

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2500 W. San Tan Heights Blvd., Queen Creek, AZ 85242

Coolidge Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	N/A
2002-03	Not Evaluated

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. Dave John Ascoli  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : K-8  
 2005 Enrollment : 1135  
 Web Address : [www.coolidgeschools.org/santanheights](http://www.coolidgeschools.org/santanheights)  
 Phone Number : (480) 888-2930  
 Fax Number : (480) 888-2932  
 E-mail : [dascoli@cusd.k12.az.us](mailto:dascoli@cusd.k12.az.us)

### Mission

We are very proud of our students and our programs. We believe that quality education can be achieved through high expectations of student performance and behavior; strong family/school/community partnerships; and a dedicated, enthusiastic staff committed to providing the best education possible for the students at San Tan Heights Elementary School.

MOTTO 'Reaching Every Child No Matter What It Takes'

### School / Academic Goals

- ü All students will be successful in the District Criterion Referenced Measurement Test, scoring at least 75% in all areas. Test is aligned with State Standards.
- ü All students will pass at least 25 quizzes on the School Reading Counts Program. Students will work at their individual lexile level when doing this project.
- ü San Tan Heights students will raise the level of students performing in the Meets, or Exceeds categories in the Reading portion of the AIMS State Achievement Test.
- ü San Tan Heights students will raise the level of students performing in the Meets, or Exceeds categories in the Mathematics portion of the AIMS State Test.

### Enrollment

October 1, 2004 School Year Student Enrollment : 671  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü Extended-Day Resource
- ü Instructional calendars
- ü Collaborative Model Special Education
- ü 8 Step Instructional Focus
- ü Transition Kindergarten School/Summer Sc
- ü Gifted
- ü 21st Century After-School Programs
- ü Promotion Based on Standards

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a safe school environment where students are provided with the opportunities to reach their academic goals using up-to-date teaching methods and the latest technology.

Parents

See that students are ready to learn and attend school daily; provide support at home for academic excellence through a positive setting to facilitate study habits, rest and nutrition conducive to academic success.

Transportation Policy

It is or policy to make every attempt to ensure the safety and welfare of student riders in all matters related to transportation to and from school. The district adheres to the policy of transporting K-8 students beyond a one-mile radius.

