

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Gilbert Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Gilbert Unified District  
175 W. Elliot Road, Gilbert, AZ 85233

**Principal:** Ms. Sheila Rogers  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.gilbert.k12.az.us](http://www.gilbert.k12.az.us)  
**E-mail:** [sheila\\_rogers@gilbert.k12.az.us](mailto:sheila_rogers@gilbert.k12.az.us)

**Grades:** Pre-K-6  
**2002 Enrollment:** 949  
**Phone:** (480) 892-8624  
**Fax:** (480) 813-7284

## ∨ School Overview ∨

### Mission

We believe Gilbert Elementary School provides a stimulating and challenging learning environment which motivates students to learn; guarantees a proper learning atmosphere and appropriate learning materials and services; responds to the value of positive social behavior by maintaining a consistent discipline policy; values parental involvement as essential to students' growth; therefore, expects participation by parents in their child's educational progress.

### Organization and Philosophy

- w Traditional
- w Multiage/Looping/Dual Language
- w Team Teaching
- w Inclusive/Collaboration School

### School/Academic Goals

- w To implement critical thinking and cooperative group work.
- w To integrate district curriculum throughout all academic areas.

### Instructional Programs

- w Dual Language
- w ELL
- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w Title I
- w Adult ELL

- w To provide a stimulating and challenging learning environment in which all students will be successful.
- w To create/maintain a sense of community in which children are encouraged to care about each other and learning.

### Enrollment

October 1, 2001 School Year Student Enrollment:	932
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	215

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Instructional Strategies
- w School Safety Issues
- w Extracurricular Activities
- w Student Discipline
- w Parent/Educator Relations
- w Budget

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	62.00
Other Professional Staff	1.00	Teacher Aide	32.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	20	6	0	0
7 to 9 years	20	12	0	0
10 or more years	30	19	0	0

∨ **Shared Responsibilities** ∨

**School**

We adhere to high academic standards for all students and assist them in reaching their goals. A school calendar and student handbooks with programs and school policies are available to all parents. We provide a safe environment with supervision before, during and after school hours. In the fall, board and district policies are mailed to each household which outline procedures designed to ensure the safety of all students.

**Parents**

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with completed homework and ready to learn. They must also report absences to the school on a daily basis. Parents are responsible for the health and well-being of their child and should report to the school any health issues which may impact their child's learning.

∨ **Transportation Policy** ∨

Gilbert Elementary uses six buses to transport students who live within a one-mile range to and from the school each day, and for safety purposes.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/29/02	1/8/03	3/26/03	5/22/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Lab	W Project Lab
W Outdoor Amphitheatre	W Multipurpose Room

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#### Extracurricular Activities

W CHAMPS	W US Post Office
W Hands Across the Border	W Student Council
W Science/Math Clubs	W Chorus
W Garden Club	W Health/Fitness Clubs

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#### School/Community Resources

W Afterschool Program	W Breakfast Program
W Lunch Program	W Clothing/Food Banks
W Health Services/Nurse Practitioner	W Adult Education
W Recreational Activities	W Social Worker

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W Gilbert Elementary offers adult ELL classes for the parents and other adults in our community. These classes meet two nights a week on our campus and are taught by staff members.
- W Gilbert Elementary received a technology grant which provided a new G3 Mac Lab, 10 G3 Mac laptops and 10 iMacs for our students. In addition, our adult ELL program utilizes these labs in the evenings.
- W Gilbert Elementary is part of the Arizona State University College of Education. Second block students take science and math classes on the campus. The ASU students also do their observation/participation on the campus.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	7.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Bilingual Teacher of the Year	1999
Adult Education Grant	2000
American Legion Teacher of the Year	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>111</b>	<b>539</b>	<b>0%</b>	<b>7%</b>	<b>50%</b>	<b>42%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>113</b>	<b>563</b>	<b>1%</b>	<b>4%</b>	<b>69%</b>	<b>26%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>109</b>	<b>531</b>	<b>1%</b>	<b>25%</b>	<b>39%</b>	<b>36%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>114</b>	<b>506</b>	<b>14%</b>	<b>21%</b>	<b>50%</b>	<b>15%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>109</b>	<b>529</b>	<b>8%</b>	<b>28%</b>	<b>40%</b>	<b>24%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>112</b>	<b>512</b>	<b>7%</b>	<b>35%</b>	<b>15%</b>	<b>43%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	83	60	60	--	--	--
2	Reading	--	--	--	100	53	50	100	59	52	83	63	53	74	57	57
	Language	--	--	--	100	52	40	100	53	43	82	55	44	77	50	48
	Mathematics	--	--	--	100	51	51	100	64	55	83	64	57	77	59	61
3	Reading	92	51	47	100	49	47	95	62	48	85	58	50	82	57	50
	Language	92	58	49	100	56	51	96	64	54	87	63	56	82	68	57
	Mathematics	92	44	46	100	45	49	97	57	52	87	53	54	82	54	56
4	Reading	79	55	53	100	59	54	92	59	54	80	64	55	75	64	55
	Language	82	57	47	100	55	49	93	54	48	80	59	50	77	59	50
	Mathematics	82	57	51	100	61	54	94	61	55	81	60	57	75	67	58
5	Reading	88	61	51	100	58	51	85	56	51	85	58	51	87	60	53
	Language	89	58	42	100	50	44	86	50	45	87	52	45	83	57	47
	Mathematics	87	69	51	100	64	54	86	60	55	87	64	57	86	67	59
6	Reading	92	63	53	100	67	54	88	66	53	87	66	54	91	65	56
	Language	92	54	41	100	59	44	88	58	44	87	59	45	91	53	47
	Mathematics	91	65	57	100	75	59	91	73	60	87	78	63	91	77	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>61</b>	<b>52</b>
<b>Grades 3-4</b>	<b>78</b>	<b>82</b>
<b>Grades 4-5</b>	<b>65</b>	<b>76</b>
<b>Grades 5-6</b>	<b>84</b>	<b>91</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Gilbert Elementary has a full-time social worker who works with students and families. We also have a peer mediation program where students are trained to assist with disputes on the playground.

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

0

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,868	\$2,890,659
Classroom Supplies	\$21	\$21,460
Administration	\$337	\$339,649
Support Services-Students	\$145	\$146,025
Other Support Services and Operations	\$580	\$584,108
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,951</b>	<b>\$3,981,901</b>

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Sheila Rogers	(480) 892-8624	
<b>Transportation Policy</b>	Jay Morris	(480) 497-3311	
<b>Community Resources</b>	Louise Heeman	(480) 892-8624	
<b>School Nutrition Programs</b>	Angie Villa	(480) 892-8624	
<b>Parent Organization</b>	Jerri Coutts	(480) 892-8624	
<b>Student Health/Nurse</b>	Anita Walker	(480) 892-8624	

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.

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