



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3443 E. Calistoga, Gilbert, AZ 85297

Higley 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)

2003-04 Performing  
2002-03 New School  
2001-02 N/A

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

School Overview

Principal/Administrator : Mr. Joseph Walters  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-8  
2004 Enrollment : 1271  
Web Address :  
Phone Number : (480) 279-7000  
Fax Number : (480) 279-7205  
E-mail : jwalters@santan.husd.org

Mission

We desire to provide quality educational opportunities to all members of our community. In doing this, we understand the vital role our parents and community plays in meeting our high goals. We will continue to move in an aggressive direction of school improvement. In the 2004-2005 school year, San Tan will take an aggressive approach in raising math achievement levels.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

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

School / Academic Goals

- ü We will institute needs-based programs that will positively impact the individual performance of all students. These programs will be evaluated for effectiveness through appropriate data.
- ü Student performance will be improved by increased communication about expectations, standards/curriculum, and achievement by and through all stakeholders.

Enrollment

October 1, 2003 School Year Student Enrollment : 1185  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 118

Instructional Programs

- ü K-8 Six Trait Writing
- ü Accelerated Reader Program
- ü Math Supplemental Curriculum
- ü Accelerated Course for 6-8Grades
- ü Guided Reading for grades K-2
- ü Literature Circles in grades 3-5

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Communication to all stakeholders is a foundation for our school. We strive to inform our staff and community to ensure the home-school partnership is committed to quality education.

Parents

Shared decision making is vital to our educational program. Many opportunities are provided, both formally and informally, from volunteering, site council, PTO, and the many enrichment activities that go on year round.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü KNIX Teacher of the Month	2003
ü Nominees for Disney Teacher of the Year (2)	2001
ü Multiple Wells Fargo Grants Received	2004
ü Several Nominees for Gilbert Chamber: Teacher of Year	2003

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	138	424	75509	100	100	100	514	520	521	9	8	13	32	28	23	38	36	33	21	27	31
All Students (Prior Year)	100	295	75372	98	100	100	508	515	523	8	7	9	40	32	25	35	42	36	16	20	30
Female	71	220	37013	100	100	100	508	518	522	9	6	12	38	31	24	38	39	33	15	23	31
Male	67	204	38430	97	98	99	521	521	521	9	10	14	25	25	22	38	33	33	28	31	31
African American	NC	18	3660	NC	100	99	NC	515	496	NC	11	24	NC	28	31	NC	33	28	NC	28	18
Hispanic	29	64	30486	100	100	99	487	500	505	17	13	18	43	39	29	39	39	32	0	9	21
Asian/Pacific Islander	NC	14	1780	NC	88	98	NC	528	549	NC	17	5	NC	0	13	NC	42	33	NC	42	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	96	320	35192	100	100	99	520	523	534	6	7	8	30	28	19	40	36	35	24	30	39
Students with Disabilities	13	44	9708	87	100	100	475	481	489	31	33	32	46	30	27	15	30	24	8	7	17
Students without Disabilities	125	380	65801	100	99	98	518	523	525	7	6	11	30	28	23	40	37	34	23	29	33
Limited English Proficient Students	NC	14	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	58	36411				506	501	503	22	14	19	22	38	29	33	32	32	22	16	20
Non-Economically Disadvantaged	119	366	39040				515	522	534	7	7	8	33	27	19	39	37	34	21	29	39

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	137	424	75492	99	100	100	527	527	519	7	6	12	11	13	16	57	55	47	25	26	24
All Students (Prior Year)	100	295	75221	98	100	100	522	527	523	3	3	8	12	13	16	70	65	56	14	19	21
Female	70	220	37014	100	100	100	528	531	523	1	2	10	10	11	15	64	58	48	24	29	27
Male	67	204	38400	97	98	99	525	522	516	13	10	14	11	15	17	50	52	47	27	23	21
African American	NC	19	3665	NC	100	99	NC	527	505	NC	5	20	NC	16	22	NC	53	43	NC	26	14
Hispanic	28	63	30438	100	98	99	510	517	508	14	11	17	14	13	21	68	62	47	5	13	15
Asian/Pacific Islander	NC	14	1773	NC	88	98	NC	534	534	NC	17	4	NC	8	10	NC	25	50	NC	50	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	96	320	35177	100	100	99	531	528	528	4	5	8	9	13	13	58	55	49	28	27	31
Students with Disabilities	13	44	9707	87	100	100	504	500	495	15	17	33	23	33	21	62	43	33	0	7	13
Students without Disabilities	124	380	65785	100	99	98	529	529	522	6	5	10	9	11	16	57	56	49	28	28	26
Limited English Proficient Students	NC	14	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	18	57	36302				526	519	507	0	4	18	18	20	21	59	59	46	24	16	14
Non-Economically Disadvantaged	119	367	39164				527	528	528	8	6	8	10	12	13	57	55	48	25	27	31