School Honors

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

Award/Honor	Year
ü Walmart 'Teacher of the Year'	2005
ü CUSD 'Big Bear ' Award Winner	2004
ü Wells Fargo Grant Recipient	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	108	298	79306	100	100	99	444	426	445	9	16	10	10	26	18	73	52	51	7	6	20
All Students (Prior Year)	65	269	75509	100	100	100	495	479	521	23	32	13	31	37	23	30	23	33	16	8	31
Female	56	163	38691	100	100	99	444	423	446	9	16	10	12	28	18	71	52	52	9	5	20
Male	49	130	40583	100	99	99	446	431	445	6	16	11	10	23	18	77	53	50	6	8	21
African American	NC	21	4041	NC	100	99	NC	407	426	NC	33	17	NC	28	23	NC	39	50	NC	0	10
Hispanic	23	111	32869	100	96	99	454	421	429	0	17	15	10	31	25	90	49	51	0	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	34	4264	NC	100	100	NC	413	419	NC	23	19	NC	39	30	NC	32	45	NC	6	6
White	79	131	36197	100	100	99	443	439	463	9	11	5	9	17	11	72	63	53	9	9	31
Students with Disabilities	13	51	10321	100	100	100	405	410	389	44	33	30	22	28	27	33	33	34	0	7	9
Students without Disabilities	95	247	69060	100	100	98	450	430	454	3	13	7	9	26	17	79	56	54	9	6	22
Limited English Proficient Students	NC	40	15509	NC	98	100	NC	412	406	NC	21	20	NC	38	30	NC	38	45	NC	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	41	192	39415	95	97	96	432	419	431	8	20	15	16	29	25	72	45	50	4	6	10
Non-Economically Disadvantaged	67	106	39966	100	100	100	451	441	459	10	8	6	7	18	12	74	67	52	10	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	302	79395	100	0	99	453	436	446	6	10	9	25	37	25	61	49	55	7	5	11
All Students (Prior Year)	65	271	75492	100	100	100	514	502	519	9	19	12	20	26	16	53	44	47	17	10	24
Female	56	165	38743	100	0	100	455	436	451	6	11	7	24	34	24	65	51	57	6	3	12
Male	49	132	40618	100	0	99	453	437	440	6	8	11	26	40	27	58	45	53	10	7	9
African American	NC	21	4052	NC	0	100	NC	419	434	NC	11	11	NC	61	29	NC	28	54	NC	0	6
Hispanic	23	112	32915	100	0	99	459	430	426	0	10	15	20	43	35	70	44	47	10	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	35	4271	NC	0	100	NC	430	420	NC	9	15	NC	44	42	NC	44	41	NC	3	2
White	79	133	36221	100	0	99	453	447	465	8	10	4	25	25	15	60	58	63	8	7	17
Students with Disabilities	13	51	10331	100	0	100	418	423	388	33	9	25	44	53	37	11	33	34	11	5	4
Students without Disabilities	95	251	69139	100	0	99	459	439	454	2	10	7	22	34	24	69	52	58	7	5	11
Limited English Proficient Students	NC	41	15545	NC	0	100	NC	414	399	NC	13	21	NC	58	42	NC	30	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	41	195	39484	95	0	96	443	429	429	4	12	14	36	42	35	60	43	47	0	2	4
Non-Economically Disadvantaged	67	107	39986	100	0	100	459	453	461	7	5	4	19	26	16	62	60	63	12	9	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	108	302	78869	100	100	99	458	423	442	9	11	6	12	28	21	61	54	63	18	7	10
All Students (Prior Year)	64	267	75053	100	100	99	576	532	597	11	17	7	13	21	12	73	61	72	3	1	9
Female	56	165	38536	100	100	99	465	435	458	9	6	4	9	26	15	59	60	67	24	8	14
Male	49	132	40302	100	100	99	448	407	428	10	17	8	16	32	26	61	45	60	13	6	7
African American	NC	21	4015	NC	100	99	NC	421	430	NC	11	8	NC	33	24	NC	39	61	NC	17	7
Hispanic	23	112	32606	100	97	98	472	418	426	0	8	8	20	37	27	60	51	60	20	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	35	4245	NC	100	100	NC	406	423	NC	16	9	NC	34	26	NC	47	61	NC	3	4
White	79	133	36078	100	100	99	453	434	459	11	12	4	9	18	16	64	62	66	15	9	14
Students with Disabilities	13	51	10246	100	100	100	345	368	367	56	30	18	22	33	39	0	33	40	22	5	4
Students without Disabilities	95	251	68697	100	100	98	475	435	454	2	7	4	10	28	18	71	59	67	17	8	11
Limited English Proficient Students	NC	41	15339	NC	100	100	NC	390	399	NC	18	11	NC	33	31	NC	50	54	NC	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	41	195	39106	95	99	95	438	412	427	8	12	8	20	31	28	56	53	59	16	4	5
Non-Economically Disadvantaged	67	107	39837	100	100	100	469	448	457	10	8	4	7	23	14	64	56	67	19	13	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	322	78906	100	100	99	497	482	498	13	22	13	25	25	19	49	42	48	13	11	20
All Students (Prior Year)	49	282	76019	100	100	100	471	470	499	21	26	14	53	51	39	13	9	14	13	14	33
Female	55	167	38644	100	100	99	502	484	500	12	19	12	32	30	19	34	39	49	22	12	19
Male	38	155	40236	95	96	99	491	479	497	14	25	15	14	21	19	71	45	46	0	9	20
African American	NC	26	4087	NC	100	99	NC	457	481	NC	42	20	NC	17	24	NC	42	45	NC	0	11
Hispanic	20	111	31938	100	99	99	487	477	481	21	29	19	36	26	25	29	33	46	14	12	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	63	4593	NC	95	100	NC	479	467	NC	14	26	NC	37	29	NC	40	39	NC	9	6
White	64	120	36483	100	100	99	500	495	517	12	15	7	22	20	13	53	51	51	12	13	30
Students with Disabilities	15	51	10664	100	100	100	455	438	430	27	56	42	45	28	27	27	13	26	0	3	5
Students without Disabilities	78	272	68310	100	99	98	505	489	509	10	16	9	21	25	18	53	47	51	16	12	22
Limited English Proficient Students	NC	48	12573	NC	100	100	NC	464	454	NC	32	27	NC	30	30	NC	34	38	NC	4	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	33	198	38679	92	97	96	469	468	483	19	29	20	44	28	25	37	38	45	0	5	10
Non-Economically Disadvantaged	60	125	40295	100	100	100	515	504	513	10	10	7	12	22	13	57	49	50	21	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	322	78908	100	0	99	484	470	484	7	17	10	26	32	23	65	50	58	1	2	9
All Students (Prior Year)	49	280	76020	100	99	100	495	492	503	30	35	25	34	29	23	32	31	40	4	4	12
Female	55	167	38648	100	0	99	487	474	489	7	12	8	22	33	22	68	52	61	2	3	10
Male	38	155	40233	95	0	99	480	465	479	7	22	12	32	31	25	61	47	55	0	1	8
African American	NC	26	4092	NC	0	99	NC	452	473	NC	33	12	NC	33	28	NC	25	54	NC	8	5
Hispanic	20	111	31940	100	0	99	481	463	465	7	22	16	43	38	32	50	41	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	63	4569	NC	0	100	NC	467	457	NC	12	18	NC	40	39	NC	46	41	NC	2	2
White	64	120	36502	100	0	99	484	482	502	8	10	4	22	21	14	67	66	67	2	2	15
Students with Disabilities	15	51	10665	100	0	100	470	444	423	0	33	30	45	31	36	55	36	31	0	0	2
Students without Disabilities	78	272	68312	100	0	98	487	474	493	9	14	7	22	32	21	67	52	62	2	2	10
Limited English Proficient Students	NC	48	12556	NC	0	100	NC	448	436	NC	28	24	NC	45	40	NC	28	35	NC	0	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	33	198	38662	92	0	96	465	459	468	15	23	16	41	36	32	44	39	49	0	2	3
Non-Economically Disadvantaged	60	125	40315	100	0	100	497	486	498	2	6	5	17	27	15	79	66	66	2	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	322	78750	100	100	99	498	486	500	10	11	6	19	31	29	70	57	63	1	0	2
All Students (Prior Year)	49	281	75673	100	99	100	507	516	530	9	12	12	36	31	25	55	56	58	0	1	4
Female	55	167	38586	100	100	99	504	502	515	10	6	4	17	27	22	71	66	71	2	1	3
Male	38	155	40135	95	96	99	489	468	486	11	16	8	21	36	35	68	48	56	0	0	1
African American	NC	26	4081	NC	100	99	NC	457	488	NC	13	8	NC	54	32	NC	33	59	NC	0	2
Hispanic	20	111	31841	100	99	99	468	474	483	14	13	8	29	34	36	57	53	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	63	4586	NC	95	100	NC	506	481	NC	4	8	NC	32	37	NC	65	54	NC	0	1
White	64	120	36440	100	100	99	503	493	516	10	13	3	16	22	22	71	63	71	2	1	4
Students with Disabilities	15	51	10622	100	100	100	449	418	415	27	38	21	27	36	50	45	26	28	0	0	1
Students without Disabilities	78	272	68196	100	99	98	507	497	513	7	6	3	17	31	25	74	62	69	2	0	3
Limited English Proficient Students	NC	48	12504	NC	100	100	NC	460	451	NC	17	12	NC	38	44	NC	45	43	NC	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	33	198	38558	92	97	96	454	470	485	19	15	8	30	35	37	52	50	54	0	0	1
Non-Economically Disadvantaged	60	125	40260	100	100	100	526	511	514	5	4	3	12	27	21	81	69	72	2	1	4

