

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7125 E. Monterey Ave., Mesa, AZ 85208

Gilbert 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)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Michael Fullmer
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 961
 Web Address : www.gilbert.k12.az.us/info/schools/superstiti
 Phone Number : (480) 641-6413
 Fax Number : (480) 854-8871
 E-mail : michael_fullmer@gilbert.k12.az.us

Mission

Superstition Springs' mission is to create lifelong learners who will become productive members of our society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü 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.
- ü 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 929
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 89

Instructional Programs

- All day Kindergarten Program
- Traditional Self-contained Classrooms
- Technology Lab
- Special Education-Resource and Inclusion
- Accelerated Reading and Math Programs

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Staff, 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, comfortable learning environment.

Parents

Parents are expected to become their child's partner in learning. Parents are invited to participate in their child's education through various PTSSO and classroom activities.

Transportation Policy

SSE serves students who live in an area that covers approximately six square miles. The school trains and places four crossing guards to assist with arrival and departure. Bus transportation is provided for students living one mile from school.

School Honors

Awards or Special Recognition 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	2003

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	137	2770	75509	98	100	100	529	541	521	18	6	13	17	17	23	19	35	33	46	42	31
All Students (Prior Year)	132	2623	75372	99	99	100	546	539	523	5	3	9	12	16	25	31	40	36	52	40	30
Female	67	1380	37013	96	100	100	527	543	522	15	5	12	23	17	24	17	34	33	45	44	31
Male	70	1390	38430	100	99	99	530	538	521	20	7	14	11	17	22	21	36	33	47	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	NC	412	30486	NC	100	99	NC	523	505	NC	10	18	NC	23	29	NC	34	32	NC	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	119	2113	35192	98	99	99	534	544	534	16	5	8	15	15	19	19	36	35	50	45	39
Students with Disabilities	16	351	9708	100	100	100	478	512	489	67	19	32	0	27	27	13	27	24	20	26	17
Students without Disabilities	121	2419	65801	98	98	98	535	543	525	12	4	11	19	16	23	20	36	34	49	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	20	343	36411				510	515	503	26	11	19	26	26	29	5	38	32	42	26	20
Non-Economically Disadvantaged	117	2427	39040				532	544	534	16	5	8	16	16	19	22	35	34	47	44	39

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	138	2774	75492	99	100	100	524	533	519	10	4	12	13	11	16	48	50	47	29	35	24
All Students (Prior Year)	132	2633	75221	99	99	100	538	535	523	3	2	8	7	8	16	59	61	56	32	28	21
Female	68	1382	37014	97	100	100	530	538	523	8	3	10	15	9	15	39	48	48	38	40	27
Male	70	1392	38400	100	99	99	518	528	516	13	6	14	10	12	17	56	53	47	21	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	10	413	30438	100	100	99	509	524	508	20	7	17	10	15	21	60	51	47	10	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	119	2113	35177	98	99	99	525	535	528	9	4	8	11	9	13	49	50	49	30	37	31
Students with Disabilities	16	352	9707	100	100	100	487	512	495	46	18	33	23	17	21	8	46	33	23	19	13
Students without Disabilities	122	2422	65785	98	98	98	528	535	522	7	3	10	12	10	16	52	51	49	30	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	20	344	36302				510	518	507	21	9	18	11	20	21	42	48	46	26	23	14
Non-Economically Disadvantaged	118	2430	39164				526	535	528	9	4	8	13	9	13	49	51	48	30	36	31

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	136	2766	75053	97	99	99	531	615	597	18	5	7	14	8	12	64	76	72	4	10	9
All Students (Prior Year)	129	2563	73654	97	97	99	534	542	530	4	3	9	8	7	13	82	78	70	6	11	7
Female	66	1377	36872	94	100	99	557	640	621	11	3	5	16	6	9	67	76	74	6	14	12
Male	70	1389	38109	100	99	99	506	589	573	25	7	10	13	11	14	60	76	69	1	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	NC	413	30235	NC	100	98	NC	603	575	NC	7	9	NC	8	14	NC	76	70	NC	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	119	2109	35028	98	99	99	538	618	613	15	4	6	16	9	10	66	76	73	3	11	11
Students with Disabilities	16	351	9625	100	100	100	467	569	530	46	14	21	15	16	21	38	64	55	0	6	4
Students without Disabilities	120	2415	65428	97	98	98	538	620	604	15	4	6	14	8	11	66	78	73	4	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	20	343	36077				522	580	566	26	9	10	21	11	16	47	75	69	5	5	5
Non-Economically Disadvantaged	116	2423	38950				532	619	618	17	4	5	13	8	9	66	76	73	4	11	12