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	137	422	75053	99	99	99	617	631	597	3	3	7	6	8	12	78	73	72	13	15	9
All Students (Prior Year)	99	292	73654	97	100	99	536	532	530	7	5	9	6	11	13	77	78	70	9	6	7
Female	70	219	36872	100	100	99	655	661	621	0	1	5	4	6	9	72	70	74	24	22	12
Male	67	203	38109	97	98	99	576	600	573	6	5	10	8	11	14	84	76	69	2	8	6
African American	NC	19	3636	NC	100	99	NC	617	568	NC	0	12	NC	16	16	NC	74	67	NC	11	6
Hispanic	28	62	30235	100	97	98	602	602	575	5	4	9	5	10	14	82	75	70	9	12	6
Asian/Pacific Islander	NC	14	1768	NC	88	98	NC	749	651	NC	0	3	NC	0	5	NC	50	72	NC	50	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	96	320	35028	100	100	99	613	635	613	3	4	6	7	7	10	76	74	73	14	15	11
Students with Disabilities	13	44	9625	87	100	100	492	525	530	15	17	21	31	23	21	46	53	55	8	7	4
Students without Disabilities	124	378	65428	100	98	98	630	640	604	2	2	6	3	7	11	81	75	73	14	16	10
Limited English Proficient Students	NC	14	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	18	56	36077				638	590	566	0	4	10	0	19	16	82	69	69	18	8	5
Non-Economically Disadvantaged	119	366	38950				613	637	618	4	3	5	7	7	9	77	74	73	12	16	12

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	106	363	76019	100	100	100	500	508	499	4	5	14	52	40	39	15	18	14	29	36	33
All Students (Prior Year)	92	294	76230	94	100	100	497	505	498	8	8	12	42	36	38	21	16	12	29	41	37
Female	59	189	37207	100	100	100	494	503	499	4	6	12	59	43	41	18	19	14	20	31	33
Male	47	173	38677	100	100	100	508	513	498	5	4	15	43	37	38	12	17	13	40	42	34
African American	NC	11	3817	NC	100	100	NC	483	475	NC	0	23	NC	70	47	NC	20	11	NC	10	18
Hispanic	27	62	29458	100	100	100	487	495	480	8	11	20	54	45	48	17	14	12	21	30	20
Asian/Pacific Islander	NC	14	1673	NC	100	99	NC	506	531	NC	0	4	NC	38	29	NC	31	14	NC	31	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	64	268	35880	100	100	100	507	513	515	3	4	7	48	39	32	15	18	16	33	40	45
Students with Disabilities	NC	39	9786	NC	100	100	NC	485	457	NC	17	39	NC	42	40	NC	21	7	NC	21	13
Students without Disabilities	97	324	66233	100	100	99	500	509	503	4	4	11	53	40	39	14	18	14	29	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	17	42	35714				512	499	480	7	17	20	27	25	47	33	25	12	33	33	20
Non-Economically Disadvantaged	89	321	40266				498	509	513	4	4	9	57	42	33	12	17	15	28	37	43

