

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Sanborn Elementary School

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

Chandler Unified District  
700 N. Superstition Blvd., Chandler, AZ 85225-5328

**Principal:** Mrs. Diane Wells  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.chandler.k12.az.us/sanborn-elementary/](http://www.chandler.k12.az.us/sanborn-elementary/)  
**E-mail:** [wellsd@chandler.k12.az.us](mailto:wellsd@chandler.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 883  
**Phone:** (480) 812-7300  
**Fax:** (480) 812-7320

## ∨ School Overview ∨

### Mission

We believe that each child is unique, loveable and capable of success. Therefore, our mission is to create a community of learners where each child develops a sense of self-worth, respects others and his world, acquires skills essential for successful living and is motivated to celebrate learning as a lifelong endeavor. The staff has identified 16 guidelines to which we are committed and the students have committed to four guidelines. This partnership makes our efforts successful.

### Organization and Philosophy

- w Single Track, Modified Year-round
- w K-5 Self-contained Classrooms
- w 6th Grade Middle School Concept

### School/Academic Goals

- w Students will demonstrate increased understanding from their reading of a variety of written materials.
- w Students will produce written products that are clear, technically correct and on topic.
- w Students will increase their ability to apply critical thinking and problem-solving skills in mathematics.
- w Students will use technological tools to enhance and demonstrate learning.

### Instructional Programs

- w Computer Education K-6
- w General Music K-6
- w Strings/Band/Choir 5-6
- w Physical Education K-6
- w Gifted Education K-6
- w Special Education K-6
- w EL Designated Classrooms K-6
- w Counseling K-6

### Enrollment

October 1, 2001 School Year Student Enrollment:	889
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	82

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Annual Goals
- w Curriculum Development
- w School Safety Issues
- w Textbook Selection
- w Extracurricular Activities
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	41.50
Other Professional Staff	2.50	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	4	1	0
10 or more years	4	24	0	0

∨ **Shared Responsibilities** ∨

**School**

Sanborn prides itself in our strong partnership between home and school which is evaluated by parents each year. The result is consistently positive. Parents feel welcome and respected at Sanborn. These, along with a safe environment, quality instruction, high academic and behavioral expectations, and effective communication are our priorities. Parent and community volunteers, an active PTO, Site Council and Dads' Club support us and contribute to our success.

**Parents**

We believe that parents are the child's most important teachers and hold the key to school success. Making sure children feel secure in their parents' love and that their children learn to take responsibility for their actions are the most effective tools parents can give them. Ensuring regular, on-time school attendance, providing a quiet study place, monitoring homework and attending conferences are other ways parents can assist. We value their help and together we will succeed.

∨ **Transportation Policy** ∨

Sanborn's attendance area covers one and one-half square miles. Approximately 128 of our 883 students are transported by the district. Students living beyond one mile are bused. Gifted students attending Sanborn from other schools in the district are also transported.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 7/31/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 6/4/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

10/23/02              1/7/03              3/26/03              6/4/03

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### Additional Calendar/Report Card Information

In addition to formal grade cards each nine weeks, mid-quarter progress reports, Friday Flashes, Portfolio Assessments, conferences, newsletters and Pride Assemblies are used to keep parents informed.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Labs with Internet Access                      W Multimedia/Local-Area Network  
W Indoor/Outdoor Performance Centers                      W Gymnasium/Two Large Ramadas

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#### Extracurricular Activities

W Student Council    W Big Friend Tutors and Service Club  
W Yearbook    W Battle of the Books  
W Running Club    W Chess Club  
W Sports Clubs     W Safety Squad

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#### School/Community Resources

W Health Services    W Breakfast/Lunch Programs  
W Bus Transportation    W Counseling Services  
W Afterschool Tutoring    W Before and After School Child Care  
W Intersession Classes

