

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile¹:

Alternative School

Pre-K - 2

New School

San Tan Elementary School

Higley Unified District
3443 E. Calistoga Drive, Gilbert, AZ 85297

Principal: Mr. David B. LaRose

Schedule: 7:30 AM to 3:30 PM

Web Address: likes@HUSD.org

E-mail: dlarose@santan.husd.org

Grades: Pre-K-8

2002 Enrollment: 850

Phone: (480) 279-7200

Fax: (480) 279-7205

∨ School Overview ∨

Mission

We are Bigger and Better in our second year! As a new campus in a rapidly growing community, we have embraced the fact that our school is truly the heartbeat of our community. San Tan K-8 has been recognized on both a State and National level for being a School of Character. We were the first school in the Nation to open its doors as a Character Counts school! We firmly believe that a positive, caring, and supportive school climate empowers students to perform to the best of their ability.

Organization and Philosophy

- w Site-based Shared Decision Making
- w K-8 Campus
- w Character Counts Member
- w Community School

Instructional Programs

- w Aligned Standards-based Curriculum
- w Exploratory Programs for All Grades
- w Gifted and Talented Program
- w Math Tutoring/After School Homework Help
- w Special Education: Resource/Speech
- w Advanced Mathematics (7/8)
- w Accelerated Reader Program
- w Middle School Concept for 7/8

School/Academic Goals

- w Student Achievement: 2001-02: our baseline year. Goal is addressed schoolwide (assessment/instruction in-services, Assessment Committee, etc.), by Grade Level (i.e. practice testing); and by individual teachers (addressing student needs/abilities).
- w Communication: We have established a comprehensive plan for communicating with students and parents. This includes bi-monthly newsletters, grade level newsletters, improved Progress Reports, and the Internet to share info re: Student Performance!
- w Character: We have a schoolwide plan for promoting, recognizing, and rewarding students who represent the Six Pillars of Character. Staff members focus on Catching Students Being GOOD and our 6/7/8 grades serve as character ambassadors!

Enrollment

October 1, 2001 School Year Student Enrollment:	503
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	36

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

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

Council Duties

- w Organization and Philosophies
- w Budgetary Review
- w School Improvement
- w Community/Public Relations
- w Partnership Development
- w Facilitate Shared Decision Making

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	1
4 to 6 years	11	2	0	1
7 to 9 years	1	2	0	0
10 or more years	2	6	1	0

∨ **Shared Responsibilities** ∨

School

We believe that it is our responsibility to provide a strong, challenging instructional program within a positive, caring environment. We are committed to working collaboratively with parents (and students) to establish appropriate academic and behavioral expectations for all students. Our Faculty and Staff are dedicated to customer service with a genuine open door policy for San Tan families.

Parents

San Tan parents are encouraged to be actively involved in the educational process. For some, this may include a leadership role with our successful Scorpion Boosters, while for others the role may be more focused on their individual child. The key to a successful partnership is timely communication, where parents share goals, concerns, and requests. We believe that: Together We Can, at San Tan!

∨ **Transportation Policy** ∨

The HUSD provides transportation for students living farther than a mile from San Tan. Special Services students who qualify are provided door-to-door transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 50 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/22/03
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Additional Calendar/Report Card Information

In addition to our Report Card system, every grade level will provide at least one Progress Report during each Marking Period. Regularly scheduled Parent-Teacher conferences occur during the second and third marking periods, however every parent may request a conference at any time.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ 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.

Special Facilities

W Science Lab	W Computer Lab w/2 Mini Computer Labs
W Media Center with Multiple Computers	W Large Multipurpose Room

Extracurricular Activities

W NJHS	W Student Council
W Yearbook	W Student School Newspaper
W Math Olympiad	W Multiple Season Sports
W After-School Academy (Various Classes)	W Tutoring

School/Community Resources

W Young Olympians: Cheer and Karate	W Boys and Girls Club
W ASU East Partnership	W Little League
W Free and Reduced Lunch Programs	W Community Schools @ San Tan
W Head Start @ San Tan	

∨ 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 HUSD Customer Service goal: San Tan had the highest return rate on all parent surveys (nearly 75%). Parents evaluated all teachers, school admin., and completed an overall school survey. San Tan received the highest rating possible - Commendable.</p> | <p>W Character Counts: Received national recognition as the first school to open its doors as a CC School (as noted on the CC web site and in their national newsletter). The Arizona Comm. on Character Ed. visited and considers San Tan a model school.</p> |
| <p>W Several teachers were recognized for their outstanding work with kids: 2 were nominated for the Disney Teacher of the Year Award; 1 received the KNIZ Teacher of the Month and several were nominated for Gilbert Chamber of Commerce Teacher of the Year.</p> | <p>W While facing a significant budget deficit, San Tan teachers formed a partnership committee. Several significant grants were received totalling over \$60,000.00! Many teachers received \$500 grants and our PTO donated over \$20,000 to San Tan classrooms!</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	9.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	9.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
KNIX Teacher of the Month	2001
Nominees for Disney Teacher of the Year (2)	2001
Multiple Wells Fargo Grants Received	2001
Several Nominees for Gilbert Chamber: Teacher of Year	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	50	538	2%	6%	52%	40%
	School State	58840	524	9%	17%	45%	29%
Writing	School	44	556	7%	0%	77%	16%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	518	0%	50%	25%	25%
	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	54	505	17%	24%	44%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	53	513	15%	21%	51%	13%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	54	478	17%	54%	9%	20%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	44	508	25%	16%	39%	20%
	State	57484	504	24%	20%	40%	16%
Writing	School	45	492	11%	47%	40%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	46	460	35%	46%	13%	7%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	100	50	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	100	46	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	100	53	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	100	65	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	100	67	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	100	54	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	100	62	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	100	55	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	100	61	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	100	52	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	100	44	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	100	53	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	100	62	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	100	51	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	100	71	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	100	69	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	100	73	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	100	70	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	100	63	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	100	62	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	100	68	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	70	58
Grades 3-4	80	62
Grades 4-5	64	52
Grades 5-6	81	83
Grades 6-7	85	89
Grades 7-8	61	72

*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

As a School of Character, San Tan promotes, recognizes, and rewards students (and teachers) who model the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. In addition, every child takes the San Tan Pledge: Respect . . . Your Right, Your Responsibility. San Tan has a Peer Mediation program, Big Brother/Big Sisters, and a Mentor Program. In terms of our enthusiastic climate, San Tan had the HIGHEST staff morale in the district in 2001-02!

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).

2

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	David B. LaRose	(480) 279-7200	7210
Transportation Policy	Josh Crosby	(480) 279-7026	
Community Resources	Cathjerine Hitchings	(480) 270-7014	
School Nutrition Programs	NDS		
Parent Organization	Kathy Tassielli	(480) 279-7200	
Student Health/Nurse	Mary Cae Armistead	(480) 279-7215	

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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