

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

451 West Frye Road, Chandler, AZ 85225

Chandler Unified 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 : Mrs. Christine Sargent
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : ww2.chandler@k12.az.us/sanmarcos-elementary/
 Phone Number : (480) 883-4200
 Fax Number : (480) 883-4220
 E-mail : sargent.chris@chandler.k12.az.us

Mission

The San Marcos staff and community will work together to develop opportunities responsive to the diverse needs of our community that will result in knowledge, skills and attitudes necessary to produce lifelong learners and responsible citizens.

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	N/A
2003-04	N/A

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

School / Academic Goals

- ü San Marcos will improve its Arizona Learns Achievement Profile ranking from 'Performing Plus' to 'Highly Performing'. After school tutoring will support this goal.
- ü San Marcos will continue to meet the criteria for 'Adequate Yearly Progress'.
- ü San Marcos will fully implement the new Harcourt Science adoption during the 2006-2007 school year.
- ü San Marcos students will continue to maintain an average attendance of 95% or better.

Enrollment

October 1, 2005 School Year Student Enrollment : 540
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 28

Instructional Programs

- Guided Reading
- DIBELS
- CO-NECT Literacy Project
- Collaborative Literacy Intervention Proj
- Junior Achievement Program
- Accelerated Reader Program
- Art Masterpiece
- Computer Assisted Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/24/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

San Marcos will provide high quality curriculum and instruction using Arizona's/Chandler's academic standards. We will inform parents of their child's progress through progress reports, quarterly report cards, and first/third quarter conferences. A positive classroom environment with high learning expectations will be provided for students and an opportunity for parents to volunteer and/or observe will be arranged. San Marcos will provide homework in accordance with district guidelines.

Parents

Parents need to make certain that their child attends school on time every day. Parents are expected to communicate with their child's teacher, attend conferences, and respond promptly to messages and reports from school. Parents need to support their child's education by ensuring that homework is completed and returned on time, reviewing classwork and by reading with their child throughout the week. Parents are asked to encourage their student to use extra-curricular time positively.

Transportation Policy

San Marcos is basically a walk-in school with only 40 students being bused. Children are trained in bus safety evacuation twice a year. Bus regulations are sent home to each parent. Buses provide transportation for field trips throughout the year.

School Honors

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

Award/Honor	Year
• AZ Educational Foundation A+ School of Excellence Award	2004
• Chicano Por La Casa Teacher Award	2005
• National Title I Distinguished School	2001
• National School Board Magna Award	2001

