

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7125 E. Monterey Ave., Mesa, AZ 85209

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Michael Fullmer
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/superstition
 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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.
- ü Nearly all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are authentically engaged.
- ü The tasks students are assigned and the work they are encouraged to undertake have meaning and significance in their lives now and are related to consequences to which they attach importance.

Enrollment

October 1, 2005 School Year Student Enrollment : 928
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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
ü Community Excellence Teacher Award	1999
ü National Teacher of the Year Award by NCLD	2001
ü Renaissance Learning Master School Distinction	2002
ü 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	121	2749	80010	98	98	99	463	475	447	5	4	10	12	9	18	56	50	53	27	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1307	38935	98	99	99	459	474	447	5	4	9	12	8	19	63	51	55	20	37	17
Male	56	1442	40974	97	98	98	469	476	448	5	3	11	11	9	18	48	50	52	36	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	19	460	34545	95	98	99	467	456	432	5	4	14	11	13	24	53	65	53	32	19	9
Asian/Pacific Islander	--	110	2068	--	99	99	--	481	474	--	5	4	--	8	10	--	44	50	--	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	94	2029	35142	99	99	99	467	481	465	3	3	5	10	7	11	59	47	56	29	43	28
Students with Disabilities	18	414	10161	86	93	93	421	440	419	17	16	28	33	27	28	44	39	36	6	18	8
Students without Disabilities	103	2335	69849	100	100	100	471	481	451	3	1	7	8	5	17	58	52	56	31	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	583	39029	90	97	98	456	454	432	4	6	14	14	15	25	68	60	52	14	19	9
Non-Economically Disadvantaged	93	2166	40981	100	99	100	466	481	462	5	3	6	11	7	13	53	47	54	31	43	27

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	121	2707	79438	98	97	98	471	480	451	4	3	9	12	12	24	69	62	56	16	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1290	38775	98	98	99	476	487	457	5	2	7	9	9	22	69	61	58	17	27	13
Male	56	1417	40560	97	96	97	464	474	446	4	3	12	14	14	25	68	62	54	14	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	19	455	34297	95	97	98	480	464	434	5	5	14	NA	16	31	84	69	50	11	10	5
Asian/Pacific Islander	--	109	2063	--	98	99	--	482	475	--	3	3	--	13	15	--	56	63	--	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	94	1996	34887	99	97	98	472	485	471	3	2	4	11	10	15	69	61	63	17	27	18
Students with Disabilities	18	373	9588	86	84	88	435	445	416	11	13	30	33	31	32	50	46	34	6	9	5
Students without Disabilities	103	2334	69850	100	99	100	477	485	456	3	1	7	8	9	23	72	64	59	17	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	28	573	38685	90	96	97	472	461	435	NA	5	14	14	20	32	75	65	50	11	11	5
Non-Economically Disadvantaged	93	2134	40753	100	97	99	470	485	467	5	2	5	11	10	16	67	61	62	17	27	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	120	2749	79971	97	98	99	414	448	423	9	3	8	52	28	41	38	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1307	38974	98	99	99	427	461	437	6	3	5	48	20	33	43	70	57	3	7	4
Male	55	1442	40895	95	98	98	398	436	410	13	4	10	56	35	47	31	58	41	NA	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	18	461	34481	90	98	99	436	436	410	NA	4	10	50	33	46	44	61	43	6	2	1
Asian/Pacific Islander	--	109	2067	--	98	99	--	457	449	--	3	4	--	26	28	--	61	60	--	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	94	2030	35150	99	99	99	413	451	437	9	3	5	52	26	35	38	66	56	1	5	5
Students with Disabilities	17	412	10258	81	93	94	372	407	377	35	13	23	41	50	51	24	35	25	NA	2	1
Students without Disabilities	103	2337	69713	100	100	100	421	455	429	5	2	5	53	24	39	40	69	52	2	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	28	585	38994	90	98	98	405	430	409	14	5	10	54	39	47	32	53	41	NA	2	1
Non-Economically Disadvantaged	92	2164	40977	99	99	100	417	453	437	8	3	5	51	25	34	39	67	56	2	6	5

