

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1550 E. Chandler Heights Road, Chandler, AZ 85249

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Not Evaluated
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. Franklin R. Narducci
 Schedule : 7:30 AM to 4:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 2487
 Web Address : ww2/chandler.k12.az.us/santan-k8
 Phone Number : (480) 883-4600
 Fax Number : (480) 883-4620
 E-mail : narducci.frank@chandler.k12.az.us

Mission

Santan is committed to providing each student with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens. At Santan K-8 Campus all students achieve . . . no exceptions.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	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 Each Santan student will improve in the area of oral and written vocabulary. A comprehensive reading program will be the foundation of teaching and learning at the K-6 grade levels.
- ü Each Santan student will develop pre-writing, editing, and spelling skills to enhance their written products across the curriculum. 6+1 Traits will be utilized and will focus our k-8 students on reflective assessment practices.
- ü Each Santan 7-8 grade student will enhance their achievement through differentiated instructional units. Interventions will be provided to all students who do not meet or exceed state standards in the area of reading, mathematics and/or writing.
- ü All mathematic instruction will be guided by Arizona state standards. Mathematic Strands and concepts will be the foundation of all teaching and learning. Concepts will be assessed frequently, and interventions provided.

Enrollment

October 1, 2003 School Year Student Enrollment : 1619
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 92

Instructional Programs

- ü Honors Mathematics and Language Arts 7,8
- ü Gifted and Talented grades 3,4,7,8
- ü Interdisciplinary Team Structure
- ü Inclusive Special Education Services
- ü Performing Arts - Band, Orchestra, Choir
- ü State of the Art Technology Instruction
- ü Wide Range of Elective Offerings

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Santan parents will be kept informed of their child's progress through: progress reports, report cards, conferences, student agendas, newsletters, teacher phone calls, and our school web site.

Parents

At Santan we expect parents to play an active role and voice in their child's education. Santan parents are invited to actively participate in their child's academic and social development. Parents are encouraged to support quality student attendance and assist our goal attainment of 97% average daily attendance. Participation on our active Site Council and Booster Organization is encouraged. Volunteerism is encouraged and appreciated.

Transportation Policy

The Board authorizes the administration to provide regular school bus transportation to and from school for student's in grades 7-8 who reside one and one-half miles, and grades K-6 who reside one mile or more from school.

School Honors

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

Award/Honor	Year
ü Flag Football Conference Champions	2004
ü Eighth Grade Girls Basketball Conference Champions	2004
ü Seventh Grade Boys Basketball Conference Champions	2004
ü Eighth Grade Boys Volleyball Conference Champions	2004