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	73	2484	80010	97	97	99	442	465	447	11	5	10	16	11	18	58	53	53	15	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1199	38935	94	97	99	442	466	447	9	4	9	22	12	19	53	54	55	16	30	17
Male	41	1281	40974	100	96	98	442	465	448	12	6	11	12	11	18	61	52	52	15	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	59	767	34545	97	96	99	436	441	432	12	12	14	19	20	24	59	54	53	10	14	9
Asian/Pacific Islander	--	149	2068	--	99	99	--	486	474	--	NA	4	--	5	10	--	47	50	--	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	11	1395	35142	100	97	99	479	479	465	9	2	5	NA	6	11	45	52	56	45	40	28
Students with Disabilities	NC	312	10161	NC	89	93	NC	436	419	NC	15	28	NC	24	28	NC	47	36	NC	14	8
Students without Disabilities	64	2172	69849	97	98	100	445	469	451	8	4	7	16	10	17	61	54	56	16	33	19
Limited English Proficient Students	22	205	14013	96	94	97	414	413	413	27	26	24	23	30	34	45	39	39	5	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	51	727	39029	93	94	98	440	439	432	10	12	14	14	23	25	65	52	52	12	14	9
Non-Economically Disadvantaged	22	1757	40981	100	98	100	445	476	462	14	2	6	23	7	13	41	53	54	23	38	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	73	2477	79438	97	97	98	434	467	451	15	5	9	34	17	24	48	61	56	3	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1201	38775	94	97	99	445	475	457	6	3	7	41	14	22	47	61	58	6	21	13
Male	41	1272	40560	100	96	97	426	460	446	22	7	12	29	19	25	49	60	54	NA	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	59	763	34297	97	95	99	426	440	434	17	12	14	41	30	31	42	51	50	NA	6	5
Asian/Pacific Islander	--	150	2063	--	99	99	--	484	475	--	NA	3	--	12	15	--	67	63	--	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	11	1391	34887	100	97	98	479	482	471	9	2	4	NA	9	15	73	66	63	18	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	64	2174	69850	97	98	100	438	472	456	13	3	7	34	15	23	50	63	59	3	19	12
Limited English Proficient Students	22	204	13856	96	94	96	394	404	407	45	31	27	45	43	43	9	25	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	51	727	38685	93	94	97	428	437	435	14	12	14	45	32	32	39	50	50	2	5	5
Non-Economically Disadvantaged	22	1750	40753	100	98	99	449	480	467	18	2	5	9	11	16	68	65	62	5	22	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	73	2518	79971	97	98	99	427	444	423	5	4	8	36	27	41	58	65	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1214	38974	94	98	99	448	457	437	3	3	5	22	20	33	72	72	57	3	6	4
Male	41	1300	40895	100	98	98	410	432	410	7	5	10	46	34	47	46	58	41	NA	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	59	776	34481	97	97	99	421	424	410	7	7	10	39	36	46	54	55	43	NA	2	1
Asian/Pacific Islander	--	150	2067	--	99	99	--	471	449	--	1	4	--	18	28	--	71	60	--	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	11	1415	35150	100	99	99	463	453	437	NA	2	5	18	22	35	73	70	56	9	5	5
Students with Disabilities	NC	339	10258	NC	96	94	NC	406	377	NC	12	23	NC	47	51	NC	40	25	NC	1	1
Students without Disabilities	64	2179	69713	97	98	100	430	450	429	6	3	5	31	24	39	61	69	52	2	5	3
Limited English Proficient Students	22	206	13985	96	94	97	374	383	382	18	19	18	59	45	54	23	35	27	NA	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	51	738	38994	93	95	98	427	420	409	2	8	10	45	39	47	53	51	41	NA	2	1
Non-Economically Disadvantaged	22	1780	40977	100	100	100	426	454	437	14	3	5	14	22	34	68	71	56	5	5	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	65	2509	80147	100	98	99	472	508	482	15	5	11	18	10	17	46	45	49	20	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1186	39281	100	98	99	483	509	483	11	4	9	11	9	17	50	44	50	29	43	24
Male	27	1320	40780	96	97	98	456	506	482	22	6	12	30	10	17	41	46	48	7	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	55	756	33494	100	98	99	471	482	466	18	10	15	16	19	23	45	48	49	20	23	14
Asian/Pacific Islander	--	148	2103	--	100	99	--	538	515	--	1	4	--	2	8	--	33	44	--	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	NC	1453	36122	NC	97	99	NC	521	501	NC	2	5	NC	5	10	NC	44	50	NC	50	35
Students with Disabilities	NC	335	10295	NC	89	92	NC	469	443	NC	17	33	NC	22	26	NC	45	33	NC	16	8
Students without Disabilities	56	2174	69852	100	99	100	476	513	488	13	3	7	18	8	16	46	45	51	23	45	26
Limited English Proficient Students	20	201	12722	100	98	97	421	442	441	45	26	27	30	32	33	25	38	37	NA	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	54	689	38371	96	96	97	472	475	465	17	11	15	19	20	23	46	52	49	19	17	13
Non-Economically Disadvantaged	11	1820	41776	100	98	100	473	520	498	9	2	6	18	5	11	45	42	49	27	50	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	65	2503	79686	100	97	98	452	486	470	22	7	11	26	16	24	49	64	57	3	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1183	39163	100	98	99	461	492	475	13	5	9	29	14	22	55	66	60	3	15	10
Male	27	1317	40438	96	97	97	439	480	465	33	8	13	22	18	25	41	62	54	4	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	55	752	33299	100	98	98	447	459	452	25	16	17	27	27	32	45	52	47	2	5	3
Asian/Pacific Islander	--	148	2097	--	100	99	--	502	490	--	2	5	--	6	13	--	74	68	--	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	NC	1452	35914	NC	97	98	NC	500	489	NC	2	5	NC	10	15	NC	70	67	NC	18	14