## ∨ 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 Spring 2002 Stanford 9 schoolwide percentile rank in reading was 71%.</p> | <p>W Spring 2002 Stanford 9 schoolwide percentile rank in language was 71%</p>                                |
| <p>W Spring 2002 Stanford 9 schoolwide percentile rank in math was 77%.</p>    | <p>W All students are being instructed in age-appropriate use of, and application of computer technology.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
National Blue Ribbon School of Distinction Award	2002
6th Grade - Top 2 Teams in State for Web Page Design	2002
Clean Schools Award - 1997-2002	2002
6th Grade Math Team-1st in Chandler, 2nd Regional	2002

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>113</b>	<b>534</b>	<b>4%</b>	<b>7%</b>	<b>57%</b>	<b>33%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>113</b>	<b>558</b>	<b>1%</b>	<b>11%</b>	<b>64%</b>	<b>25%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>112</b>	<b>536</b>	<b>1%</b>	<b>27%</b>	<b>38%</b>	<b>34%</b>
	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

<b>Reading</b>	<b>School</b>	<b>99</b>	<b>515</b>	<b>5%</b>	<b>20%</b>	<b>54%</b>	<b>21%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>99</b>	<b>536</b>	<b>6%</b>	<b>13%</b>	<b>58%</b>	<b>23%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>101</b>	<b>519</b>	<b>4%</b>	<b>24%</b>	<b>13%</b>	<b>59%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	82	82	60	--	--	--
2	Reading	--	--	--	100	64	50	92	67	52	88	71	53	89	78	57
	Language	--	--	--	100	60	40	92	62	43	89	63	44	89	75	48
	Mathematics	--	--	--	100	73	51	92	70	55	88	74	57	88	82	61
3	Reading	100	69	47	100	71	47	95	65	48	79	68	50	94	66	50
	Language	100	73	49	100	66	51	96	70	54	77	71	56	95	74	57
	Mathematics	100	82	46	100	78	49	96	72	52	79	72	54	95	76	56
4	Reading	100	66	53	100	76	54	94	83	54	84	70	55	90	72	55
	Language	100	56	47	100	69	49	94	77	48	84	68	50	90	64	50
	Mathematics	100	68	51	100	80	54	94	85	55	84	74	57	92	73	58
5	Reading	100	68	51	100	65	51	97	69	51	90	75	51	83	65	53
	Language	100	59	42	100	58	44	96	65	45	90	71	45	85	61	47
	Mathematics	100	74	51	100	74	54	97	73	55	91	85	57	85	71	59
6	Reading	100	61	53	100	70	54	92	63	53	86	73	54	87	76	56
	Language	100	53	41	100	65	44	92	60	44	85	69	45	87	74	47
	Mathematics	100	71	57	100	82	59	92	78	60	86	80	63	87	87	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>72</b>	<b>83</b>
<b>Grades 3-4</b>	<b>87</b>	<b>76</b>
<b>Grades 4-5</b>	<b>58</b>	<b>63</b>
<b>Grades 5-6</b>	<b>76</b>	<b>85</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

Sanborn has a comprehensive Safety and Crisis Prevention Manual including specific procedures which are practiced regularly. We also have a comprehensive character education curriculum in place in grades K-6.

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).

1

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,545	\$2,214,521
Classroom Supplies	\$30	\$25,741
Administration	\$369	\$321,439
Support Services-Students	\$212	\$184,226
Other Support Services and Operations	\$523	\$455,133
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,679</b>	<b>\$3,201,060</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Diane Wells	(480) 812-7300	
<b>Transportation Policy</b>	Sterling Skousen	(480) 812-7275	
<b>Community Resources</b>	Amy Spletter	(480) 812-7300	
<b>School Nutrition Programs</b>	Cathy Brown	(480) 812-7240	
<b>Parent Organization</b>	Sanborn PTO	(480) 812-7300	
<b>Student Health/Nurse</b>	Arlene Martinez	(480) 812-7302	

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.

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