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	96	2220	75509	100	100	100	531	531	521	7	8	13	14	19	23	45	37	33	34	36	31
All Students (Prior Year)	--	2034	75372	--	98	100	--	529	523	--	7	9	--	20	25	--	39	36	--	34	30
Female	41	1107	37013	100	100	100	547	534	522	3	7	12	8	19	24	46	38	33	44	37	31
Male	55	1113	38430	100	99	99	519	528	521	10	9	14	19	20	22	44	36	33	27	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	15	705	30486	100	100	99	524	510	505	0	14	18	18	29	29	55	37	32	27	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	--	28	4075	--	100	100	--	509	486	--	19	28	--	23	34	--	35	26	--	23	12
White	72	1232	35192	100	99	99	531	541	534	8	5	8	13	15	19	44	37	35	35	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	89	1968	65801	100	99	98	531	533	525	6	7	11	15	18	23	44	38	34	35	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	11	689	36411				500	508	503	13	15	19	38	30	29	38	35	32	13	20	20
Non-Economically Disadvantaged	85	1531	39040				534	540	534	6	5	8	12	15	19	46	38	34	36	42	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	96	2224	75492	100	100	100	527	526	519	4	8	12	16	14	16	54	50	47	26	29	24
All Students (Prior Year)	--	2040	75221	--	98	100	--	529	523	--	5	8	--	12	16	--	57	56	--	25	21
Female	41	1107	37014	100	100	100	535	531	523	0	5	10	13	12	15	56	48	48	31	35	27
Male	55	1117	38400	100	100	99	521	521	516	8	11	14	18	15	17	53	52	47	22	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	15	708	30438	100	100	99	528	510	508	0	14	17	0	22	21	80	49	47	20	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	--	28	4081	--	100	100	--	513	498	--	13	25	--	29	26	--	42	40	--	17	8
White	72	1233	35177	100	99	99	528	534	528	4	5	8	18	9	13	50	50	49	28	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	89	1970	65785	100	99	98	528	527	522	5	7	10	15	13	16	53	50	49	27	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	11	690	36302				510	509	507	25	15	18	0	22	21	63	49	46	13	14	14
Non-Economically Disadvantaged	85	1534	39164				529	532	528	2	5	8	17	10	13	54	50	48	27	34	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	96	2206	75053	100	99	99	633	618	597	2	4	7	4	8	12	81	77	72	12	11	9
All Students (Prior Year)	--	2003	73654	--	96	99	--	540	530	--	6	9	--	10	13	--	74	70	--	10	7
Female	41	1102	36872	100	100	99	664	642	621	0	1	5	0	6	9	85	79	74	15	14	12
Male	55	1104	38109	100	98	99	609	594	573	4	7	10	8	10	14	79	75	69	10	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	15	694	30235	100	99	98	653	582	575	0	6	9	0	13	14	100	75	70	0	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	--	28	4044	--	100	99	--	582	550	--	4	13	--	13	17	--	79	66	--	4	4
White	72	1230	35028	100	99	99	640	635	613	1	3	6	3	6	10	82	78	73	14	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	89	1955	65428	100	99	98	635	623	604	1	3	6	3	7	11	85	78	73	10	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	11	680	36077				574	580	566	0	4	10	25	13	16	63	77	69	13	5	5
Non-Economically Disadvantaged	85	1526	38950				639	633	618	2	4	5	2	6	9	83	77	73	12	13	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	80	2175	76019	100	99	100	524	510	499	3	9	14	32	33	39	11	16	14	55	42	33
All Students (Prior Year)	--	2101	76230	--	99	100	--	510	498	--	8	12	--	33	38	--	15	12	--	45	37
Female	38	1073	37207	100	99	100	525	511	499	0	7	12	26	36	41	14	17	14	60	40	33
Male	42	1099	38677	100	99	100	523	509	498	5	12	15	38	31	38	8	14	13	50	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	11	640	29458	100	98	100	504	483	480	20	18	20	30	47	48	0	13	12	50	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	--	38	4735	--	97	100	--	485	466	--	18	28	--	38	49	--	21	10	--	24	13
White	61	1257	35880	100	99	100	530	522	515	0	5	7	29	28	32	12	17	16	59	51	45
Students with Disabilities	12	268	9786	100	100	100	496	477	457	0	26	39	63	41	40	13	7	7	25	25	13
