

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Islands Elementary School

Gilbert Unified District
245 S. McQueen Road, Gilbert, AZ 85233

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

Principal: Mr. Jeff Filloon

Schedule: 7:30 AM to 4:30 PM

Web Address: www.gilbert.k12.az.us

E-mail: Unpublished or Unavailable

Grades: Pre-K-6

2002 Enrollment: 725

Phone: (480) 497-0742

Fax: (480) 813-6809

∨ School Overview ∨

Mission

Islands School Mission is to provide a safe and positive educational environment for all students, where the Islands team works together to assure that our students achieve academic and personal success. Core Values include commitments: Living and learning RESPECT; teaching RESPONSIBILITY; building and using TEAMWORK; realizing, appreciating, celebrating DIVERSITY; ACCOUNTABILITY. We are committed to teaching the WHOLE CHILD.

Organization and Philosophy

- w Traditional
- w Team Teaching
- w Self-contained Classrooms
- w Inclusion

School/Academic Goals

- w To provide the students, staff, and visitors with a safe, friendly, and neat learning environment.
- w To provide the students, staff, and parents with accurate, personalized, and frequent communication.

Instructional Programs

- w Gifted
- w On-site Special Education
- w ESL
- w School-based Preschool
- w Afterschool Enrichment Classes
- w Full-day Kindergarten
- w Very Important Kids
- w Student Clubs

- w To improve reading instruction in order to expose students to a variety of reading experiences.

Enrollment

October 1, 2001 School Year Student Enrollment:	742
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	145

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Quality Improvement
- w Parent/Educator Relations
- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Educational Advocacy

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	7	0	0
10 or more years	3	12	0	0

∨ **Shared Responsibilities** ∨

School

Islands Elementary adheres to high academic standards for all students. Student success is provided through attentive teachers, quality teaching practices, multidisciplinary meetings, staff development, team work and school quality continuous improvement. Islands provides a safe environment dedicated to the success and well-being of each of its students.

Parents

Active participation by Islands' parents is encouraged. Parents are responsible for their child's attendance and should ensure that students are on time and prepared to learn by being well-fed, well-rested. Parents are encouraged to be involved with PTA or Site Council, to support and attend school functions. Islands provides annual PARENTING classes with child care.

∨ **Transportation Policy** ∨

School bus transportation is a privilege that students may retain by using responsible and cooperative behavior. Bus rules are sent home for parent signature annually.

∨ 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 Islands Elementary School is totally networked and most students are competent on the use of computers.
- W The Accelerated Reader Program has increased students' use of books, library checkout rates, and made an impact on reading scores.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	10.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Special Educator of the Year	1999
Educator of the Year--Kids Voting	1999
Silver Apple Teacher of the Year	1999

∨ 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 ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	104	531	1%	16%	52%	31%
	State	58840	524	9%	17%	45%	29%
Writing	School	105	547	2%	9%	74%	15%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	105	537	3%	21%	33%	43%
	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

Reading	School	87	516	8%	20%	47%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	87	536	10%	9%	54%	26%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	85	517	5%	35%	13%	47%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	95	75	60	--	--	--
2	Reading	--	--	--	100	56	50	98	64	52	85	61	53	86	70	57
	Language	--	--	--	100	56	40	99	58	43	87	52	44	87	67	48
	Mathematics	--	--	--	100	53	51	97	66	55	87	62	57	88	68	61
3	Reading	96	62	47	100	58	47	100	61	48	72	60	50	93	62	50
	Language	99	71	49	100	65	51	100	71	54	72	71	56	93	69	57
	Mathematics	98	71	46	100	64	49	100	71	52	72	65	54	93	69	56
4	Reading	96	66	53	100	62	54	100	68	54	74	77	55	83	74	55
	Language	98	66	47	100	61	49	100	64	48	74	71	50	83	66	50
	Mathematics	97	69	51	100	67	54	100	76	55	74	84	57	83	68	58
5	Reading	90	69	51	100	62	51	94	66	51	84	66	51	88	67	53
	Language	91	63	42	100	56	44	95	68	45	84	63	45	88	64	47
	Mathematics	91	75	51	100	66	54	95	78	55	85	78	57	89	75	59
6	Reading	96	61	53	100	70	54	98	69	53	77	70	54	84	74	56
	Language	97	54	41	100	58	44	98	56	44	78	62	45	84	65	47
	Mathematics	97	68	57	100	74	59	99	77	60	76	81	63	83	81	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	78
Grades 3-4	95	87
Grades 4-5	60	62
Grades 5-6	88	88
Grades 6-7	***	***

*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

Islands is committed to providing a safe and secure environment for their students, staff, and visitors. All visitors must check-in at the front office and receive and wear a name badge.

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).

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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	\$2,416	\$1,828,996
Classroom Supplies	\$23	\$17,155
Administration	\$277	\$209,767
Support Services-Students	\$109	\$82,804
Other Support Services and Operations	\$636	\$481,395
Total Expenditures- All Categories 2000-2001	\$3,461	\$2,620,117

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
School Site Council	Doug Carr	(480) 926-2775	
Transportation Policy	Jay Morris	(480) 497-3311	
Community Resources	Kim Schammel	(480) 497-0742	
School Nutrition Programs	B.J. Gross	(480) 497-0742	
Parent Organization	C. Pollack/C. Preston	(480) 497-5422	
Student Health/Nurse	S. Walters/L. Evans	(480) 497-0742	

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.

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