

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Franklin R. Narducci
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 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. By matching instruction with individual needs, styles and interests, all students on the Santan Junior High Campus will achieve: No exceptions!

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Each student will improve in the area of oral and written vocabulary. Vocabulary reflecting the current concept taught will be posted in every learning environment. Word walls will be utilized to augment vocabulary instruction.
- 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 7-8 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, 2005 School Year Student Enrollment : 1047
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 17

Instructional Programs

- ü Honors Mathematics and Language Arts 7,8
- ü Gifted and Talented grades 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
- ü Career Technology Labs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

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. In addition, starting October 19, 2005 parents can access 'on-line' student information. Posted information include: grades, attendance, and discipline.

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 from school.

School Honors

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

Award/Honor	Year
ü AZ LEARNS EXCELLING LABEL	2006
ü State, Cactus Cup & Fiesta Bowl Cheer Championships	2006
ü East Valley Championships in nine (9) Sports	2006
ü Invited to Present at National Education Conference	2006

7th 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	445	2447	78546	93	96	97	583	567	543	2	8	15	10	11	18	53	55	52	36	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	204	1218	38645	94	97	98	586	569	545	2	7	13	8	10	18	50	57	54	39	27	15
Male	241	1225	39792	92	95	97	581	565	542	1	9	17	11	13	17	55	54	50	33	25	15
African American	37	161	4205	90	94	97	557	541	524	3	13	22	22	19	22	54	57	49	22	11	7
Hispanic	50	672	31177	94	95	97	564	536	524	2	18	22	18	19	23	60	52	48	20	11	7
Asian/Pacific Islander	30	130	1940	97	98	99	595	607	580	NA	2	5	3	3	9	40	41	53	57	55	33
American Indian/Alaskan Native	NC	36	4689	NC	95	95	NC	544	515	NC	17	28	NC	11	25	NC	64	43	NC	8	4
White	324	1443	36450	93	96	97	588	581	563	2	3	7	8	7	12	52	57	57	38	33	23
Students with Disabilities	35	240	8093	60	77	82	531	509	489	9	32	50	34	25	24	54	38	23	3	5	2
Students without Disabilities	410	2207	70453	98	99	100	587	573	549	1	5	11	8	10	17	53	57	56	39	28	16
Limited English Proficient Students	NC	172	9323	NC	93	94	NC	497	491	NC	43	47	NC	26	28	NC	30	24	NC	1	1
Migrant Students	--	11	674	--	100	95	--	536	515	--	NA	28	--	45	27	--	36	40	--	18	5
Economically Disadvantaged	32	567	34694	82	92	96	556	532	524	NA	19	23	31	20	23	53	53	48	16	8	7
Non-Economically Disadvantaged	413	1880	43852	94	97	99	585	577	559	2	4	10	8	9	13	53	56	56	37	31	22

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	448	2467	79045	94	97	98	541	526	512	1	6	10	15	19	25	69	64	58	15	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	1222	38860	94	97	98	549	533	519	0	5	7	10	17	22	70	66	62	19	12	8
Male	245	1241	40075	94	96	97	534	520	505	1	8	12	19	22	28	68	61	54	13	9	6
African American	38	164	4250	93	95	98	524	508	500	NA	10	12	21	26	31	66	59	54	13	4	3
Hispanic	49	681	31314	92	96	98	522	496	493	4	15	16	24	35	34	63	46	48	8	4	2
Asian/Pacific Islander	30	131	1949	97	99	99	541	550	536	NA	2	4	17	8	15	67	72	66	17	18	15
American Indian/Alaskan Native	NC	34	4719	NC	89	96	NC	519	489	NC	6	15	NC	24	39	NC	68	45	NC	3	2
White	328	1453	36730	95	97	98	546	540	532	0	2	4	13	12	16	70	72	68	17	14	12
Students with Disabilities	37	258	8552	64	83	87	503	477	463	3	26	35	51	41	40	38	30	23	8	3	1
Students without Disabilities	411	2209	70493	98	99	100	544	531	517	0	4	7	12	17	24	72	68	62	16	12	8
Limited English Proficient Students	NC	171	9355	NC	93	95	NC	455	456	NC	39	37	NC	48	48	NC	13	15	NC	NA	0
Migrant Students	--	11	682	--	100	96	--	475	480	--	18	23	--	55	37	--	27	39	--	NA	1
Economically Disadvantaged	33	580	34922	85	94	96	507	492	493	3	16	15	39	36	34	55	45	48	3	3	3
Non-Economically Disadvantaged	415	1887	44123	95	98	99	543	537	527	0	3	6	13	14	18	70	69	66	16	13	11

