

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

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 : Mrs. Heather LeeMaster Anguiano
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 1153
 Web Address : ww2.chandler.k12.az.us/santan-k8
 Phone Number : (480) 883-4700
 Fax Number : (480) 883-4620
 E-mail : anguiano.heather@chandler.k12.az.us

Mission

With a belief that all children can learn, Santan Elementary provides an atmosphere of academic excellence where all students can acquire the knowledge, skills, and attitudes that demonstrate quality character and a desire for life-long learning.

School / Academic Goals

- ü Provide every student with a comprehensive literacy program that includes the five core components of reading. The school literacy coach will work collaboratively with teachers to meet the individual needs of the students.
- ü Provide instruction on the Six Traits of writing. Students will participate in the writing process to create a variety of products showcasing their understanding of effective writing skills. Anchor papers will serve as a foundation for instruction.
- ü Mathematics instruction will provide students with the necessary skills enabling them to successfully engage in critical thinking and problem-solving situations.
- ü Students will be exposed to a variety of experiences designed to broaden their understanding of the importance that history and science play in our world today. Connections between the various content areas will be made on a consistent basis.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 51

Instructional Programs

- ü After school enrichment programs
- ü Gifted, Grade 3-6
- ü Special Education Inclusion Services
- ü General Music
- ü Physical Education
- ü Band, Orchestra and Choir

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Parents will remain informed on their child's progress through the use of bi-weekly communication. Additionally, our parent population will be encouraged to actively participate in their child's school experience through PTO, classroom, and schoolwide volunteer opportunities.

Parents

Parents are active participants in the school community. The voice that they bring to their child's education is vital to the success of our mission. Parents are encouraged to become actively involved in the many activities and programs. Additionally, it is the responsibility of our parents to ensure that our students arrive to school on time, each day and ready to begin their learning. Parent cooperation will be sought as decisions are made that effect their child's education.

Transportation Policy

The Chandler School Board authorizes the district to provide regular school bus transportation to those students living in our boundaries and reside one mile or more from school. Transportation policies and procedures are maintained by district and site personnel and are carried out for the safety of all our students who ride the bus.

School Honors

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

Award/Honor	Year
ü Clean School Award	2005
ü Student Council Spirit Award	2005
ü Hershey Track Meet Finalist	2005
ü Numerous Educational Grants	2005

