

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

A.J. Mitchell Elementary School

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

Nogales Unified District
855 N. Bautista Street, Nogales, AZ 85621-1840

Principal: Mrs. Angelina M. Johnson

Schedule: 7:15 AM to 4:30 PM

Web Address: geocities.com/ajmhawk/ajmhawk

E-mail: ajohnson@nUSD.k12.az.us

Grades: K-5

2002 Enrollment: 613

Phone: (520) 287-0840

Fax: (520) 287-0847

∨ School Overview ∨

Mission

Mission Statement: To inspire inquiry, creativity and achievement; to foster integrity, self-discipline and respect; to promote commitment, service and lifelong learning. Philosophy: We believe in the dignity and worth of each individual. Therefore, we recognize that our school programming must address a variety of individual student needs to enable each person to realize his or her maximum potential.

Organization and Philosophy

- w Traditional/Back-to-Basics
- w Team Teaching
- w Self-contained Classrooms
- w Semi-departmentalized

Instructional Programs

- w English Immersion Program
- w All-school Title I
- w Full-day Kindergarten
- w On-site Special Education Program
- w Reading Remediation Program
- w On-site Gifted Program
- w Technology
- w Small-group Reading Instruction

School/Academic Goals

- w Improve the literacy of all students by increasing the levels of proficiency across the curriculum in reading, writing and speaking in both English and Spanish.
- w Increase the level of student proficiency in mathematics by fostering the development of basic mathematical skills for application in critical thinking and problem-solving activities.
- w Increase family, staff, community and business participation in the educational process through volunteer opportunities and various site-based organizations such as the Campus Improvement Committee and Parent-Teacher Committee.
- w To increase the availability of computer technology for both students and staff through expanded Internet access and the acquisition of new computers, a variety of software programs and other technology/equipment.

Enrollment

October 1, 2001 School Year Student Enrollment:	614
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	70

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

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

Council Duties

- W Campus Improvement
- W Curriculum and Instructional Issues
- W Budget
- W School Safety Issues
- W Parent/Educator Relations
- W Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	2.60	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

A.J. Mitchell strives to provide parents with a voice in their child's education; provide opportunities for parents to receive information so that they are able to work with the school and their child more effectively; provide for a stronger home-school partnership, through good home-school communication; provide extended hours for student recreation and learning.

Parents

As a parent/guardian of a student at A.J. Mitchell Elementary School, I pledge to spend quality time with my child/children; read to my child/children; keep in touch with the school about my child's/children's progress; have high expectations for my child/children; participate in school functions and activities.

∨ **Transportation Policy** ∨

Through the bus company contracted by the school district, A.J. Mitchell provides bus service for special education students and for all regular education students living one mile or more from the school.

∨ 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 Installation and implementation of Success Maker Program for reading and mathematics remediation and acceleration during computer lab time.</p> | <p>W Continuing accreditation status earned in the North Central Association (NCA) as the staff completed development of goals/objectives for the School Improvement Plan, which focuses upon the Arizona Academic Standards and district goals.</p> |
| <p>W Continued K-5 student participation in afterschool clubs and activities such as the Spirit Club and chess, both of which earned awards and honors in local and state competitions.</p> | <p>W Formation and implementation of a reading remediation program, taught by a full-time reading specialist, for third through fifth grade students who are functioning one year or more below grade level in reading.</p> |

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	9.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.2 %	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
District Elementary Cheerleading Champions	2002
North Central Association Accreditation	2002
District Teacher of the Year	2000
Lions Club Junior Olympics Champions	2001

∨ 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	82	496	21%	30%	39%	10%
	School State	58840	524	9%	17%	45%	29%
Writing	School	78	508	21%	24%	51%	4%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	82	491	17%	40%	35%	7%
	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	76	485	58%	24%	16%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	76	471	38%	43%	14%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	74	461	19%	61%	11%	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	--	--	--	--	--	--	--	--	--	91	47	60	--	--	--
2	Reading	--	--	--	70	23	50	94	30	52	83	18	53	30	31	57
	Language	--	--	--	73	12	40	94	27	43	85	12	44	30	21	48
	Mathematics	--	--	--	74	18	51	95	49	55	87	22	57	30	43	61
3	Reading	91	24	47	100	29	47	86	31	48	85	23	50	66	26	50
	Language	94	33	49	100	36	51	84	34	54	87	35	56	82	36	57
	Mathematics	95	31	46	100	33	49	85	32	52	87	28	54	82	43	56
4	Reading	100	27	53	100	23	54	94	31	54	83	19	55	72	29	55
	Language	99	24	47	100	25	49	93	33	48	89	25	50	72	36	50
	Mathematics	98	27	51	100	28	54	93	35	55	89	25	57	72	47	58
5	Reading	97	28	51	100	24	51	85	39	51	90	25	51	77	27	53
	Language	100	25	42	100	20	44	85	39	45	90	24	45	77	30	47
	Mathematics	100	29	51	100	21	54	86	48	55	90	34	57	77	45	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 2-3	80	85
Grades 3-4	86	93
Grades 4-5	85	92
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

We are continuing to revise and update our school's Incident Response Plan and Procedures. The installation of our fire alarm system during the end of the 2000-01 school year has created a schoolwide communication system that has enabled students and staff to respond quickly and effectively in the event of a drill or emergency. We continue to practice a variety of emergency procedures, with the goal of improving our response time in the event of an actual emergency.

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).

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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	\$1,956	\$1,214,154
Classroom Supplies	\$71	\$43,897
Administration	\$415	\$257,827
Support Services-Students	\$158	\$98,053
Other Support Services and Operations	\$576	\$357,480
Total Expenditures- All Categories 2000-2001	\$3,176	\$1,971,411

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Angelina Johnson	(520) 287-0840	
Transportation Policy	Marcelino Varona	(520) 287-0811	
Community Resources	Ila Tittlebaugh	(520) 287-0800	225
School Nutrition Programs	Bonnie Shipitalo	(520) 377-9175	
Parent Organization	Georgina Gonzales	(520) 287-0840	10
Student Health/Nurse	Christina Montez	(520) 287-0840	17

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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