Students without Disabilities	68	1907	66233	97	99	99	527	513	503	3	8	11	28	33	39	10	16	14	58	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	NC	642	35714				NC	482	480	NC	19	20	NC	46	47	NC	11	12	NC	23	20
Non-Economically Disadvantaged	75	1533	40266				529	520	513	0	6	9	32	29	33	11	17	15	56	49	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	80	2174	76020	100	99	100	508	506	503	20	22	25	12	20	23	52	43	40	16	14	12
All Students (Prior Year)	--	2096	76202	--	99	100	--	509	505	--	13	19	--	22	24	--	52	46	--	13	11
Female	38	1073	37213	100	99	100	509	507	504	11	18	22	11	23	23	61	44	42	17	15	13
Male	42	1098	38666	100	99	100	507	504	501	28	26	29	13	18	22	44	42	38	15	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	11	639	29442	100	98	99	495	491	494	45	45	37	9	23	26	36	27	31	9	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	97	100	--	501	489	--	29	48	--	29	25	--	35	24	--	6	3
White	61	1258	35890	100	99	100	511	512	511	16	12	15	12	19	20	55	50	48	17	19	18
Students with Disabilities	12	268	9784	100	100	100	485	493	485	63	47	58	13	18	19	25	27	19	0	8	4
Students without Disabilities	68	1906	66236	97	99	99	511	507	504	15	20	23	12	21	23	55	44	42	18	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	NC	640	35703				NC	491	494	NC	44	37	NC	24	26	NC	28	31	NC	4	6
Non-Economically Disadvantaged	75	1534	40274				510	511	509	16	14	17	11	19	20	56	49	47	17	18	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	79	2165	75673	99	99	100	563	544	530	3	7	12	19	23	25	72	65	58	6	4	4
All Students (Prior Year)	--	2069	74692	--	98	99	--	514	502	--	11	18	--	24	27	--	55	47	--	10	8
Female	38	1070	37099	100	99	100	589	563	548	0	4	8	11	21	22	83	69	64	6	6	6
Male	41	1092	38441	98	99	99	539	525	513	5	10	16	27	26	29	62	61	52	5	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	11	638	29305	100	98	99	540	507	507	10	15	16	20	30	31	70	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	--	38	4707	--	97	100	--	537	492	--	3	19	--	35	33	--	56	46	--	6	1
White	60	1250	35760	98	98	99	567	558	550	2	4	9	20	20	21	71	70	64	7	5	6
Students with Disabilities	12	267	9706	100	100	100	505	500	462	17	14	36	17	39	32	67	44	31	0	2	1
Students without Disabilities	67	1898	65967	96	98	99	569	548	536	2	7	10	20	22	25	73	67	60	6	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	NC	637	35541				NC	508	504	NC	13	17	NC	32	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	74	1528	40091				569	558	550	1	5	9	18	20	21	75	69	64	6	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	458	2089	75001	100	99	99	464	470	468	35	33	37	46	41	36	15	18	16	4	8	10
All Students (Prior Year)	151	1855	71167	98	97	99	482	473	463	23	29	38	47	47	41	19	16	14	10	8	7
Female	228	1035	36846	100	98	99	465	472	468	32	32	36	48	40	38	17	20	16	3	9	10
Male	227	1042	37974	100	99	99	462	469	467	38	34	39	43	42	34	14	16	16	5	8	11
African American	18	134	3720	100	98	98	435	457	446	67	41	53	33	46	33	0	9	9	0	3	4
Hispanic	68	605	26675	100	96	98	443	445	448	55	56	52	41	32	34	2	10	10	2	2	4
Asian/Pacific Islander	NC	78	1575	NC	98	99	NC	521	504	NC	11	18	NC	31	33	NC	19	20	NC	39	29
American Indian/Alaskan Native	NC	23	4731	NC	92	98	NC	447	438	NC	53	61	NC	32	30	NC	16	7	NC	0	2
White	355	1226	37785	100	99	99	469	480	482	30	23	25	47	45	39	19	22	21	4	10	15
Students with Disabilities	40	196	8802	100	100	100	422	420	418	88	78	79	12	17	16	0	4	3	0	1	1
Students without Disabilities	418	1893	66199	100	98	99	466	473	472	33	30	34	47	42	38	16	19	17	4	9	11
Limited English Proficient Students	14	158	11710	74	57	100	418	408	429	100	91	70	0	6	25	0	3	4	0	0	1
Migrant Students	NC	19	709				NC	415	442	NC	80	57	NC	20	34	NC	0	7	NC	0	2
Economically Disadvantaged	24	459	29814				434	448	448	75	52	53	20	34	33	5	11	10	0	3	4
Non-Economically Disadvantaged	434	1630	45170				465	476	479	33	28	28	47	43	38	16	20	20	4	10	14

