

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

700 N Superstition Blvd, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Performing
2002-03	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mrs. Diane Wells  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 2005 Enrollment : 853  
 Web Address : ww2.chandler.k12.az.us/sanborn-elementary/  
 Phone Number : (480) 812-7300  
 Fax Number : (480) 812-7320  
 E-mail : wells.diane@chandler.k12.az.us

### Mission

Each child is unique, loveable and capable of success. Our mission is to create a community of learners where each child develops a sense of self-worth, respects others, acquires essential life skills and celebrates learning as a lifelong endeavor.

### School / Academic Goals

- ü Staff will pursue avenues to enhance opportunities for all children, and students will demonstrate progress in academic areas as measured by national, state and district assessments.
- ü A minimum of 20% of the students who have been in the English Learner Program four years or more will be exited from the program on an annual basis.

### Enrollment

October 1, 2004 School Year Student Enrollment : 815  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 74

Instructional Programs

- Computer Education K-6
- General Music K-6
- Strings/Band/Choir 5-6
- Physical Education K-6
- Library Skills K-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Sanborn prides itself in a strong partnership between home and school. Parents feel welcome and respected at Sanborn. A safe environment, quality instruction, high academic and behavioral expectations, and effective communication are also priorities.

Parents

We believe that parents are the child's most important teachers and hold the key to school success. Ensuring regular, on-time attendance, providing a quiet study place, monitoring homework and attending conferences are other ways parents can assist.

Transportation Policy

Sanborn's attendance area covers one and one-half square miles. Approximately 202 of our 853 students are transported by the district. This includes 103 students who live beyond one mile, 62 students who live in an apartment complex near a busy intersection, and 37 students assigned to Sanborn's gifted program who live outside of our boundaries.

School Honors

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

Award/Honor	Year
• National Blue Ribbon School of Distinction Award	2002
• Winner of District Battle of the Books Competition	2003
• Clean Schools Award - 1997-2005	2005
• Sanborn represented at Hershey, PA national track meet	2005

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	131	2417	79306	99	100	99	487	465	445	2	5	10	7	11	18	45	49	51	47	36	20
All Students (Prior Year)	126	2220	75509	100	100	100	548	531	521	3	8	13	10	19	23	39	37	33	48	36	31
Female	56	1140	38691	98	99	99	489	468	446	2	5	10	2	10	18	49	49	52	47	36	20
Male	75	1276	40583	100	100	99	485	463	445	1	5	11	10	11	18	42	49	50	46	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	30	750	32869	100	100	99	471	438	429	8	12	15	13	20	25	50	51	51	29	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	406	419	NC	0	19	NC	60	30	NC	30	45	NC	10	6
White	89	1398	36197	99	100	99	493	481	463	0	2	5	2	5	11	44	48	53	53	46	31
Students with Disabilities	14	297	10321	100	100	100	443	385	389	14	18	30	29	22	27	36	45	34	21	16	9
Students without Disabilities	117	2123	69060	99	99	98	493	477	454	0	3	7	4	9	17	46	49	54	50	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	22	679	39415	92	90	96	456	439	431	5	13	15	21	21	25	53	54	50	21	13	10
Non-Economically Disadvantaged	109	1741	39966	100	100	100	493	476	459	1	2	6	4	7	12	44	47	52	51	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2417	79395	99	0	99	487	462	446	0	4	9	11	15	25	63	64	55	26	17	11
All Students (Prior Year)	126	2224	75492	100	100	100	538	526	519	3	8	12	5	14	16	52	50	47	40	29	24
Female	56	1141	38743	98	0	100	497	471	451	0	3	7	6	13	24	65	63	57	29	21	12
Male	75	1275	40618	100	0	99	479	454	440	0	6	11	14	17	27	62	64	53	23	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	30	749	32915	100	0	99	466	434	426	0	12	15	25	30	35	63	51	47	13	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	408	420	NC	0	15	NC	50	42	NC	45	41	NC	5	2
White	89	1399	36221	99	0	99	494	478	465	0	1	4	3	8	15	66	70	63	30	22	17
Students with Disabilities	14	298	10331	100	0	100	445	387	388	0	11	25	43	31	37	50	51	34	7	7	4
Students without Disabilities	117	2122	69139	99	0	99	492	473	454	0	3	7	7	13	24	65	65	58	28	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	22	677	39484	92	0	96	454	436	429	0	12	14	42	32	35	53	52	47	5	4	4
Non-Economically Disadvantaged	109	1743	39986	100	0	100	493	473	461	0	1	4	5	9	16	65	68	63	30	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	130	2410	78869	98	100	99	473	458	442	3	3	6	10	13	21	73	69	63	15	14	10
All Students (Prior Year)	126	2206	75053	100	99	99	628	618	597	4	4	7	8	8	12	75	77	72	13	11	9
Female	55	1139	38536	96	99	99	494	475	458	0	2	4	4	9	15	73	68	67	24	21	14
Male	75	1270	40302	100	100	99	457	443	428	4	4	8	14	18	26	72	70	60	9	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	29	747	32606	97	99	98	461	433	426	4	8	8	21	22	27	71	63	60	4	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	403	423	NC	5	9	NC	35	26	NC	60	61	NC	0	4
White	89	1396	36078	99	100	99	478	472	459	2	2	4	5	8	16	74	72	66	19	18	14
Students with Disabilities	14	298	10246	100	100	100	415	364	367	7	11	18	43	35	39	50	50	40	0	4	4
Students without Disabilities	116	2115	68697	98	99	98	480	472	454	2	2	4	6	10	18	75	72	67	17	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	22	676	39106	92	90	95	430	433	427	11	8	8	26	25	28	63	62	59	0	5	5
Non-Economically Disadvantaged	108	1737	39837	100	100	100	481	469	457	1	2	4	7	9	14	74	71	67	18	18	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2303	78906	100	100	99	541	519	498	6	7	13	11	13	19	32	49	48	51	32	20
All Students (Prior Year)	118	2175	76019	100	99	100	533	510	499	4	9	14	27	33	39	19	16	14	50	42	33
Female	51	1138	38644	100	100	99	537	521	500	2	5	12	17	14	19	31	50	49	50	32	19
Male	66	1160	40236	100	99	99	545	518	497	10	9	15	6	12	19	32	47	46	52	32	20
African American	11	144	4087	100	100	99	508	501	481	9	13	20	9	16	24	73	50	45	9	21	11
Hispanic	33	695	31938	100	99	99	526	491	481	18	13	19	11	23	25	25	48	46	46	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	NC	25	4593	NC	100	100	NC	510	467	NC	12	26	NC	29	29	NC	24	39	NC	35	6
White	67	1303	36483	100	100	99	553	532	517	2	3	7	12	8	13	26	51	51	61	38	30
Students with Disabilities	17	335	10664	100	100	100	496	458	430	24	23	42	29	32	27	18	37	26	29	9	5
Students without Disabilities	100	1973	68310	99	99	98	550	530	509	3	4	9	7	10	18	34	51	51	55	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	641	38679	88	92	96	513	494	483	19	14	20	5	23	25	38	48	45	38	14	10
Non-Economically Disadvantaged	95	1667	40295	100	100	100	548	530	513	3	4	7	12	9	13	30	48	50	54	39	30