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	457	2503	79657	96	98	99	600	584	566	1	2	3	2	4	8	92	92	87	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	211	1244	39120	98	99	99	606	593	580	1	1	2	1	2	4	92	94	92	6	3	2
Male	246	1255	40423	94	97	98	595	575	553	1	3	5	3	5	12	91	90	83	5	2	1
African American	40	167	4290	98	97	99	586	578	560	5	4	4	5	5	9	80	88	86	10	4	1
Hispanic	51	700	31642	96	99	99	588	560	552	2	5	5	2	8	11	96	85	84	NA	1	0
Asian/Pacific Islander	31	132	1948	100	100	99	612	608	589	NA	1	1	NA	NA	3	97	93	91	3	6	4
American Indian/Alaskan Native	NC	37	4760	NC	97	97	NC	574	547	NC	5	5	NC	3	14	NC	89	81	NC	3	0
White	330	1462	36929	95	98	99	603	595	579	0	0	2	2	2	5	92	96	91	6	2	2
Students with Disabilities	43	278	9069	74	90	92	578	543	508	NA	6	11	14	17	30	86	77	58	NA	0	1
Students without Disabilities	414	2225	70588	99	99	100	602	589	573	1	2	2	1	2	5	93	94	91	6	3	1
Limited English Proficient Students	NC	180	9521	NC	98	96	NC	507	507	NC	14	13	NC	22	24	NC	64	63	NC	NA	0
Migrant Students	--	11	694	--	100	98	--	560	546	--	9	5	--	NA	12	--	91	82	--	NA	1
Economically Disadvantaged	36	598	35341	92	97	97	571	559	551	6	5	5	11	9	12	81	86	83	3	1	0
Non-Economically Disadvantaged	421	1905	44316	96	99	100	602	592	578	0	1	2	1	2	5	93	94	90	5	3	2

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	565	2290	78400	93	96	97	589	575	554	5	11	21	8	14	19	63	56	47	24	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	293	1120	38686	94	96	98	585	575	554	5	9	20	9	14	20	65	59	49	21	18	12
Male	272	1169	39636	92	95	96	593	575	554	6	13	23	7	14	18	60	53	46	27	20	13
African American	38	159	4193	95	95	97	571	555	533	5	15	32	11	19	23	82	62	40	3	4	5
Hispanic	81	690	30732	91	95	97	569	547	534	11	23	31	15	21	24	57	45	40	17	10	5
Asian/Pacific Islander	36	116	1827	100	97	99	616	615	594	3	4	8	3	7	12	53	47	49	42	41	31
American Indian/Alaskan Native	NC	29	4536	NC	97	95	NC	549	528	NC	24	35	NC	14	25	NC	52	37	NC	10	4
White	403	1296	37038	93	96	97	592	589	575	4	4	11	7	10	14	63	62	56	26	24	19
Students with Disabilities	26	193	7840	51	73	81	533	517	498	12	35	60	50	31	18	38	32	20	NA	3	2
Students without Disabilities	539	2097	70560	97	98	99	591	579	560	5	9	17	6	13	19	64	58	50	25	21	14
Limited English Proficient Students	NC	148	8956	NC	94	95	NC	506	502	NC	50	56	NC	27	25	NC	23	18	NC	NA	1
Migrant Students	--	13	676	--	93	95	--	527	523	--	38	38	--	31	25	--	31	36	--	NA	1
Economically Disadvantaged	42	538	33014	88	93	95	566	544	534	12	23	31	17	22	24	62	47	40	10	7	5
Non-Economically Disadvantaged	523	1752	45386	94	97	99	591	584	569	5	7	15	8	12	15	63	58	52	25	23	18

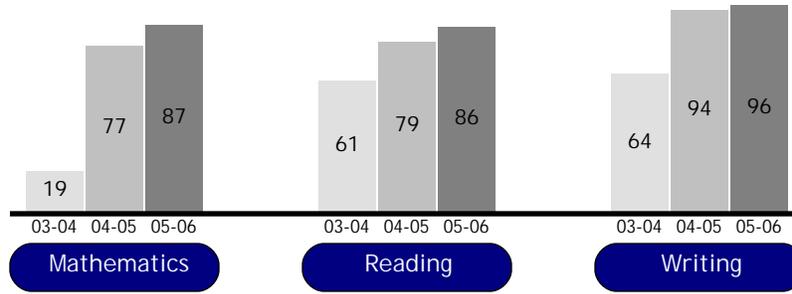
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	569	2334	79179	94	97	98	548	533	519	1	7	11	14	21	27	78	65	58	8	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	298	1137	38974	96	98	99	548	540	524	0	4	8	13	18	25	80	70	61	7	9	5
Male	271	1195	40124	92	97	97	548	526	513	2	10	13	14	24	28	75	61	54	8	5	4
African American	38	162	4243	95	97	98	545	521	506	NA	7	14	16	31	32	79	59	51	5	3	3
Hispanic	82	706	30987	92	98	98	536	504	498	1	17	17	21	32	36	74	49	45	4	2	1
Asian/Pacific Islander	36	117	1832	100	98	99	557	557	543	NA	1	4	6	9	17	86	78	69	8	12	10
American Indian/Alaskan Native	NC	28	4573	NC	93	96	NC	519	494	NC	NA	16	NC	46	41	NC	46	42	NC	7	1
White	406	1321	37467	94	97	98	550	547	539	1	2	5	13	14	17	77	74	70	8	10	8
Students with Disabilities	29	236	8567	57	89	88	508	480	467	7	24	39	38	44	38	55	31	22	NA	1	1
Students without Disabilities	540	2098	70612	97	98	99	549	538	524	1	5	7	12	18	25	79	69	62	8	8	5
Limited English Proficient Students	NC	150	9013	NC	96	95	NC	457	461	NC	47	40	NC	43	48	NC	11	12	NC	NA	0
Migrant Students	--	14	680	--	100	96	--	479	487	--	14	20	--	57	43	--	29	36	--	NA	1
Economically Disadvantaged	41	552	33345	85	95	96	529	500	499	NA	16	17	22	34	36	78	49	46	NA	1	1
Non-Economically Disadvantaged	528	1782	45834	94	98	99	549	543	533	1	4	7	13	17	19	77	70	67	8	9	7