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	--	2417	79306	--	100	99	--	465	445	--	5	10	--	11	18	--	49	51	--	36	20
All Students (Prior Year)	--	2220	75509	--	100	100	--	531	521	--	8	13	--	19	23	--	37	33	--	36	31
Female	--	1140	38691	--	99	99	--	468	446	--	5	10	--	10	18	--	49	52	--	36	20
Male	--	1276	40583	--	100	99	--	463	445	--	5	11	--	11	18	--	49	50	--	35	21
African American	--	127	4041	--	100	99	--	434	426	--	8	17	--	20	23	--	55	50	--	17	10
Hispanic	--	750	32869	--	100	99	--	438	429	--	12	15	--	20	25	--	51	51	--	17	10
Asian/Pacific Islander	--	121	1935	--	100	99	--	483	474	--	2	3	--	5	9	--	40	48	--	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	--	1398	36197	--	100	99	--	481	463	--	2	5	--	5	11	--	48	53	--	46	31
Students with Disabilities	--	297	10321	--	100	100	--	385	389	--	18	30	--	22	27	--	45	34	--	16	9
Students without Disabilities	--	2123	69060	--	99	98	--	477	454	--	3	7	--	9	17	--	49	54	--	38	22
Limited English Proficient Students	--	241	15509	--	100	100	--	381	406	--	19	20	--	26	30	--	48	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	21	--	--	50	--	--	--	3
Economically Disadvantaged	--	679	39415	--	90	96	--	439	431	--	13	15	--	21	25	--	54	50	--	13	10
Non-Economically Disadvantaged	--	1741	39966	--	100	100	--	476	459	--	2	6	--	7	12	--	47	52	--	45	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	--	2417	79395	--	0	99	--	462	446	--	4	9	--	15	25	--	64	55	--	17	11
All Students (Prior Year)	--	2224	75492	--	100	100	--	526	519	--	8	12	--	14	16	--	50	47	--	29	24
Female	--	1141	38743	--	0	100	--	471	451	--	3	7	--	13	24	--	63	57	--	21	12
Male	--	1275	40618	--	0	99	--	454	440	--	6	11	--	17	27	--	64	53	--	13	9
African American	--	127	4052	--	0	100	--	435	434	--	6	11	--	18	29	--	70	54	--	6	6
Hispanic	--	749	32915	--	0	99	--	434	426	--	12	15	--	30	35	--	51	47	--	8	4
Asian/Pacific Islander	--	121	1936	--	0	99	--	474	468	--	3	3	--	7	14	--	67	63	--	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	--	1399	36221	--	0	99	--	478	465	--	1	4	--	8	15	--	70	63	--	22	17
Students with Disabilities	--	298	10331	--	0	100	--	387	388	--	11	25	--	31	37	--	51	34	--	7	4
Students without Disabilities	--	2122	69139	--	0	99	--	473	454	--	3	7	--	13	24	--	65	58	--	18	11
Limited English Proficient Students	--	241	15545	--	0	100	--	375	399	--	19	21	--	37	42	--	41	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	45	--	--	35	--	--	--	0
Economically Disadvantaged	--	677	39484	--	0	96	--	436	429	--	12	14	--	32	35	--	52	47	--	4	4
Non-Economically Disadvantaged	--	1743	39986	--	0	100	--	473	461	--	1	4	--	9	16	--	68	63	--	22	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	--	2410	78869	--	100	99	--	458	442	--	3	6	--	13	21	--	69	63	--	14	10
All Students (Prior Year)	--	2206	75053	--	99	99	--	618	597	--	4	7	--	8	12	--	77	72	--	11	9
Female	--	1139	38536	--	99	99	--	475	458	--	2	4	--	9	15	--	68	67	--	21	14
Male	--	1270	40302	--	100	99	--	443	428	--	4	8	--	18	26	--	70	60	--	8	7
African American	--	126	4015	--	99	99	--	438	430	--	2	8	--	21	24	--	70	61	--	6	7
Hispanic	--	747	32606	--	99	98	--	433	426	--	8	8	--	22	27	--	63	60	--	7	5
Asian/Pacific Islander	--	120	1925	--	99	99	--	477	471	--	1	3	--	7	11	--	70	64	--	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	--	1396	36078	--	100	99	--	472	459	--	2	4	--	8	16	--	72	66	--	18	14
Students with Disabilities	--	298	10246	--	100	100	--	364	367	--	11	18	--	35	39	--	50	40	--	4	4
Students without Disabilities	--	2115	68697	--	99	98	--	472	454	--	2	4	--	10	18	--	72	67	--	16	11
Limited English Proficient Students	--	240	15339	--	100	100	--	375	399	--	10	11	--	29	31	--	57	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	30	--	--	53	--	--	--	1
Economically Disadvantaged	--	676	39106	--	90	95	--	433	427	--	8	8	--	25	28	--	62	59	--	5	5
Non-Economically Disadvantaged	--	1737	39837	--	100	100	--	469	457	--	2	4	--	9	14	--	71	67	--	18	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	--	2303	78906	--	100	99	--	519	498	--	7	13	--	13	19	--	49	48	--	32	20