Students with Disabilities	NC	330	9808	NC	88	87	NC	447	432	NC	22	35	NC	30	32	NC	41	30	NC	6	3
Students without Disabilities	56	2173	69878	100	99	100	455	491	475	20	4	8	25	14	23	54	68	61	2	14	9
Limited English Proficient Students	20	197	12594	100	96	96	397	415	422	70	45	34	25	38	45	5	17	21	NA	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	54	685	38095	96	96	97	451	452	452	20	17	17	30	31	32	46	50	48	4	2	3
Non-Economically Disadvantaged	11	1818	41591	100	98	99	458	498	486	27	3	6	9	10	16	64	70	65	NA	17	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	65	2539	80372	100	99	99	454	492	475	11	2	4	26	20	30	62	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1200	39452	100	99	99	470	503	488	8	2	3	16	13	22	74	80	72	3	5	3
Male	27	1336	40836	96	98	98	431	482	464	15	3	6	41	27	37	44	68	56	NA	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	55	763	33608	100	99	99	449	471	462	13	4	6	25	31	36	60	63	57	2	1	1
Asian/Pacific Islander	--	148	2098	--	100	99	--	513	500	--	NA	2	--	10	16	--	84	75	--	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	NC	1474	36213	NC	99	99	NC	502	489	NC	1	2	NC	14	22	NC	80	72	NC	5	3
Students with Disabilities	NC	357	10526	NC	95	94	NC	455	427	NC	5	15	NC	50	53	NC	45	31	NC	1	1
Students without Disabilities	56	2182	69846	100	99	100	458	497	482	11	2	3	20	15	26	68	79	69	2	4	2
Limited English Proficient Students	20	203	12747	100	99	97	380	430	432	30	12	12	55	54	52	15	34	36	NA	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	54	696	38521	96	97	98	453	465	461	11	4	6	28	38	38	59	57	55	2	1	1
Non-Economically Disadvantaged	11	1843	41851	100	100	100	459	502	489	9	1	3	18	14	22	73	80	72	NA	5	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	66	2492	79306	100	98	99	489	526	504	17	6	13	23	11	20	52	52	49	9	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1246	38845	100	97	99	497	527	505	10	6	11	19	10	20	58	53	50	13	31	18
Male	35	1243	40383	100	98	98	482	525	504	23	7	14	26	12	19	46	51	47	6	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	57	722	32673	100	98	99	490	502	487	16	11	18	23	20	25	53	53	46	9	15	10
Asian/Pacific Islander	--	172	2147	--	100	99	--	553	539	--	2	5	--	3	10	--	45	46	--	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	NC	1400	36234	NC	97	99	NC	537	523	NC	3	6	NC	6	13	NC	53	52	NC	38	28
Students with Disabilities	10	352	10286	100	88	91	NA	476	462	NA	27	41	NA	28	27	NA	38	27	NA	8	5
Students without Disabilities	56	2140	69020	100	99	100	498	533	510	11	3	9	18	8	18	61	54	52	11	34	21
Limited English Proficient Students	15	179	10291	100	97	96	453	467	458	33	28	38	47	34	34	20	36	26	NA	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	56	673	37437	100	97	97	491	499	486	14	12	19	27	22	26	50	53	46	9	13	9
Non-Economically Disadvantaged	10	1819	41869	100	98	100	NA	536	521	NA	4	7	NA	7	14	NA	52	51	NA	37	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	66	2499	79000	100	98	98	478	504	489	14	6	10	30	16	24	50	65	58	6	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1252	38774	100	98	99	483	510	494	10	4	7	19	13	22	65	68	61	6	15	10
Male	35	1244	40150	100	98	98	473	498	485	17	7	12	40	19	25	37	62	55	6	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	57	719	32508	100	98	98	478	481	472	14	10	15	30	29	33	49	55	49	7	6	3
Asian/Pacific Islander	--	172	2142	--	100	99	--	517	510	--	3	4	--	9	14	--	72	67	--	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	NC	1407	36135	NC	98	98	NC	516	508	NC	3	4	NC	10	14	NC	69	67	NC	17	15
Students with Disabilities	10	358	9991	100	90	88	NA	458	449	NA	23	33	NA	40	36	NA	34	29	NA	3	2
Students without Disabilities	56	2141	69009	100	99	100	485	511	495	9	3	6	25	13	22	59	70	62	7	15	10
Limited English Proficient Students	15	175	10199	100	95	95	443	441	439	33	31	35	47	46	47	20	23	18	NA	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	56	672	37234	100	97	97	479	479	472	11	11	15	36	30	33	46	53	50	7	6	3
Non-Economically Disadvantaged	10	1827	41766	100	98	99	NA	513	505	NA	3	5	NA	11	16	NA	69	65	NA	16	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	66	2528	79611	100	99	99	489	514	496	9	4	7	30	24	37	61	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1263	39016	100	99	99	485	526	511	13	3	4	19	17	29	68	79	66	NA	1	1
Male	35	1262	40519	100	99	98	491	503	482	6	5	10	40	31	44	54	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	57	726	32855	100	99	99	486	491	481	9	7	10	33	37	43	58	55	47	NA	1	0
Asian/Pacific Islander	--	172	2149	--	100	100	--	526	519	--	5	4	--	15	24	--	78	70	--	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	NC	1426	36380	NC	99	99	NC	525	511	NC	2	4	NC	19	30	NC	78	65	NC	1	1
Students with Disabilities	10	387	10664	100	97	94	NA	461	440	NA	14	23	NA	53	54	NA	32	22	NA	1	1
Students without Disabilities	56	2141	68947	100	99	100	496	523	504	9	2	4	21	19	34	70	78	61	NA	1	1
Limited English Proficient Students	15	175	10362	100	95	97	437	437	438	20	21	22	67	57	57	13	22	21	NA	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	56	679	37626	100	98	98	486	489	479	9	8	10	34	39	45	57	53	45	NA	1	0
Non-Economically Disadvantaged	10	1849	41985	100	100	100	NA	523	511	NA	3	4	NA	19	30	NA	78	65	NA	1	1