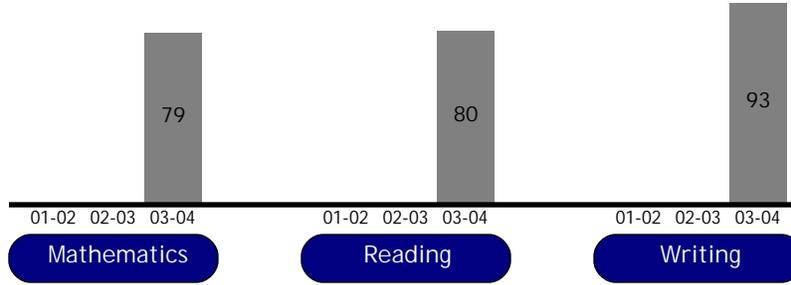
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	459	2091	74918	100	99	99	509	505	497	19	25	32	19	19	19	44	40	35	17	17	15
All Students (Prior Year)	151	1849	71100	98	96	99	520	511	502	10	17	25	16	20	21	51	44	40	22	18	15
Female	229	1036	36805	100	98	99	514	509	501	14	22	28	20	18	19	47	41	37	19	18	16
Male	227	1042	37936	100	99	99	503	501	493	25	27	35	18	19	18	40	39	33	17	15	14
African American	18	136	3719	100	99	98	502	501	481	36	28	43	14	19	21	29	39	29	21	15	7
Hispanic	68	606	26645	100	96	98	487	480	478	39	45	46	26	22	20	30	26	27	5	7	6
Asian/Pacific Islander	NC	78	1571	NC	98	99	NC	529	521	NC	13	18	NC	19	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	25	4729	NC	100	98	NC	480	468	NC	45	57	NC	14	19	NC	41	19	NC	0	4
White	356	1222	37773	100	99	99	514	515	511	15	15	20	18	17	18	48	46	41	20	21	21
Students with Disabilities	40	197	8801	100	100	100	468	451	448	56	73	75	28	14	13	17	12	10	0	2	2
Students without Disabilities	419	1894	66117	100	98	99	511	508	501	18	21	28	19	19	19	45	42	37	18	18	16
Limited English Proficient Students	14	159	11706	74	57	100	455	434	454	50	90	71	50	6	16	0	4	12	0	0	1
Migrant Students	NC	19	706				NC	454	467	NC	70	55	NC	10	22	NC	20	20	NC	0	4
Economically Disadvantaged	24	462	29785				488	482	477	32	43	47	26	22	20	37	28	26	5	7	6
Non-Economically Disadvantaged	435	1629	45115				510	511	508	19	20	23	19	18	18	44	43	39	18	19	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	459	2074	74503	100	98	99	503	512	491	5	5	9	31	26	32	57	60	51	7	9	8
All Students (Prior Year)	150	1817	69001	97	95	96	509	502	490	5	9	17	24	32	37	72	58	45	0	1	1
Female	229	1030	36686	100	98	99	516	521	506	3	3	5	24	23	29	65	64	57	7	10	9
Male	227	1031	37644	100	98	98	490	502	476	8	6	13	37	31	36	48	55	45	7	8	6
African American	18	135	3677	100	99	97	466	510	475	12	6	12	35	30	36	53	54	46	0	11	5
Hispanic	68	603	26500	100	95	97	496	481	467	8	9	13	34	36	39	48	51	44	10	5	4
Asian/Pacific Islander	NC	78	1566	NC	98	99	NC	562	537	NC	0	5	NC	14	23	NC	68	55	NC	18	18
American Indian/Alaskan Native	NC	24	4695	NC	96	97	NC	484	464	NC	5	14	NC	41	39	NC	55	44	NC	0	3
White	356	1213	37606	100	98	99	508	523	508	4	3	6	29	22	28	59	64	56	7	10	10
Students with Disabilities	40	192	8662	100	100	100	423	428	409	27	26	37	54	52	42	19	20	20	0	2	1
Students without Disabilities	419	1882	65841	100	97	98	511	518	499	3	3	7	28	25	32	61	63	53	8	9	8
Limited English Proficient Students	14	159	11608	74	57	100	413	411	430	33	28	23	67	54	47	0	19	28	0	0	1
Migrant Students	NC	19	701				NC	459	449	NC	20	17	NC	30	43	NC	50	38	NC	0	1
Economically Disadvantaged	24	462	29587				451	478	465	14	9	14	48	37	40	38	51	43	0	3	4
Non-Economically Disadvantaged	435	1612	44898				506	521	507	5	4	7	30	24	28	58	62	55	7	10	10