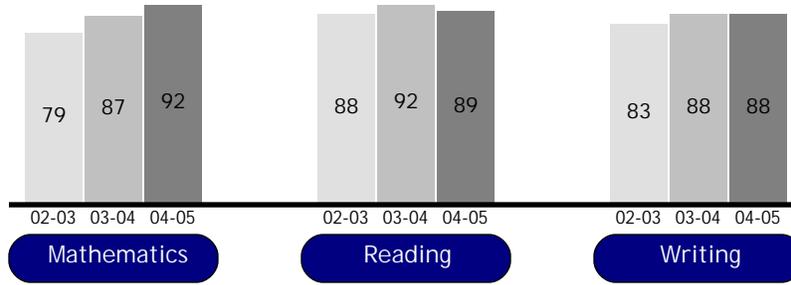
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2303	78908	100	0	99	512	498	484	5	6	10	15	17	23	62	65	58	18	13	9
All Students (Prior Year)	118	2174	76020	100	99	100	514	506	503	9	22	25	25	20	23	49	43	40	17	14	12
Female	51	1138	38648	100	0	99	518	503	489	2	4	8	15	15	22	65	67	61	19	15	10
Male	66	1160	40233	100	0	99	507	493	479	6	7	12	16	19	25	60	63	55	17	10	8
African American	11	144	4092	100	0	99	480	482	473	9	6	12	36	28	28	55	61	54	0	5	5
Hispanic	33	695	31940	100	0	99	492	470	465	11	13	16	14	29	32	75	54	49	0	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	NC	25	4569	NC	0	100	NC	491	457	NC	18	18	NC	24	39	NC	41	41	NC	18	2
White	67	1303	36502	100	0	99	525	511	502	2	2	4	14	10	14	56	70	67	29	17	15
Students with Disabilities	17	335	10665	100	0	100	485	450	423	18	16	30	35	36	36	18	42	31	29	6	2
Students without Disabilities	100	1973	68312	99	0	98	517	506	493	2	4	7	12	14	21	70	69	62	16	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	641	38662	88	0	96	489	471	468	10	14	16	19	31	32	67	52	49	5	3	3
Non-Economically Disadvantaged	95	1667	40315	100	0	100	517	509	498	3	2	5	14	11	15	61	70	66	21	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	117	2299	78750	100	100	99	526	518	500	4	4	6	12	20	29	83	74	63	2	3	2
All Students (Prior Year)	118	2165	75673	100	99	100	561	544	530	7	7	12	14	23	25	74	65	58	6	4	4
Female	51	1134	38586	100	99	99	545	530	515	0	2	4	6	14	22	92	81	71	2	3	3
Male	66	1160	40135	100	99	99	512	506	486	6	5	8	16	25	35	76	68	56	2	2	1
African American	11	143	4081	100	100	99	501	502	488	9	8	8	0	18	32	91	74	59	0	0	2
Hispanic	33	693	31841	100	99	99	513	491	483	7	7	8	21	31	36	68	61	55	4	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	NC	25	4586	NC	100	100	NC	516	481	NC	6	8	NC	18	37	NC	71	54	NC	6	1
White	67	1302	36440	100	100	99	536	530	516	2	1	3	9	15	22	88	80	71	2	3	4
Students with Disabilities	17	334	10622	100	100	100	448	444	415	24	14	21	35	44	50	41	40	28	0	2	1
Students without Disabilities	100	1971	68196	99	99	98	541	531	513	0	2	3	7	16	25	90	80	69	2	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	640	38558	88	92	96	491	491	485	14	9	8	24	33	37	57	58	54	5	1	1
Non-Economically Disadvantaged	95	1665	40260	100	100	100	535	529	514	1	1	3	9	14	21	89	81	72	1	3	4