All Students (Prior Year)	--	2175	76019	--	99	100	--	510	499	--	9	14	--	33	39	--	16	14	--	42	33
Female	--	1138	38644	--	100	99	--	521	500	--	5	12	--	14	19	--	50	49	--	32	19
Male	--	1160	40236	--	99	99	--	518	497	--	9	15	--	12	19	--	47	46	--	32	20
African American	--	144	4087	--	100	99	--	501	481	--	13	20	--	16	24	--	50	45	--	21	11
Hispanic	--	695	31938	--	99	99	--	491	481	--	13	19	--	23	25	--	48	46	--	16	10
Asian/Pacific Islander	--	136	1805	--	99	98	--	559	536	--	2	5	--	3	8	--	33	45	--	62	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	--	1303	36483	--	100	99	--	532	517	--	3	7	--	8	13	--	51	51	--	38	30
Students with Disabilities	--	335	10664	--	100	100	--	458	430	--	23	42	--	32	27	--	37	26	--	9	5
Students without Disabilities	--	1973	68310	--	99	98	--	530	509	--	4	9	--	10	18	--	51	51	--	36	22
Limited English Proficient Students	--	190	12573	--	100	100	--	451	454	--	25	27	--	31	30	--	36	38	--	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	35	--	--	42	--	--	5	
Economically Disadvantaged	--	641	38679	--	92	96	--	494	483	--	14	20	--	23	25	--	48	45	--	14	10
Non-Economically Disadvantaged	--	1667	40295	--	100	100	--	530	513	--	4	7	--	9	13	--	48	50	--	39	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	--	2303	78908	--	0	99	--	498	484	--	6	10	--	17	23	--	65	58	--	13	9
All Students (Prior Year)	--	2174	76020	--	99	100	--	506	503	--	22	25	--	20	23	--	43	40	--	14	12
Female	--	1138	38648	--	0	99	--	503	489	--	4	8	--	15	22	--	67	61	--	15	10
Male	--	1160	40233	--	0	99	--	493	479	--	7	12	--	19	25	--	63	55	--	10	8
African American	--	144	4092	--	0	99	--	482	473	--	6	12	--	28	28	--	61	54	--	5	5
Hispanic	--	695	31940	--	0	99	--	470	465	--	13	16	--	29	32	--	54	49	--	3	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	525	507	--	2	4	--	8	13	--	68	65	--	22	18
American Indian/Alaskan Native	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	--	1303	36502	--	0	99	--	511	502	--	2	4	--	10	14	--	70	67	--	17	15
Students with Disabilities	--	335	10665	--	0	100	--	450	423	--	16	30	--	36	36	--	42	31	--	6	2
Students without Disabilities	--	1973	68312	--	0	98	--	506	493	--	4	7	--	14	21	--	69	62	--	14	10
Limited English Proficient Students	--	190	12556	--	0	100	--	426	436	--	26	24	--	45	40	--	28	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	40	--	--	38	--	--	0	
Economically Disadvantaged	--	641	38662	--	0	96	--	471	468	--	14	16	--	31	32	--	52	49	--	3	3
Non-Economically Disadvantaged	--	1667	40315	--	0	100	--	509	498	--	2	5	--	11	15	--	70	66	--	16	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	--	2299	78750	--	100	99	--	518	500	--	4	6	--	20	29	--	74	63	--	3	2
All Students (Prior Year)	--	2165	75673	--	99	100	--	544	530	--	7	12	--	23	25	--	65	58	--	4	4
Female	--	1134	38586	--	99	99	--	530	515	--	2	4	--	14	22	--	81	71	--	3	3
Male	--	1160	40135	--	99	99	--	506	486	--	5	8	--	25	35	--	68	56	--	2	1
African American	--	143	4081	--	100	99	--	502	488	--	8	8	--	18	32	--	74	59	--	0	2
Hispanic	--	693	31841	--	99	99	--	491	483	--	7	8	--	31	36	--	61	55	--	1	1
Asian/Pacific Islander	--	136	1802	--	99	98	--	552	533	--	1	2	--	8	16	--	83	75	--	8	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	--	1302	36440	--	100	99	--	530	516	--	1	3	--	15	22	--	80	71	--	3	4
Students with Disabilities	--	334	10622	--	100	100	--	444	415	--	14	21	--	44	50	--	40	28	--	2	1
Students without Disabilities	--	1971	68196	--	99	98	--	531	513	--	2	3	--	16	25	--	80	69	--	3	3
Limited English Proficient Students	--	189	12504	--	100	100	--	440	451	--	15	12	--	43	44	--	39	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	44	--	--	41	--	--	0	
Economically Disadvantaged	--	640	38558	--	92	96	--	491	485	--	9	8	--	33	37	--	58	54	--	1	1
Non-Economically Disadvantaged	--	1665	40260	--	100	100	--	529	514	--	1	3	--	14	21	--	81	72	--	3	4