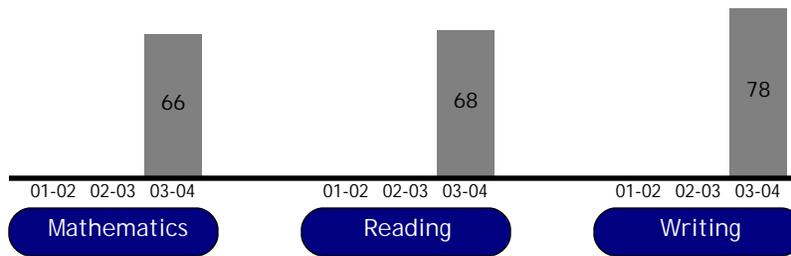
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

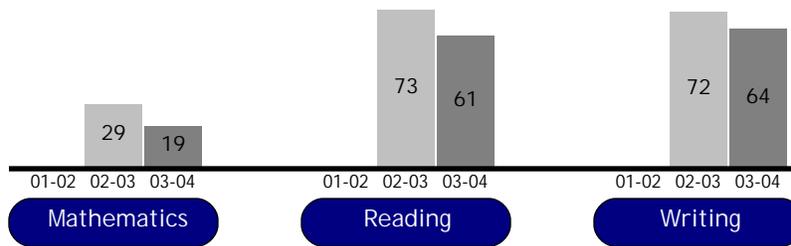
3rd Grade Proficiency



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 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	--	--	53	44	--	--	57	50	73	62	NA	58
	Language	--	--	50	39	--	--	53	43	100	59	58	50
	Mathematics	--	--	63	52	--	--	63	57	100	74	71	64
3	Reading	--	--	51	43	--	--	56	47	100	65	NA	55
	Language	--	--	57	50	--	--	63	54	100	69	66	61
	Mathematics	--	--	56	50	--	--	61	54	100	62	66	61
4	Reading	--	--	56	47	--	--	60	52	100	74	NA	56
	Language	--	--	53	45	--	--	54	48	100	68	59	52
	Mathematics	--	--	59	52	--	--	61	57	100	73	68	61
5	Reading	--	--	54	46	--	--	58	50	99	63	NA	55
	Language	--	--	50	43	--	--	54	46	100	58	56	49
	Mathematics	--	--	60	54	--	--	65	57	99	69	69	63
6	Reading	--	--	57	49	--	--	59	53	100	70	NA	56
	Language	--	--	51	42	--	--	52	45	100	65	57	48
	Mathematics	--	--	65	58	--	--	68	62	100	83	74	66
7	Reading	--	--	57	48	99	64	58	51	100	69	NA	54
	Language	--	--	60	51	99	67	62	54	100	74	67	58
	Mathematics	--	--	57	54	99	64	59	58	100	69	65	62
8	Reading	--	--	56	49	100	68	57	53	100	61	NA	55
	Language	--	--	56	46	100	72	59	49	100	65	60	52
	Mathematics	--	--	59	54	99	70	61	58	100	63	62	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

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

Council Duties

- Ü Curriculum/Program Alignment
- Ü Budget Review and Fiscal Accountability
- Ü School Safety
- Ü Policy and Procedure Input
- Ü Community Relations and Partnerships
- Ü Communication Link with School Community

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	114.00
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	6	0	0
4 to 6 years	19	11	0	0
7 to 9 years	11	12	0	0
10 or more years	1	33	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 66
 Core academic classes taught by Highly Qualified (NCLB) teachers. 233
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Seven Computer Application Labs
- Ü Fulton Distance Learning Theater
- Ü Video Conferencing Center
- Ü Movie Theater

Extracurricular Activities

- Ü National Jr. Honors Society 7-8
- Ü WEB - Welcome Everybody 7-8
- Ü Full complement of Athletic teams 7-8
- Ü Micro Society Bank and Store K-6
- Ü Student Council 3-8
- Ü Running Club K-6
- Ü Basketball 5-6

Social Services

- Ü Chandler Parks and Recreation
- Ü Counseling Services
- Ü Medallion Child Care Services
- Ü Active Parent Booster Organization
- Ü San Marcos Clinic

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Three regional winners in the Central Arizona Regional Science and Engineering Fair, 1st, 2nd and 3rd places V.F.W. Writing Contests. Two First place recognitions in the City of Chandler Freedom essay contest. Over 70% of students on honors list.
- ü Lions Club - Unity Poster Contest Winner, All State Honors Orchestra, Junior High School All State Band, National Junior Honor Society Induction, Chandler Unified Poetry Contest winners, Northern Arizona Music Camp Scholarships.
- ü Athletic Recognitions include East Valley Championships in Girls Volleyball, Flag Football, Girls Soccer, Boys Volleyball, Boys Basketball, Girls Basketball.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	58	42
Grades 3-4	75	73
Grades 4-5	47	61
Grades 5-6	88	91
Grades 6-7	64	52
Grades 7-8	63	64

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

Safety is a priority at Santan. A Crisis Plan is updated annually. Monthly fire drills and semester lock-down drills are conducted to ensure that students and staff are aware of process and procedure. Santan employs a full-time security monitor.

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) :

10

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	Frank Narducci	(480) 883-4607
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Terry Locke	(480) 812-7647
School Nutrition Programs	Cathy Brown	(480) 812-7286
Parent Organization	Tamara Meier	(480) 812-4600
Student Health/Nurse	Susan Lamb	(480) 883-4602

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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.

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

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.

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

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.