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	64	279	78250	100	100	99	521	540	548	40	25	21	26	22	18	33	46	48	0	7	13
All Students (Prior Year)	31	229	75001	100	99	99	446	453	468	52	46	37	39	36	36	6	11	16	3	7	10
Female	39	138	38071	100	100	99	537	540	549	26	23	20	26	25	19	48	45	49	0	7	12
Male	25	141	40126	100	100	99	502	540	547	58	27	23	26	19	17	16	47	46	0	7	14
African American	NC	23	4058	NC	100	99	NC	509	523	NC	53	32	NC	5	22	NC	42	41	NC	0	5
Hispanic	18	103	29129	100	100	99	518	537	527	42	23	32	33	24	23	25	46	40	0	7	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	47	4996	NC	98	100	NC	534	518	NC	30	36	NC	23	25	NC	42	36	NC	5	4
White	41	105	38320	100	100	99	521	552	568	43	19	12	21	22	14	36	49	55	0	9	19
Students with Disabilities	NC	41	9329	NC	100	100	NC	486	454	NC	79	64	NC	3	18	NC	12	16	NC	6	2
Students without Disabilities	57	239	68996	100	100	99	528	549	561	32	17	16	30	25	18	38	51	52	0	7	14
Limited English Proficient Students	NC	14	10133	NC	100	100	NC	522	488	NC	29	45	NC	29	25	NC	43	28	NC	0	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	26	151	33388	96	93	94	509	530	530	47	30	32	32	23	22	21	43	40	0	4	5
Non-Economically Disadvantaged	39	129	44937	100	100	100	529	553	561	38	19	13	21	20	15	42	50	54	0	11	18