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

6th 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	59	2387	79327	98	98	98	487	543	518	41	11	19	15	12	20	39	49	46	5	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1181	38961	100	98	98	491	545	520	37	9	16	20	12	20	37	50	48	7	29	16
Male	29	1202	40295	97	97	97	483	541	516	45	12	21	10	12	19	41	49	44	3	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	44	687	32327	98	98	98	483	510	499	48	22	27	14	21	25	36	45	41	2	12	8
Asian/Pacific Islander	--	160	1939	--	99	99	--	578	556	--	1	6	--	4	10	--	46	47	--	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	10	1351	36373	100	97	98	NA	558	538	NA	5	10	NA	7	14	NA	52	52	NA	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	50	2071	70006	98	99	100	492	550	524	38	7	14	14	11	19	42	51	49	6	31	18
Limited English Proficient Students	19	185	9431	95	97	95	455	471	466	79	52	53	5	25	27	16	19	18	NA	3	1
Migrant Students	NC	10	635	NC	100	94	NC	NA	488	NC	NA	31	NC	NA	29	NC	NA	36	NC	NA	4
Economically Disadvantaged	46	637	37097	98	97	97	487	504	498	43	26	27	11	22	25	41	43	41	4	10	7
Non-Economically Disadvantaged	13	1750	42230	100	98	99	488	556	535	31	5	11	31	9	15	31	52	50	8	35	24

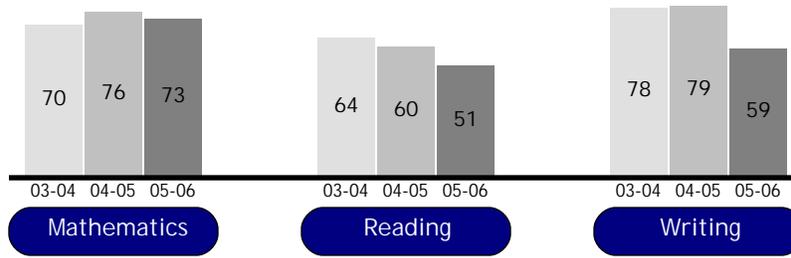
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	2389	79501	98	98	98	473	513	497	19	6	10	46	17	25	34	70	60	2	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1180	39062	100	98	99	482	518	502	13	5	8	43	14	23	43	74	64	NA	8	5
Male	29	1205	40368	97	97	98	464	508	491	24	7	13	48	21	27	24	65	57	3	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	44	684	32389	98	98	98	462	487	478	23	14	16	50	30	34	25	53	48	2	3	1
Asian/Pacific Islander	--	160	1936	--	99	99	--	531	519	--	1	3	--	9	14	--	76	73	--	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	10	1356	36446	100	98	99	NA	526	516	NA	2	4	NA	10	15	NA	78	73	NA	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	50	2071	70090	98	99	100	477	519	502	14	3	7	48	14	24	36	75	65	2	8	5
Limited English Proficient Students	19	182	9401	95	95	94	430	443	443	53	43	40	47	43	46	NA	14	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	46	634	37183	98	96	97	469	481	479	20	17	16	48	32	34	30	49	49	2	2	1
Non-Economically Disadvantaged	13	1755	42318	100	98	99	489	524	513	15	2	5	38	12	17	46	77	70	NA	9	7