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	582	2366	79734	96	99	99	594	577	554	0	1	3	4	10	19	95	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	302	1152	39243	97	99	99	600	589	568	0	0	2	2	5	12	96	93	85	1	1	1
Male	280	1213	40413	95	99	98	587	566	541	NA	2	4	6	14	26	93	84	70	1	1	0
African American	38	166	4285	95	99	99	594	574	548	NA	1	3	5	14	22	95	84	74	NA	1	0
Hispanic	85	718	31254	96	99	99	587	555	539	NA	3	5	7	18	25	93	79	70	NA	1	0
Asian/Pacific Islander	36	117	1837	100	98	99	602	600	579	NA	NA	1	3	3	9	97	96	87	NA	1	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	574	535	NC	NA	4	NC	13	29	NC	87	67	NC	NA	0
White	415	1335	37668	96	98	99	595	588	569	0	0	1	3	5	13	95	93	85	1	1	1
Students with Disabilities	31	244	8943	61	92	92	540	523	495	3	3	11	29	40	51	68	56	38	NA	1	1
Students without Disabilities	551	2122	70791	99	100	100	597	583	561	NA	1	2	3	6	15	96	92	83	1	1	0
Limited English Proficient Students	NC	155	9138	NC	99	97	NC	496	492	NC	12	13	NC	41	46	NC	47	40	NC	NA	NA
Migrant Students	--	14	687	--	100	97	--	544	528	--	NA	6	--	29	28	--	71	65	--	NA	NA
Economically Disadvantaged	42	566	33718	88	97	97	582	548	538	NA	3	5	12	21	26	88	76	69	NA	0	0
Non-Economically Disadvantaged	540	1800	46016	97	99	100	595	586	567	0	1	2	4	6	14	95	93	84	1	1	1

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)

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	69	NA	54	99	63	57	50	94	73	63	54
	Language	100	74	67	58	99	65	59	52	95	73	67	58
	Mathematics	100	69	65	62	99	62	55	50	93	75	67	54
8	Reading	100	61	NA	55	100	60	57	51	95	73	67	58
	Language	100	65	60	52	100	59	56	50	95	68	63	56
	Mathematics	100	63	62	61	100	63	59	53	95	72	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum/Program Alignment
- Ü Budget Review and Fiscal Accountability
- Ü School Safety
- Ü Policy and Procedure Input
- Ü Initiation of School Unity Festival
- Ü Communication Link with School Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.58
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	2	8	0	0
7 to 9 years	7	6	0	0
10 or more years	0	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	169
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü K-8 Fulton Media Center
- Ü Lab Volt Career Technology Center
- Ü Video Conferencing Center
- Ü Movie Theater

Extracurricular Activities

- Ü National Junior Honor Society 7-8
- Ü WEB - Where Everybody Belongs 7-8
- Ü Full complement of Athletic teams 7-8
- Ü Student Council
- Ü Competition Cheer Team
- Ü Competition Golf Club
- Ü Knowledge Bowl
- Ü After School Cubs

Social Services

- Ü Chandler Parks and Recreation
- Ü Counseling Services
- Ü Medallion Child Care Services K-6
- Ü Active Parent Booster Organization
- Ü San Marcos Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Winners in the Regional Science and Engineering Fair, 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 Softball, Boys Soccer, Girls Soccer, Football, Boys Basketball, Girls Volleyball, Girls Basketball, and State Championship Cheerleading Squad.

- ü Increase in AIMS scores in Mathematics, Reading, and Writing at both the seventh and eighth grades. Earned AZ LEARNS Excelling label.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Safety is a priority at Santan Junior High School. A Crisis Plan is updated annually. Monthly fire drills and quarterly lock-down drills are conducted to ensure that students and staff are aware of process and procedure. Santan employs a full-time security monitor. In addition a full time School Resource Officer is assigned to the Santan Junior High Campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

34

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

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

Contacts

	Name	Phone Number
School Site Council	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	Leann Basha	(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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

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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.