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	106	364	76020	100	100	100	507	509	503	16	15	25	19	21	23	52	51	40	12	12	12
All Students (Prior Year)	93	294	76202	95	100	100	510	510	505	14	11	19	20	21	24	53	52	46	13	16	11
Female	59	190	37213	100	100	100	508	507	504	16	17	22	16	18	23	55	55	42	13	10	13
Male	47	173	38666	100	100	100	507	510	501	17	12	29	24	25	22	48	47	38	12	16	12
African American	NC	11	3819	NC	100	100	NC	499	494	NC	30	37	NC	30	26	NC	40	31	NC	0	6
Hispanic	27	62	29442	100	100	99	499	500	494	17	21	37	33	23	26	42	50	31	8	5	6
Asian/Pacific Islander	NC	14	1672	NC	100	99	NC	504	513	NC	0	12	NC	46	19	NC	46	49	NC	8	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	64	269	35890	100	100	100	512	512	511	15	13	15	12	19	20	58	52	48	15	15	18
Students with Disabilities	NC	39	9784	NC	100	100	NC	495	485	NC	25	58	NC	33	19	NC	38	19	NC	4	4
Students without Disabilities	97	325	66236	100	100	99	507	510	504	16	14	23	20	21	23	52	52	42	12	13	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	17	43	35703				515	502	494	13	30	37	33	24	26	40	35	31	13	11	6
Non-Economically Disadvantaged	89	321	40274				506	510	509	17	13	17	17	21	20	54	53	47	12	13	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	106	360	75673	100	100	100	517	543	530	7	6	12	32	23	25	58	66	58	3	5	4
All Students (Prior Year)	95	292	74692	97	100	99	515	515	502	8	9	18	23	22	27	65	61	47	5	8	8
Female	59	189	37099	100	100	100	532	559	548	4	3	8	25	18	22	68	72	64	4	7	6
Male	47	170	38441	100	100	99	498	525	513	12	9	16	40	29	29	45	59	52	2	3	3
African American	NC	11	3791	NC	100	99	NC	538	506	NC	10	18	NC	20	29	NC	60	50	NC	10	3
Hispanic	27	61	29305	100	100	99	485	530	507	17	11	16	42	24	31	38	60	51	4	5	2
Asian/Pacific Islander	NC	14	1665	NC	100	99	NC	579	573	NC	0	6	NC	15	16	NC	85	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	64	266	35760	100	100	99	519	544	550	5	6	9	30	24	21	63	65	64	2	5	6
Students with Disabilities	NC	38	9706	NC	100	100	NC	499	462	NC	13	36	NC	35	32	NC	52	31	NC	0	1
Students without Disabilities	97	322	65967	100	100	99	517	546	536	7	6	10	32	22	25	58	67	60	3	5	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	17	42	35541				500	527	504	7	3	17	47	30	31	47	65	50	0	3	2
Non-Economically Disadvantaged	89	318	40091				520	545	550	7	7	9	29	22	21	60	66	64	4	5	6

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

8th 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	122	347	75001	100	100	99	474	470	468	33	34	37	32	37	36	23	21	16	11	8	10
All Students (Prior Year)	63	209	71167	100	100	99	466	469	463	39	33	38	41	44	41	13	18	14	7	5	7
Female	55	165	36846	100	100	99	470	467	468	39	38	36	31	35	38	22	19	16	8	8	10
Male	67	182	37974	100	100	99	478	473	467	29	31	39	34	38	34	23	22	16	14	9	11
African American	NC	12	3720	NC	100	98	NC	450	446	NC	40	53	NC	50	33	NC	10	9	NC	0	4
Hispanic	22	62	26675	100	100	98	454	447	448	50	54	52	33	35	34	17	12	10	0	0	4
Asian/Pacific Islander	NC	14	1575	NC	100	99	NC	471	504	NC	31	18	NC	46	33	NC	15	20	NC	8	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	88	253	37785	100	100	99	480	477	482	29	29	25	32	36	39	25	24	21	14	11	15
Students with Disabilities	17	37	8802	100	100	100	406	421	418	100	76	79	0	12	16	0	12	3	0	0	1
Students without Disabilities	105	310	66199	98	99	99	477	473	472	31	32	34	34	38	38	24	21	17	12	9	11
Limited English Proficient Students	NC	10	11710	NC	100	100	NC	NA	429	NC	NA	70	NC	NA	25	NC	NA	4	NC	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	18	42	29814				482	463	448	38	50	53	8	18	33	38	24	10	15	9	4
Non-Economically Disadvantaged	104	305	45170				473	471	479	33	33	28	36	39	38	21	20	20	11	8	14