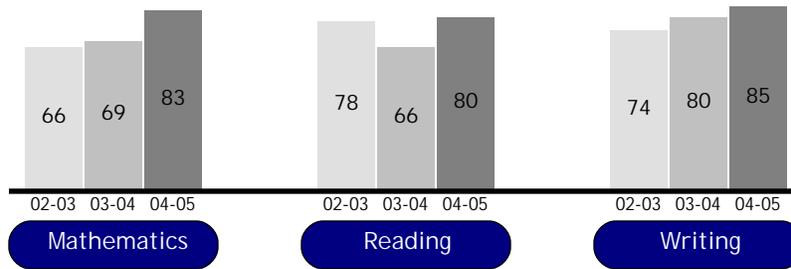
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	71	57	50	99	76	NA	58	100	63	53	47
	Language	99	70	53	43	100	71	58	50	100	60	52	47
	Mathematics	98	81	63	57	100	83	71	64	100	65	58	50
3	Reading	99	70	56	47	100	75	NA	55	99	64	54	44
	Language	99	71	63	54	100	79	66	61	99	58	52	44
	Mathematics	99	80	61	54	100	80	66	61	99	70	61	51
4	Reading	98	69	60	52	100	74	NA	56	99	66	56	48
	Language	100	63	54	48	100	67	59	52	99	63	56	49
	Mathematics	99	71	61	57	100	72	68	61	99	68	62	53
5	Reading	99	69	58	50	98	73	NA	55	100	62	57	50
	Language	100	65	54	46	98	68	56	49	100	64	58	50
	Mathematics	100	79	65	57	98	81	69	63	100	65	58	49
6	Reading	100	77	59	53	97	67	NA	56	99	67	60	51
	Language	100	70	52	45	98	62	57	48	99	63	55	47
	Mathematics	100	83	68	62	97	78	74	66	99	73	63	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Proposition 301 Budget
- Ü Solicitation of Tax Credit Donations
- Ü School Safety Issues
- Ü Art Masterpiece
- Ü Curricular and Instructional Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	1.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Internet Access
- Ü Library/Media Center
- Ü Multi-Purpose Room with Stage
- Ü Outdoor Amphitheater

Extracurricular Activities

- Ü Student Council
- Ü Video News Club
- Ü Library Club
- Ü Running Club
- Ü Safety Squad
- Ü Flag Team
- Ü Chess Club
- Ü Science Club

Social Services

- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Bus Transportation
- Ü Counseling Services
- Ü Parenting Classes
- Ü YMCA Lunchtime Intramural Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü At the 2005 6th Grade Regional Math Challenge, Sanborn won a total of 10 individual and team awards in events including mental math, probability, algebra, data analysis, geometry, problem solving, and terminology. They earned the 4th place trophy.
- ü Sanborn has a highly successful athletic program that boasts many awards and honors. Our Running Club was the winner of the Gilbert Days Trophy and we were the Chandler City-Wide Track champs for the 12th straight year.
- ü At the 2005 CARSEF, held at ASU, Sanborn students placed 1st and 2nd in Biology, 2nd and 3rd in Earth and Space, 1st in Engineering and Invention, and 2nd in Environmental Science. Two 1st place awards were also won in special categories.
- ü Sanborn has participated in numerous charitable events. Since 1996, our school has raised over \$106,000 for the American Heart Association through the Jump Rope for Heart event and since 2003 has raised \$1500 for Canine Companions for Independence.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sanborn has a comprehensive safety and crisis prevention manual with specific procedures that we practice regularly. We also received a grant in 2003 to implement the Second Step program school-wide. This program is a research based, comprehensive violence prevention program that addresses empathy training, problem solving, self-control, and anger management. It also has components that address bullying and intimidation.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Diane Wells	(480) 812-7300
Transportation Policy	Sterling Skousen	(480) 812-7275
Community Resources	Amy Spletter	(480) 812-7300
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Sanborn PTO	(480) 812-7300
Student Health/Nurse	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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

\*\* 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.