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

4th 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	160	2846	80147	100	98	99	503	511	482	4	3	11	10	6	17	55	49	49	31	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1386	39281	100	98	99	507	511	483	4	3	9	8	5	17	55	51	50	33	41	24
Male	84	1458	40780	100	98	98	500	511	482	4	3	12	12	8	17	55	48	48	30	42	24
African American	10	123	4249	100	96	99	NA	488	464	NA	7	17	NA	17	22	NA	58	48	NA	19	13
Hispanic	24	468	33494	100	96	99	503	493	466	NA	5	15	13	12	23	58	56	49	29	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	119	2074	36122	100	98	99	505	516	501	3	2	5	8	5	10	56	48	50	33	45	35
Students with Disabilities	20	371	10295	95	88	92	443	467	443	25	16	33	30	22	26	40	47	33	5	14	8
Students without Disabilities	140	2475	69852	100	100	100	512	518	488	1	1	7	7	4	16	57	49	51	35	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	44	592	38371	98	96	97	490	490	465	5	6	15	11	13	23	66	56	49	18	25	13
Non-Economically Disadvantaged	116	2254	41776	100	99	100	508	517	498	3	2	6	9	5	11	51	47	49	36	46	33

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	158	2812	79686	99	97	98	494	499	470	2	2	11	13	11	24	67	70	57	18	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1376	39163	99	97	99	502	504	475	1	2	9	7	8	22	71	70	60	21	20	10
Male	83	1434	40438	99	96	97	487	494	465	2	2	13	18	13	25	64	70	54	16	14	7
African American	10	122	4228	100	95	98	NA	482	458	NA	6	15	NA	18	28	NA	66	53	NA	10	4
Hispanic	24	463	33299	100	95	98	488	481	452	NA	5	17	17	18	32	67	68	47	17	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	117	2048	35914	98	97	98	497	503	489	2	1	5	11	8	15	68	71	67	20	20	14
Students with Disabilities	18	338	9808	86	80	87	455	467	432	11	9	35	44	30	32	39	53	30	6	7	3
Students without Disabilities	140	2474	69878	100	100	100	499	503	475	1	1	8	9	8	23	71	73	61	20	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	44	581	38095	98	94	97	480	481	452	2	5	17	16	20	32	73	66	48	9	9	3
Non-Economically Disadvantaged	114	2231	41591	99	98	99	499	503	486	2	1	6	11	8	16	65	71	65	22	19	13

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	159	2875	80372	99	99	99	485	497	475	1	2	4	26	16	30	70	77	64	2	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1406	39452	100	99	99	503	508	488	NA	1	3	13	12	22	83	81	72	4	7	3
Male	83	1467	40836	99	98	98	470	487	464	2	3	6	39	21	37	59	74	56	NA	3	1
African American	10	125	4264	100	98	99	NA	485	465	NA	2	5	NA	22	35	NA	74	59	NA	2	1
Hispanic	24	477	33608	100	98	99	490	486	462	NA	3	6	29	18	36	67	77	57	4	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	118	2091	36213	99	99	99	488	499	489	1	1	2	25	16	22	73	78	72	2	5	3
Students with Disabilities	20	401	10526	95	95	94	441	452	427	10	7	15	55	45	53	35	47	31	NA	1	1
Students without Disabilities	139	2474	69846	100	100	100	492	504	482	NA	1	3	22	12	26	76	82	69	2	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	44	604	38521	98	98	98	474	479	461	2	3	6	32	25	38	64	70	55	2	1	1
Non-Economically Disadvantaged	115	2271	41851	100	99	100	490	502	489	1	1	3	24	14	22	73	79	72	2	5	4

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	142	2841	79306	99	99	99	517	529	504	6	5	13	15	11	20	56	52	49	23	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1394	38845	100	99	99	504	531	505	9	4	11	21	12	20	55	52	50	16	33	18
Male	65	1446	40383	98	99	98	532	528	504	2	5	14	9	11	19	58	53	47	31	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	17	450	32673	94	99	99	513	509	487	NA	7	18	29	17	25	47	59	46	24	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	111	2116	36234	100	99	99	520	534	523	7	4	6	13	10	13	56	51	52	24	35	28
Students with Disabilities	17	358	10286	94	94	91	471	483	462	24	24	41	35	29	27	41	35	27	NA	12	5
Students without Disabilities	125	2483	69020	100	100	100	523	536	510	3	2	9	13	8	18	58	55	52	26	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	37	556	37437	97	97	97	514	505	486	5	10	19	24	18	26	46	55	46	24	16	9
Non-Economically Disadvantaged	105	2285	41869	100	100	100	518	535	521	6	3	7	12	9	14	60	52	51	22	36	27

