

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Superstition Springs Elementary School

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

Gilbert Unified District
7125 E. Monterey Avenue, Mesa, AZ 85208

Principal: Ms. Suzanne J. Witmer

Schedule: 7:30 AM to 4:00 PM

Web Address: gilbert.k12.az.us

E-mail: Suzanne_Witmer@gilbert.k12.az.us

Grades: K-6

2002 Enrollment: 907

Phone: (480) 641-6413

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∨ School Overview ∨

Mission

Superstition Springs' mission is to create lifelong learners who will become productive members of our society. Through a partnership of caring educators, supportive staff and involved families, we will build an academic atmosphere which invites creativity, enthusiasm, responsibility, cooperation, diversity, respect and acceptance. We are committed to professional growth and openness, continuous evaluation and improvement, and to respecting the multiple constituents of Superstition Springs.

Organization and Philosophy

- w Curriculum aligned to state standards
- w Emphasis on mastery of basic skills
- w Cooperative Learning/Critical Thinking
- w Healthy development of lifelong learners

Instructional Programs

- w All day Kindergarten Program
- w Traditional self-contained Classrooms
- w Technology Lab
- w Special Education-Resource and Inclusion
- w Accelerated Learning Program/Gifted
- w Special Reading Program/At-Risk Students
- w Accelerated Reader/Math Programs
- w Music/Art/PE/Media Center Instruction

School/Academic Goals

- w Learning to communicate is an essential skill. Students will be taught the steps of the writing process and will integrate this process into all curriculum areas. The six traits of writing will be an integral part of the writing program.
- w Students will be encouraged to read for information, enjoyment, and to increase comprehension. The Reading Renaissance program will continue to be utilized as one tool for helping students achieve maximum gains in reading.
- w Mastery of basic facts in mathematics and proficiency with math procedures are goals for all students. The Accelerated Math program and direct classroom instruction will be used to help students become proficient with math procedures and skills.
- w Increased student achievement is the goal of all classroom instructional techniques and programs. Scores on the Arizona Instrument to Measure Standards for Grades 3 and 5 will reflect increases in student mastery of the standards.

Enrollment

October 1, 2001 School Year Student Enrollment:	935
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	96

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School/traffic issues
- w Home/School Communication
- w School improvement plans
- w Diversity, respect, character programs
- w School and Community Crisis Plans
- w Special Event Coordination

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	54.00
Other Professional Staff	1.00	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	7	0	1	0
4 to 6 years	11	2	0	0
7 to 9 years	9	2	0	0
10 or more years	5	9	0	0

∨ **Shared Responsibilities** ∨

School

Staff members, parents, and community members are partners in the education of our students. Our responsibility is to provide a high-quality education in a nurturing, safe, and comfortable learning environment. Each teacher at the school is responsible for the safety, well-being, and education of all students on campus. Students can expect to be met with respect, acceptance, and an educational experience designed to meet the diverse needs of today's learner.

Parents

Parents are expected to become their child's partner in learning. Parents are invited to participate in their child's education through various PTSO and classroom activities. It is the responsibility of each parent to monitor their child's homework and school attendance, to make sure that he/she arrives at school on time, well-fed, rested, and dressed appropriately in order to be ready to learn. Students should have a quiet location in the home in which to complete daily homework assignments.

∨ **Transportation Policy** ∨

Superstition Springs Elementary School serves students who reside in an attendance area that covers approximately six square miles. The square mile surrounding the school is densely populated with homes, and students walk or ride bicycles to school. The school trains and positions four crossing guards to assist children at four arrival and departure points before and after school. The school district provides bus transportation for children who reside more than one mile from the school.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/8/03 3/26/03 5/22/03

Additional Calendar/Report Card Information

Classroom teachers and specialists communicate with parents throughout each grading period before the quarterly report card is issued. Mid-term progress reports, weekly newsletters, parent-teacher conferences, diagnostic reports, and telephone calls are some of the additional methods used to communicate student needs and improvement plans.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ 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.