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	134	2691	76019	100	100	100	493	512	499	15	7	14	37	35	39	14	17	14	34	41	33
All Students (Prior Year)	134	2679	76230	99	99	100	512	513	498	5	4	12	36	34	38	11	15	12	49	47	37
Female	63	1281	37207	100	99	100	499	511	499	15	6	12	34	38	41	13	17	14	39	39	33
Male	71	1401	38677	100	100	100	488	512	498	16	8	15	40	32	38	14	17	13	30	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	24	406	29458	100	98	100	484	492	480	27	12	20	32	48	48	14	15	12	27	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	494	466	--	9	28	--	43	49	--	22	10	--	26	13
White	99	2035	35880	100	99	100	496	516	515	13	5	7	37	32	32	13	17	16	36	45	45
Students with Disabilities	15	340	9786	100	100	100	435	475	457	57	28	39	43	40	40	0	9	7	0	23	13
Students without Disabilities	119	2351	66233	98	98	99	500	515	503	10	5	11	36	35	39	15	18	14	38	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	21	352	35714	--	--	--	471	494	480	32	13	20	37	45	47	11	15	12	21	28	20
Non-Economically Disadvantaged	113	2339	40266	--	--	--	497	514	513	12	6	9	37	34	33	14	17	15	36	43	43

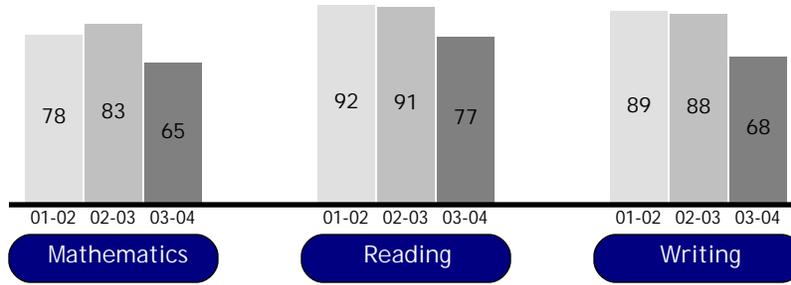
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2700	76020	100	100	100	509	511	503	17	13	25	21	20	23	48	50	40	14	17	12
All Students (Prior Year)	136	2678	76202	100	99	100	514	514	505	10	6	19	16	19	24	62	58	46	12	17	11
Female	63	1283	37213	100	100	100	516	512	504	5	11	22	19	20	23	57	50	42	19	19	13
Male	71	1402	38666	100	100	100	503	510	501	26	15	29	22	20	22	41	49	38	10	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	24	406	29442	100	98	99	498	501	494	19	22	37	29	25	26	48	46	31	5	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	501	489	--	13	48	--	35	25	--	43	24	--	9	3
White	99	2036	35890	100	100	100	507	513	511	16	11	15	21	19	20	49	51	48	14	19	18
Students with Disabilities	15	343	9784	100	100	100	490	496	485	38	38	58	38	25	19	25	27	19	0	9	4
Students without Disabilities	119	2357	66236	98	98	99	510	512	504	15	11	23	19	20	23	50	51	42	15	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	21	352	35703	--	--	--	494	501	494	44	20	37	6	23	26	44	50	31	6	6	6
Non-Economically Disadvantaged	113	2348	40274	--	--	--	511	512	509	12	12	17	23	20	20	49	50	47	16	19	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	134	2697	75673	100	100	100	526	555	530	13	7	12	29	20	25	55	66	58	3	6	4
All Students (Prior Year)	134	2627	74692	99	97	99	523	520	502	11	7	18	15	23	27	59	59	47	15	11	8
Female	63	1282	37099	100	100	100	553	575	548	3	4	8	24	14	22	67	74	64	5	8	6
Male	71	1402	38441	100	100	99	503	537	513	21	10	16	34	26	29	44	59	52	1	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	24	404	29305	100	97	99	502	535	507	14	9	16	38	22	31	48	64	51	0	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	552	492	--	9	19	--	22	33	--	70	46	--	0	1
White	99	2035	35760	100	99	99	525	560	550	14	6	9	28	20	21	56	67	64	2	7	6
Students with Disabilities	15	344	9706	100	100	100	413	493	462	50	27	36	38	31	32	13	38	31	0	3	1
Students without Disabilities	119	2353	65967	98	98	99	534	560	536	10	5	10	29	20	25	58	69	60	3	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	21	351	35541	--	--	--	501	534	504	22	10	17	22	24	31	56	63	50	0	2	2
Non-Economically Disadvantaged	113	2346	40091	--	--	--	530	558	550	11	6	9	31	20	21	55	67	64	4	7	6