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	142	2799	79000	99	98	98	508	514	489	4	2	10	11	12	24	70	69	58	15	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1385	38774	100	98	99	504	520	494	5	2	7	16	9	22	66	69	61	13	20	10
Male	65	1413	40150	98	97	98	512	509	485	3	3	12	6	14	25	74	69	55	17	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	17	435	32508	94	96	98	507	498	472	NA	4	15	18	19	33	82	69	49	NA	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	111	2096	36135	100	98	98	510	519	508	5	2	4	11	10	14	66	69	67	18	19	15
Students with Disabilities	17	315	9991	94	83	88	471	477	449	18	13	33	24	33	36	53	46	29	6	8	2
Students without Disabilities	125	2484	69009	100	100	100	513	519	495	2	1	6	10	9	22	72	72	62	16	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	37	534	37234	97	93	97	498	494	472	3	4	15	19	21	33	68	68	50	11	7	3
Non-Economically Disadvantaged	105	2265	41766	100	99	99	511	519	505	5	2	5	9	10	16	70	69	65	16	19	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	143	2841	79611	100	99	99	511	515	496	1	3	7	32	27	37	66	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1396	39016	100	99	99	517	531	511	1	1	4	22	17	29	77	80	66	NA	1	1
Male	66	1444	40519	100	99	98	503	500	482	2	4	10	44	37	44	55	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	18	448	32855	100	99	99	505	501	481	NA	5	10	28	32	43	72	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	111	2119	36380	100	99	99	511	519	511	2	2	4	32	27	30	66	71	65	NA	1	1
Students with Disabilities	18	357	10664	100	94	94	450	460	440	11	13	23	72	57	54	17	29	22	NA	0	1
Students without Disabilities	125	2484	68947	100	100	100	519	523	504	NA	1	4	26	23	34	74	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	38	555	37626	100	97	98	504	494	479	3	6	10	32	38	45	66	55	45	NA	1	0
Non-Economically Disadvantaged	105	2286	41985	100	100	100	513	520	511	1	2	4	32	25	30	67	73	65	NA	1	1

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

6th 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	153	2911	79327	100	98	98	536	548	518	9	7	19	13	10	20	56	56	46	22	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1431	38961	100	98	98	535	548	520	4	6	16	18	9	20	60	57	48	18	28	16
Male	76	1480	40295	100	98	97	536	547	516	14	7	21	8	10	19	53	54	44	25	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	32	493	32327	100	96	98	520	529	499	13	10	27	22	16	25	56	57	41	9	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	109	2129	36373	100	99	98	539	552	538	8	6	10	9	8	14	59	56	52	24	31	25
Students with Disabilities	22	360	9321	100	89	87	472	493	467	45	36	54	23	23	22	32	33	21	NA	8	3
Students without Disabilities	131	2551	70006	100	100	100	547	555	524	3	2	14	11	8	19	60	59	49	25	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	588	37097	100	95	97	515	527	498	16	12	27	26	18	25	42	54	41	16	17	7
Non-Economically Disadvantaged	115	2323	42230	100	99	99	543	553	535	7	5	11	9	7	15	61	56	50	23	31	24