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

No AIMS test data found for this school.
The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

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	--	--	57	50	--	--	NA	58	--	--	53	47
	Language	--	--	53	43	--	--	58	50	--	--	52	47
	Mathematics	--	--	63	57	--	--	71	64	--	--	58	50
3	Reading	--	--	56	47	--	--	NA	55	--	--	54	44
	Language	--	--	63	54	--	--	66	61	--	--	52	44
	Mathematics	--	--	61	54	--	--	66	61	--	--	61	51
4	Reading	--	--	60	52	--	--	NA	56	--	--	56	48
	Language	--	--	54	48	--	--	59	52	--	--	56	49
	Mathematics	--	--	61	57	--	--	68	61	--	--	62	53
5	Reading	--	--	58	50	--	--	NA	55	--	--	57	50
	Language	--	--	54	46	--	--	56	49	--	--	58	50
	Mathematics	--	--	65	57	--	--	69	63	--	--	58	49
6	Reading	--	--	59	53	--	--	NA	56	--	--	60	51
	Language	--	--	52	45	--	--	57	48	--	--	55	47
	Mathematics	--	--	68	62	--	--	74	66	--	--	63	52

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

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

Council Duties

- ü Student safety
- ü Community relations
- ü Cultural diversity
- ü Program Implementation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	17	0	0
4 to 6 years	7	5	0	1
7 to 9 years	3	3	0	0
10 or more years	4	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	113
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	0%

Resources Available at School Site

Special Facilities

- ü Media Center/Library
- ü MultiPurpose Room/Full Gym
- ü Computer Application Lab
- ü Fulton Theater

Extracurricular Activities

- ü Student Council - Grades 4-6
- ü Running Club- Grades K-6
- ü Boys and Girls Basketball - Grades 5-6
- ü Chess Club- Grades K-6
- ü Danceline and Cheer Squad- Grades 5-6
- ü Creative Art & Writing Club- Grades K-6
- ü Young Rembrandts Art Club- Grades 1-6
- ü Art Masterpiece - Grades K-6

Social Services

- ü Counseling Services
- ü Before and After School Child Care
- ü Parent Teacher Organization

School Achievements/Accomplishments 2004-05

ü Student-created literacy publication

ü Students read over three million minutes throughout the school year. In celebration, a staff sumo match was held for the student body.

Student Activity Rates for School Year 2004-05

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

The safety of our students is a top priority. As a result, a comprehensive crisis plan has been established and communicated to all staff members. Monthly fire drills and semester lock-downs are conducted to ensure that all students and staff are aware of the procedures and importance in order to maintain the safety of our student body. Santan Elementary is assigned a district safety officer.

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) :

0

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	Heather L. Anguiano	(480) 883-4700
Transportation Policy	Leo B. Schlueter	(480) 883-4700
Community Resources	Heather L. Anguiano	(480) 883-4700
School Nutrition Programs	Judy Nelson	(480) 883-4604
Parent Organization	Jenni Scremin	(480) 883-4700
Student Health/Nurse	Yvette Morales	(480) 883-4702

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.

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 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.

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** Due to booklet size printing, print copies are produced in multiples of 4.