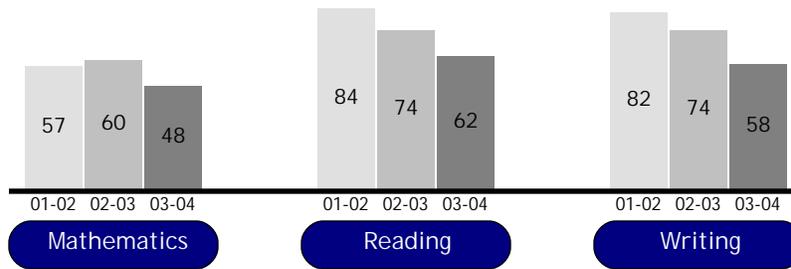
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	72	64	44	81	71	68	50	98	73	NA	58
	Language	95	65	60	39	98	65	62	43	99	66	63	50
	Mathematics	95	75	70	52	99	73	72	57	98	81	76	64
3	Reading	97	67	64	43	100	71	67	47	99	70	NA	55
	Language	97	67	72	50	100	71	72	54	98	72	76	61
	Mathematics	96	76	68	50	100	74	70	54	98	68	72	61
4	Reading	97	68	68	47	99	73	73	52	100	72	NA	56
	Language	97	56	62	45	99	64	66	48	100	65	66	52
	Mathematics	95	72	71	52	100	74	74	57	100	75	73	61
5	Reading	96	69	64	46	98	69	69	50	98	67	NA	55
	Language	96	65	59	43	98	63	63	46	99	61	63	49
	Mathematics	97	76	73	54	99	76	76	57	99	70	77	63
6	Reading	97	70	67	49	99	71	69	53	99	71	NA	56
	Language	98	57	60	42	98	65	63	45	98	62	64	48
	Mathematics	98	79	78	58	100	80	80	62	98	80	81	66

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

Council Duties

- Ü School/Traffic Issues
- Ü Home/School Communication
- Ü School Improvement Plans
- Ü Diversity, Respect, Character Programs
- Ü School and Community Crisis Plans
- Ü New Vision and Mission Statements

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	54.00
Other Professional Staff	1.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	1	0
4 to 6 years	12	2	0	0
7 to 9 years	9	2	0	0
10 or more years	5	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center with Broadcasting System
- Ü Computer Lab with Networked Classrooms

Extracurricular Activities

- Ü Student Council Organization
- Ü Peer Mediation Services
- Ü Oceanography Club
- Ü Honor Patrol

Social Services

- Ü Breakfast/Lunch Programs
- Ü On-site Social Worker
- Ü Before/After School Day Care Program
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 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.
- ü 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	7	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	64	57
Grades 3-4	77	65
Grades 4-5	58	59
Grades 5-6	78	71

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Students have the right to learn in a safe, orderly environment. Our parent-teacher organization and parent advisory council in cooperation GPS and the community have developed procedures for keeping all children safe during the normal school hours.

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

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.

Contacts

	Name	Phone Number
School Site Council	Michael Fullmer	(480) 641-6413
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Michael Fullmer	(480) 641-6413
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Nicole Ragusa	(480) 854-2189
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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.