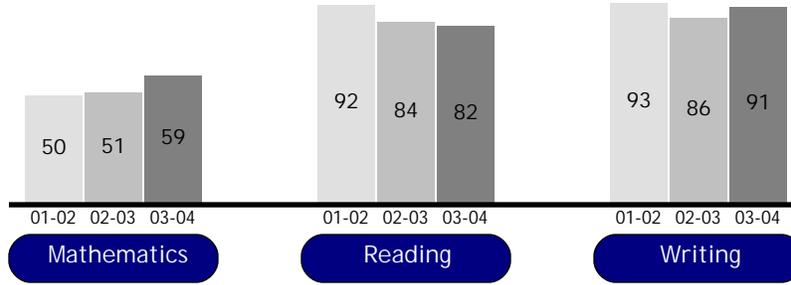
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	348	74918	100	100	99	501	502	497	32	25	32	11	19	19	44	40	35	12	15	15
All Students (Prior Year)	63	209	71100	100	100	99	517	515	502	20	14	25	21	20	21	32	44	40	27	22	15
Female	55	165	36805	100	100	99	500	503	501	31	22	28	8	18	19	54	45	37	6	14	16
Male	67	183	37936	100	100	99	501	500	493	33	28	35	14	20	18	35	36	33	18	16	14
African American	NC	12	3719	NC	100	98	NC	483	481	NC	30	43	NC	40	21	NC	30	29	NC	0	7
Hispanic	22	62	26645	100	100	98	495	491	478	39	35	46	6	17	20	50	44	27	6	4	6
Asian/Pacific Islander	NC	14	1571	NC	100	99	NC	494	521	NC	25	18	NC	25	15	NC	42	38	NC	8	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	88	254	37773	100	100	99	503	505	511	31	23	20	12	19	18	42	39	41	16	19	21
Students with Disabilities	17	37	8801	100	100	100	474	475	448	50	59	75	50	18	13	0	12	10	0	12	2
Students without Disabilities	105	311	66117	98	100	99	502	503	501	32	23	28	10	20	19	46	42	37	13	15	16
Limited English Proficient Students	NC	10	11706	NC	100	100	NC	NA	454	NC	NA	71	NC	NA	16	NC	NA	12	NC	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	18	42	29785				506	491	477	31	38	47	0	9	20	69	47	26	0	6	6
Non-Economically Disadvantaged	104	306	45115				500	503	508	33	24	23	13	21	18	40	39	39	14	16	20

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	122	347	74503	100	100	99	523	512	491	2	6	9	21	26	32	68	59	51	8	8	8
All Students (Prior Year)	60	204	69001	100	100	96	493	500	490	11	7	17	41	36	37	48	57	45	0	0	1
Female	55	165	36686	100	100	99	523	519	506	2	3	5	18	22	29	73	66	57	6	8	9
Male	67	182	37644	100	100	98	523	505	476	2	9	13	24	29	36	64	53	45	10	8	6
African American	NC	12	3677	NC	100	97	NC	550	475	NC	0	12	NC	10	36	NC	70	46	NC	20	5
Hispanic	22	62	26500	100	100	97	554	509	467	0	9	13	11	19	39	83	66	44	6	6	4
Asian/Pacific Islander	NC	14	1566	NC	100	99	NC	519	537	NC	8	5	NC	15	23	NC	69	55	NC	8	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	88	253	37606	100	100	99	516	510	508	1	6	6	26	29	28	64	57	56	9	9	10
Students with Disabilities	17	36	8662	100	100	100	480	454	409	0	26	37	67	42	42	17	26	20	17	5	1
Students without Disabilities	105	311	65841	98	100	98	526	515	499	2	5	7	19	25	32	71	61	53	8	9	8
Limited English Proficient Students	NC	10	11608	NC	100	100	NC	NA	430	NC	NA	23	NC	NA	47	NC	NA	28	NC	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	18	42	29587				535	514	465	7	3	14	21	31	40	57	54	43	14	11	4
Non-Economically Disadvantaged	104	305	44898				521	511	507	1	7	7	22	25	28	70	60	55	8	8	10