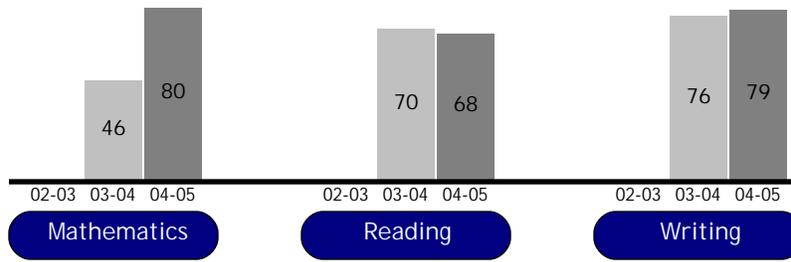
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	278	78302	100	0	99	514	499	512	7	18	11	31	34	25	57	44	57	5	3	7
All Students (Prior Year)	31	230	74918	100	100	99	487	480	497	35	45	32	23	22	19	35	28	35	6	5	15
Female	38	138	38082	100	0	99	529	509	518	0	11	8	17	32	24	74	53	61	9	5	7
Male	25	140	40166	100	0	99	496	491	507	16	26	14	47	37	26	37	36	54	0	2	6
African American	NC	23	4064	NC	0	100	NC	466	498	NC	42	14	NC	42	29	NC	16	54	NC	0	3
Hispanic	17	102	29152	100	0	99	518	498	492	0	16	17	33	38	34	58	41	46	8	4	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	48	4993	NC	0	100	NC	481	484	NC	32	19	NC	34	38	NC	34	42	NC	0	1
White	41	104	38347	100	0	99	510	517	531	11	8	5	32	29	17	54	58	68	4	5	10
Students with Disabilities	NC	42	9353	NC	0	100	NC	457	429	NC	50	40	NC	35	38	NC	15	22	NC	0	1
Students without Disabilities	56	237	69024	100	0	99	523	506	524	3	13	7	27	34	23	65	49	62	5	4	7
Limited English Proficient Students	NC	14	10140	NC	0	100	NC	468	451	NC	21	28	NC	71	43	NC	7	29	NC	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	26	151	33398	96	0	94	496	488	495	16	22	18	37	41	35	42	35	46	5	2	2
Non-Economically Disadvantaged	38	128	44979	100	0	100	529	514	525	0	13	6	25	25	18	71	57	66	4	5	10

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	63	273	78094	100	99	99	539	541	545	5	3	3	20	20	18	76	76	77	0	0	2
All Students (Prior Year)	30	225	74503	100	97	99	480	472	491	13	13	9	33	38	32	50	47	51	3	2	8
Female	38	136	38025	100	99	99	571	558	558	0	1	2	9	14	13	91	85	82	0	1	2
Male	25	137	40013	100	99	99	503	526	534	11	6	5	32	25	23	58	69	71	0	0	1
African American	NC	23	4037	NC	100	99	NC	510	532	NC	5	4	NC	32	22	NC	63	73	NC	0	1
Hispanic	18	101	29068	100	98	99	551	535	523	8	6	5	17	18	27	75	76	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	46	4981	NC	96	100	NC	536	526	NC	2	4	NC	29	25	NC	69	70	NC	0	0
White	40	102	38265	100	100	99	533	556	564	4	1	2	22	15	11	74	83	84	0	1	3
Students with Disabilities	NC	40	9275	NC	100	100	NC	464	444	NC	22	14	NC	47	46	NC	31	39	NC	0	1
Students without Disabilities	56	234	68892	100	98	98	556	553	559	0	0	2	14	15	14	86	84	82	0	0	2
Limited English Proficient Students	NC	14	10084	NC	100	100	NC	493	474	NC	14	10	NC	36	39	NC	50	50	NC	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	26	149	33296	96	92	94	511	528	527	11	5	5	32	25	27	58	70	67	0	0	0
Non-Economically Disadvantaged	38	125	44871	100	100	100	562	559	559	0	1	2	9	13	12	91	85	84	0	1	3

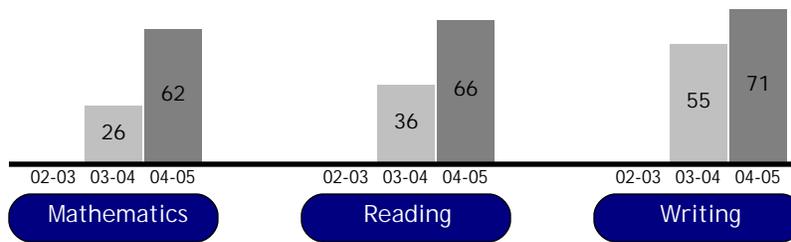
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

