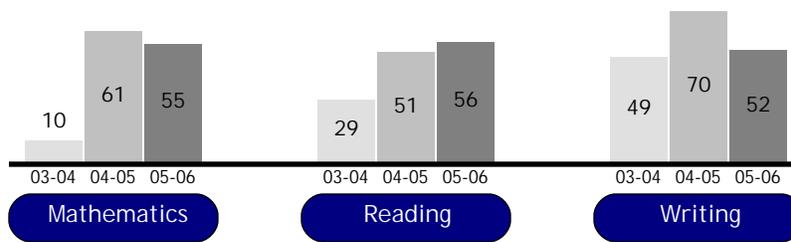
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	50	NA	58	100	39	34	47	100	34	30	46
	Language	99	42	33	50	100	54	41	47	100	54	41	48
	Mathematics	99	48	46	64	100	41	37	50	100	44	37	52
3	Reading	100	38	NA	55	98	32	28	44	100	27	25	46
	Language	100	56	55	61	98	38	32	44	100	35	32	46
	Mathematics	100	52	57	61	98	51	40	51	98	35	37	52
4	Reading	100	36	NA	56	97	35	33	48	99	46	34	52
	Language	100	42	39	52	97	40	36	49	100	43	35	52
	Mathematics	100	50	48	61	97	47	43	53	100	48	46	58
5	Reading	99	28	NA	55	98	38	35	50	98	39	37	56
	Language	100	33	34	49	98	39	37	50	98	37	35	54
	Mathematics	100	40	42	63	97	43	36	49	98	39	34	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

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	8.00

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.	38
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	2%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- 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
- Ü Parent Institute for Quality Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	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

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 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	Linda U. Crawford	(602) 442-2600
Transportation Policy	Alfonso Alva	(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	Linda Umble	(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. "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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** Due to booklet size printing, print copies are produced in multiples of 4.