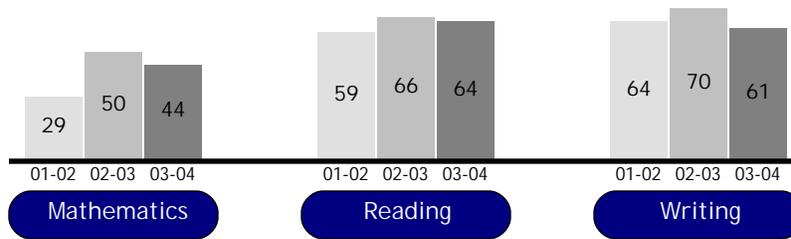
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

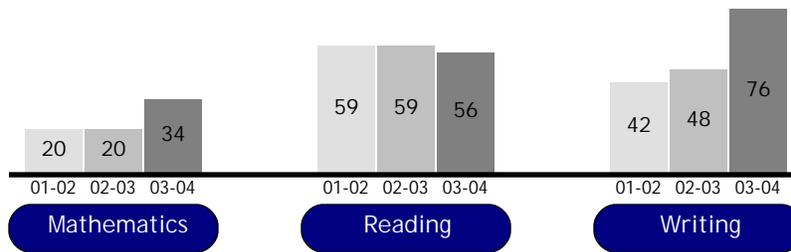
3rd Grade Proficiency



5th Grade Proficiency



8th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	45	53	44	99	73	64	50	100	57	NA	58
	Language	100	46	52	39	98	62	57	43	100	49	54	50
	Mathematics	100	53	60	52	100	74	66	57	100	57	62	64
3	Reading	100	61	58	43	99	57	59	47	100	67	NA	55
	Language	100	67	57	50	100	62	63	54	100	68	67	61
	Mathematics	100	54	53	50	100	56	58	54	100	59	61	61
4	Reading	100	57	59	47	100	59	63	52	100	65	NA	56
	Language	100	52	55	45	100	55	58	48	100	63	61	52
	Mathematics	100	58	63	52	100	65	64	57	100	71	71	61
5	Reading	100	52	57	46	100	64	65	50	100	55	NA	55
	Language	100	44	50	43	100	67	63	46	100	56	58	49
	Mathematics	100	53	56	54	100	67	71	57	100	66	71	63
6	Reading	100	59	62	49	100	66	64	53	99	68	NA	56
	Language	100	51	53	42	100	58	56	45	100	61	59	48
	Mathematics	100	67	69	58	100	72	68	62	100	73	72	66
7	Reading	100	69	65	48	99	62	62	51	100	62	NA	54
	Language	100	71	66	51	100	72	68	54	100	77	66	58
	Mathematics	100	70	64	54	99	69	66	58	100	71	61	62
8	Reading	100	57	52	49	100	64	65	53	98	63	NA	55
	Language	100	58	52	46	100	65	64	49	97	70	61	52
	Mathematics	100	66	54	54	100	68	67	58	97	73	66	61

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

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

Council Duties

- Ü Community and School Wide Communication
- Ü School Improvement Plan
- Ü Capacity
- Ü Staffing
- Ü Parent Surveys
- Ü Assessment Results

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	67.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	36	0	0	0
4 to 6 years	28	6	0	1
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 68  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 115  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Science Lab
- Ü Computer Lab w/2 Mini Computer Labs
- Ü Media Center/Library

Extracurricular Activities

- Ü NJHS
- Ü Student Council
- Ü Yearbook
- Ü Athletics
- Ü Many Clubs

Social Services

- Ü Community School Recreation Program
- Ü Boys and Girls Club
- Ü ASU East Partnership
- Ü Kid's Club

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Establish intervention programs such as AIMS Intervention, and STAT (San Tan Teachers Assisting Teachers).
  
- ü Establish Safety/Climate Committee, along with Parent/Crisis Committee to focus on the safety and climate needs of the school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	45
Grades 3-4	63	71
Grades 4-5	62	65
Grades 5-6	80	83
Grades 6-7	58	65
Grades 7-8	70	63

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Established a safety and climate committee that involves both parents and school employees. Character Counts program that promotes good citizenship and responsibility.

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) :

26
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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.

Contacts

	Name	Phone Number
School Site Council	Joe Walters	(480) 279-7200
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Cyndi Fuller	(480) 279-7214
School Nutrition Programs	Dan Santos	(480) 279-7300
Parent Organization	Michael Schroeder	(480) 330-3883
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](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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.