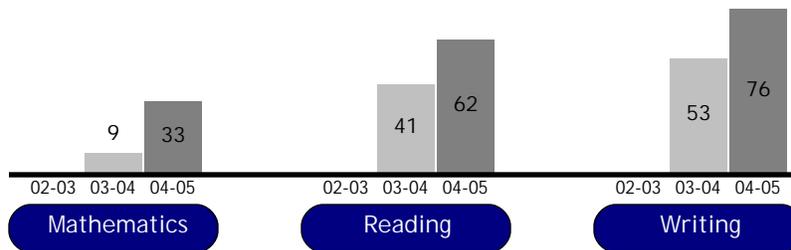
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	35	50	93	47	NA	58	100	55	44	47
	Language	--	--	32	43	100	51	42	50	100	51	43	47
	Mathematics	--	--	39	57	100	47	44	64	100	51	45	50
3	Reading	--	--	31	47	100	44	NA	55	100	48	40	44
	Language	--	--	34	54	100	43	34	61	100	46	38	44
	Mathematics	--	--	29	54	100	47	29	61	100	53	42	51
4	Reading	--	--	37	52	100	53	NA	56	99	48	41	48
	Language	--	--	34	48	100	37	33	52	99	51	41	49
	Mathematics	--	--	36	57	100	51	37	61	100	50	44	53
5	Reading	--	--	35	50	100	50	NA	55	100	50	41	50
	Language	--	--	31	46	100	35	34	49	100	51	40	50
	Mathematics	--	--	38	57	100	46	42	63	100	48	39	49
6	Reading	--	--	39	53	100	45	NA	56	100	53	39	51
	Language	--	--	35	45	100	30	26	48	100	48	36	47
	Mathematics	--	--	44	62	100	50	42	66	100	50	39	52
7	Reading	--	--	27	51	100	39	NA	54	100	48	40	50
	Language	--	--	30	54	100	38	37	58	100	51	41	52
	Mathematics	--	--	42	58	100	40	43	62	100	44	38	50
8	Reading	--	--	34	53	100	36	NA	55	100	52	44	51
	Language	--	--	30	49	100	28	32	52	100	49	43	50
	Mathematics	--	--	52	58	100	47	51	61	100	42	45	53

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

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

School Site Council

Council Composition

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

Council Duties

- ü School Safety
- ü Student Discipline
- ü Dress Code Development
- ü School Improvement
- ü Extracurricular Activities
- ü Parent/Educator Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	1.50	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	3	0	0
4 to 6 years	13	3	0	0
7 to 9 years	8	3	0	0
10 or more years	12	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü 1 Full Computer Labs
- ü Media Center with 10,000+ Books
- ü Large Multipurpose Facility wirth stage

Extracurricular Activities

- ü Tackle Football 7/8
- ü Fall Volleyball 7/8
- ü Boys/Girls Basketball 6/7/8
- ü Wrestling 7/8
- ü Baseball/Softball 7/8
- ü Track 6/7/8
- ü After School Homework Club K-8
- ü After School Enrichment Clubs K-8

Social Services

- ü Pinal County Health Department-Tobaco Ed
- ü Pinal Health-Asthma Awareness
- ü Coolidge Family Resource Center
- ü Medallion After school Program 3-6 pm
- ü Medallion Kindergarten Care Program-PM
- ü Martial Arts Program (T/Th evenings)
- ü Reachout Healthcare America-dental
- ü Project Play

School Achievements/Accomplishments 2004-05

- ü School Reading Counts Program accumulated 15,000 total points for the student body.
  
- ü The number of students that either met or exceeded the Math measurement of the DPA increased by 42%
  
- ü The number of students that either met or exceeded the Reading measurement of the DPA increased by 42%

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	52	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

San Tan Heights is very safety conscious. We have a lockdown school. Students may enter only through the front entrance, once school starts. Staff members have ID tags. Volunteers are required to be fingerprinted before working with students. The district will provide the resources to help. All guests and volunteers must enter through the front door, check-in at the office and receive a badge. All staff members wear badges.

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

11
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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.

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

Contacts

	Name	Phone Number
School Site Council	Dave Ascoli	(480) 888-2930
Transportation Policy	Laidlaw Company	(602) 316-3382
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Rolando Hernandez	(602) 316-3380
Parent Organization	Parent Teacher Organization	(480) 888-1267
Student Health/Nurse	Shantell Artley	(480) 888-2954

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.