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	59	2426	80000	98	99	99	525	582	564	10	2	3	17	5	11	68	75	75	5	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1192	39288	100	99	99	546	595	579	10	1	2	7	3	6	73	70	77	10	26	16
Male	29	1230	40644	97	99	98	504	569	549	10	3	4	28	7	15	62	80	74	NA	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	44	694	32672	98	99	99	506	557	548	14	4	4	20	11	14	64	76	76	2	9	6
Asian/Pacific Islander	--	160	1945	--	99	99	--	605	592	--	1	1	--	1	4	--	67	69	--	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	10	1381	36602	100	100	99	NA	593	579	NA	1	2	NA	2	7	NA	75	75	NA	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	50	2080	70081	98	100	100	528	590	571	12	1	2	12	3	7	70	76	79	6	20	12
Limited English Proficient Students	19	189	9571	95	99	96	445	501	502	26	10	10	32	30	29	42	60	60	NA	NA	1
Migrant Students	NC	10	654	NC	100	97	NC	NA	534	NC	NA	7	NC	NA	16	NC	NA	74	NC	NA	3
Economically Disadvantaged	46	644	37534	98	98	98	527	552	547	9	4	4	20	13	15	67	77	76	4	7	5
Non-Economically Disadvantaged	13	1782	42466	100	100	100	518	593	578	15	1	2	8	3	7	69	74	75	8	22	16

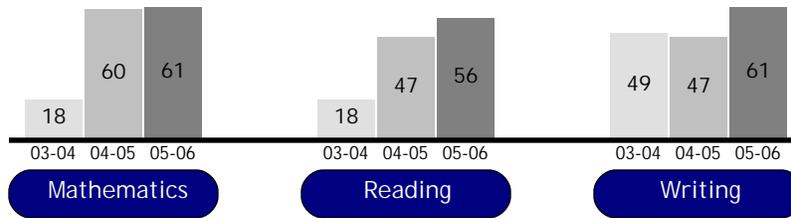
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	39	NA	58	99	40	53	47	98	32	56	46
	Language	100	28	58	50	99	39	52	47	98	35	59	48
	Mathematics	100	47	71	64	99	42	58	50	98	39	65	52
3	Reading	100	37	NA	55	94	39	54	44	97	37	58	46
	Language	100	48	66	61	94	39	52	44	97	34	56	46
	Mathematics	100	64	66	61	95	54	61	51	97	48	63	52
4	Reading	96	35	NA	56	100	39	56	48	100	43	61	52
	Language	99	33	59	52	100	39	56	49	100	43	63	52
	Mathematics	99	42	68	61	100	49	62	53	100	54	72	58
5	Reading	87	27	NA	55	100	41	57	50	100	43	65	56
	Language	92	30	56	49	100	38	58	50	100	39	63	54
	Mathematics	93	39	69	63	100	42	58	49	100	44	65	52
6	Reading	100	32	NA	56	95	38	60	51	98	35	67	56
	Language	100	25	57	48	95	38	55	47	98	32	59	50
	Mathematics	100	43	74	66	95	43	63	52	98	41	72	58

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Dress Code/Uniforms
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Curriculum Support
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	6	0	0
10 or more years	4	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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	0%

Resources Available at School Site

Special Facilities

- Ü Family Wellness and Resource Center
- Ü Reading Lab
- Ü Parent Center
- Ü Computer Lab

Extracurricular Activities

- Ü Intramural Sports/Running Club
- Ü Student Council
- Ü Art Masterpiece
- Ü Literacy & Math Tutoring
- Ü Battle of the Books
- Ü Band, Orchestra, Choir
- Ü Cheerleading
- Ü Robotics Club

Social Services

- Ü Valley Big Brothers-Sisters/Intel Corp.
- Ü Valley of the Sun United Way
- Ü Amer. Assoc. U. Women Volunteers
- Ü Rio Salado GED and ESL Adult Ed Classes
- Ü Parent Center
- Ü Junior Achievement
- Ü Food & Clothing Bank
- Ü Wellness Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü During the 2005-2006 school year DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmark testing was implemented. All K-3 students were tested three times and intervention groups were created based on test data.

- ü San Marcos was recognized as a National Demonstration School in the area of literacy by Conect.

- ü In 2005-2006 San Marcos implemented an extended academic day for students in grades 4,5 & 6. Tutoring programs at all grade levels were available for students K-3.

- ü San Marcos exceeded its goal of 95% average daily attendance during the 2005-2006 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	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

We have a safety, truant and DARE officer on call at all times and a full-time counselor and health assistant. We hold two safety drills annually and monthly fire drills. A school emergency plan is in place. ID badges are worn by everyone on campus. In addition, all staff wears orange vests when performing outside duty. The 'Olweus Anti-Bullying Program' and the 'Character Counts Program' are currently in place. The 'Responsibility Room' is open daily for students who need redirection.

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	Christine Sargent	(480) 883-4200
Transportation Policy	Christine Sargent	(480) 883-4200
Community Resources	Susan Horan	(480) 883-4246
School Nutrition Programs	Laurie Frame	(480) 883-4204
Parent Organization	I. Ochoa/G. Jacquez/N. Miranda	(480) 883-4200
Student Health/Nurse	Gay Hulke	(480) 883-4202

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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** 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.