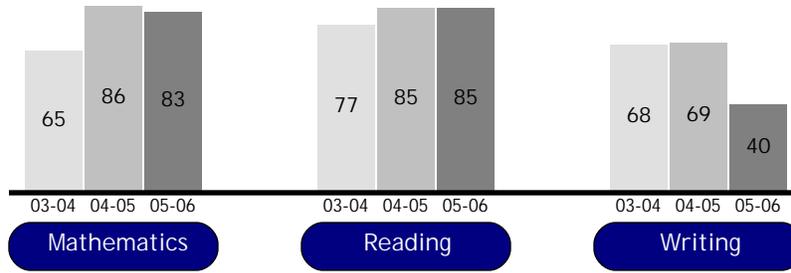
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	2886	79501	100	97	98	514	523	497	2	3	10	20	11	25	74	78	60	4	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1426	39062	100	98	99	519	527	502	1	2	8	14	8	23	82	80	64	3	10	5
Male	76	1460	40368	100	97	98	509	518	491	3	3	13	26	13	27	66	77	57	5	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	32	489	32389	100	96	98	506	509	478	NA	5	16	38	18	34	59	73	48	3	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	109	2109	36446	100	98	99	516	526	516	3	2	4	15	9	15	79	80	73	4	9	7
Students with Disabilities	22	335	9411	100	83	88	473	480	453	14	16	36	41	35	36	45	48	26	NA	1	1
Students without Disabilities	131	2551	70090	100	100	100	521	528	502	NA	1	7	17	8	24	79	82	65	5	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	38	581	37183	100	94	97	500	507	479	NA	4	16	37	18	34	61	75	49	3	2	1
Non-Economically Disadvantaged	115	2305	42318	100	98	99	519	527	513	3	2	5	15	9	17	78	79	70	4	9	7

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	153	2928	80000	100	99	99	578	588	564	1	1	3	5	5	11	83	75	75	10	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1439	39288	100	99	99	592	601	579	1	1	2	NA	2	6	84	73	77	14	25	16
Male	76	1489	40644	100	99	98	563	575	549	1	2	4	11	8	15	82	77	74	7	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	32	499	32672	100	97	99	569	579	548	3	2	4	NA	5	14	94	79	76	3	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	109	2135	36602	100	99	99	581	590	579	NA	1	2	6	5	7	83	74	75	11	20	16
Students with Disabilities	22	378	9919	100	93	93	530	532	505	NA	6	9	27	25	35	73	66	54	NA	3	2
Students without Disabilities	131	2550	70081	100	100	100	586	596	571	2	1	2	2	2	7	85	76	79	12	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	38	599	37534	100	97	98	565	572	547	3	2	4	8	8	15	82	81	76	8	9	5
Non-Economically Disadvantaged	115	2329	42466	100	99	100	582	592	578	1	1	2	4	4	7	83	74	75	11	21	16

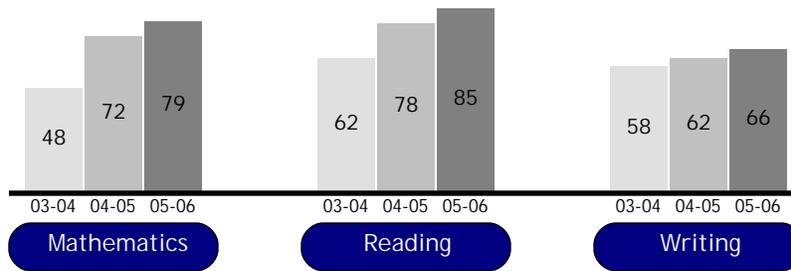
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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?	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	73	NA	58	98	61	61	47	95	61	65	46
	Language	99	66	63	50	98	55	60	47	95	65	65	48
	Mathematics	98	81	76	64	99	61	63	50	95	65	65	52
3	Reading	99	70	NA	55	100	57	60	44	98	63	67	46
	Language	98	72	76	61	100	57	57	44	98	52	61	46
	Mathematics	98	68	72	61	100	63	65	51	98	63	68	52
4	Reading	100	72	NA	56	100	57	61	48	99	67	70	52
	Language	100	65	66	52	100	58	60	49	100	67	68	52
	Mathematics	100	75	73	61	100	66	68	53	100	68	73	58
5	Reading	98	67	NA	55	99	55	63	50	99	67	73	56
	Language	99	61	63	49	99	55	62	50	100	63	70	54
	Mathematics	99	70	77	63	99	55	62	49	99	59	67	52
6	Reading	99	71	NA	56	99	65	64	51	100	67	75	56
	Language	98	62	64	48	99	62	62	47	100	61	68	50
	Mathematics	98	80	81	66	99	70	69	52	100	68	75	58

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."

Superstition Springs Elementary

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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	7	2	0	0
7 to 9 years	6	7	0	0
10 or more years	7	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	4%

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

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Students have the right to learn in a safe, orderly environment. Our parent-teacher organization and parent advisory council in cooperation with 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 for school year 2005-06 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	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	Denise Cavanaugh	(480) 641-6413
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.

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 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.

6 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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** 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.