Special Facilities

- W Media Center with Broadcasting System
- W Music/Band/Strings/Art Facilities
- W Computer Lab with Networked Classrooms
- W Regulation Indoor Basketball Court

Extracurricular Activities

- W Student Council Organization
- W Oceanography Club
- W Chess Club
- W Pom and Cheer Club
- W Peer Mediation Services
- W Honor Patrol
- W Outdoor Science Camp
- W Musical Programs/Band, Chorus, Strings

School/Community Resources

- W Breakfast/Lunch Programs
- W Before/After School Day Care Program
- W Health Care services
- W Parent Teacher Student Organization
- W On-site Social Worker
- W School Psychologist
- W Parent Volunteer Program
- W Parent Advisory Council

∨ 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

- | | |
|---|--|
| <p>W Superstition Springs Elementary School was the first school in Arizona to earn Reading Renaissance Master School status. This award was a result of teacher, student, and parent support and effort toward helping each child become a lifelong learner.</p> | <p>W Each student participates in the Accelerated Math program from Renaissance Learning. Each child works with individualized math practice materials that have been programmed to meet his or her own learning needs.</p> |
| <p>W A program was implemented to help students successfully set and reach goals for maintaining healthy relationships among peers and adults. The Responsibility Center provides a place on our campus for students to work on positive solutions to problems.</p> | <p>W The school's Accelerated Reading program accomplishments met the rigorous standards for student achievement set by the Renaissance Learning Company. The school was awarded the distinction of Model and Master School in the same school year.</p> |

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	5.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	1.6 %	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
Community Excellence Teacher Award	1999
National Teacher of the Year Award by NCLD	2001
Renaissance Learning Master School Distinction	2002
Community Excellence Volunteer Award	2002

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	133	547	1%	8%	48%	44%
	School State	58840	524	9%	17%	45%	29%
Writing	School	132	554	1%	10%	70%	19%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	133	543	2%	20%	32%	46%
	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	102	513	2%	15%	67%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	101	549	2%	16%	52%	30%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	102	507	6%	37%	14%	43%
	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	--	--	--	--	--	--	--	--	--	92	78	60	--	--	--
2	Reading	--	--	--	100	67	50	100	70	52	86	78	53	92	76	57
	Language	--	--	--	100	63	40	100	62	43	88	73	44	94	67	48
	Mathematics	--	--	--	100	64	51	100	69	55	88	79	57	94	77	61
3	Reading	96	61	47	100	61	47	100	64	48	92	68	50	97	69	50
	Language	96	70	49	100	63	51	100	66	54	91	71	56	97	69	57
	Mathematics	95	63	46	100	65	49	100	65	52	91	69	54	97	77	56
4	Reading	95	64	53	100	74	54	100	71	54	89	76	55	93	72	55
	Language	95	59	47	100	70	49	100	62	48	88	66	50	90	63	50
	Mathematics	95	71	51	100	79	54	100	70	55	89	73	57	94	72	58
5	Reading	95	67	51	100	70	51	100	67	51	90	72	51	93	71	53
	Language	95	62	42	100	61	44	100	62	45	90	63	45	94	66	47
	Mathematics	94	81	51	100	84	54	100	72	55	90	79	57	94	77	59
6	Reading	96	75	53	100	74	54	100	70	53	88	74	54	96	72	56
	Language	96	67	41	100	65	44	100	61	44	88	65	45	96	60	47
	Mathematics	96	81	57	100	84	59	100	80	60	88	83	63	96	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	59	71
Grades 3-4	75	71
Grades 4-5	61	80
Grades 5-6	78	81
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

All students have the right to learn in a safe and orderly environment. Our parent-teacher organization and parent advisory council in cooperation with district and community officials have developed plans and procedures for keeping all children safe during the normal school hours as well as in the unlikely event of a school or community emergency. Monthly fire drills and periodic emergency procedures are practiced. Student honor patrols assist with student traffic flow throughout the day.

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	\$1,954	\$1,819,936
Classroom Supplies	\$26	\$24,200
Administration	\$250	\$232,753
Support Services-Students	\$121	\$112,766
Other Support Services and Operations	\$575	\$535,213
Total Expenditures- All Categories 2000-2001	\$2,925	\$2,724,868

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	Suzanne J. Witmer	(480) 641-6413	
Transportation Policy	Jay Morris	(480) 497-3314	
Community Resources	Suzanne J. Witmer	(480) 641-6413	
School Nutrition Programs	Debbie McCarron	(480) 497-3370	
Parent Organization	April Ronquist	(480) 924-9509	
Student Health/Nurse	Arlene Mancuso	(480) 641-6413	

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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