

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

423 E. Settler's Point Drive, Gilbert, AZ 85296

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 LEARNS<sup>1</sup>

#### 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 : Mrs. Lana Moore  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : K-6  
 2004 Enrollment : 877  
 Web Address : [www.gilbert.k12.az.us/info/schools/settlers/s](http://www.gilbert.k12.az.us/info/schools/settlers/s)  
 Phone Number : (480) 507-1481  
 Fax Number : (480) 507-1550  
 E-mail : Lana-Moore@gilbert.k12.az.us

### Mission

Settler's Point Elementary School is committed to providing high quality educational opportunities for all students in an effort to have them become productive members of a changing 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 Improve student scores on the Stanford 9 across all grade levels in the areas of reading, math and language (measured grade level forward).
- ü Complete the requirements necessary to achieve Master School status in the Accelerated Reader/Reading Renaissance Program.

### Enrollment

October 1, 2003 School Year Student Enrollment : 900  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 72

## Instructional Programs

- Ü On-site Special Education
- Ü Accelerated Learning Program
- Ü ELL Instruction
- Ü All-day Kindergarten (Optional)

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

## Shared Responsibilities

### School

Settler's Point Elementary is committed to creating an environment that contributes to a sense of belonging by honoring cultural diversity and treating all who come in contact with the school with dignity and respect.

### Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, well-rested, maintaining a healthy mind and body, homework completed and eager to learn.

## Transportation Policy

Settler's Point serves an attendance area which is approximately two square miles in size. Five buses serve students who live outside a one-mile range. Additional buses are provided for special needs students and A.M./P.M. Kindergarten classes.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Gilbert Com. Excellence Ed Award - Instructional Asst.	2001
Ü Reading Renaissance Master School	2004

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	144	2770	75509	99	100	100	542	541	521	6	6	13	18	17	23	32	35	33	44	42	31
All Students (Prior Year)	132	2623	75372	95	99	100	538	539	523	3	3	9	19	16	25	34	40	36	44	40	30
Female	75	1380	37013	99	100	100	552	543	522	3	5	12	15	17	24	31	34	33	51	44	31
Male	69	1390	38430	100	99	99	530	538	521	11	7	14	21	17	22	33	36	33	35	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	21	412	30486	100	100	99	510	523	505	16	10	18	32	23	29	21	34	32	32	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	108	2113	35192	98	99	99	546	544	534	6	5	8	16	15	19	34	36	35	45	45	39
Students with Disabilities	16	351	9708	100	100	100	519	512	489	19	19	32	13	27	27	44	27	24	25	26	17
Students without Disabilities	128	2419	65801	98	98	98	545	543	525	5	4	11	19	16	23	31	36	34	46	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	14	343	36411				538	515	503	8	11	19	31	26	29	23	38	32	38	26	20
Non-Economically Disadvantaged	130	2427	39040				542	544	534	6	5	8	17	16	19	33	35	34	44	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	145	2774	75492	100	100	100	534	533	519	3	4	12	10	11	16	52	50	47	35	35	24
All Students (Prior Year)	139	2633	75221	100	99	100	529	535	523	3	2	8	12	8	16	62	61	56	22	28	21
Female	76	1382	37014	100	100	100	542	538	523	1	3	10	11	9	15	39	48	48	49	40	27
Male	69	1392	38400	100	99	99	525	528	516	5	6	14	9	12	17	68	53	47	18	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	21	413	30438	100	100	99	515	524	508	5	7	17	26	15	21	53	51	47	16	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	109	2113	35177	99	99	99	538	535	528	3	4	8	7	9	13	50	50	49	40	37	31
Students with Disabilities	17	352	9707	100	100	100	517	512	495	6	18	33	12	17	21	71	46	33	12	19	13
Students without Disabilities	128	2422	65785	98	98	98	536	535	522	2	3	10	10	10	16	50	51	49	38	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	14	344	36302				525	518	507	8	9	18	15	20	21	62	48	46	15	23	14
Non-Economically Disadvantaged	131	2430	39164				535	535	528	2	4	8	9	9	13	52	51	48	37	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	144	2766	75053	99	99	99	619	615	597	4	5	7	6	8	12	82	76	72	9	10	9
All Students (Prior Year)	137	2563	73654	99	97	99	537	542	530	5	3	9	10	7	13	76	78	70	8	11	7
Female	75	1377	36872	99	100	99	656	640	621	3	3	5	4	6	9	78	76	74	15	14	12
Male	69	1389	38109	100	99	99	578	589	573	5	7	10	8	11	14	86	76	69	2	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	21	413	30235	100	100	98	603	603	575	0	7	9	5	8	14	95	76	70	0	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	108	2109	35028	98	99	99	616	618	613	5	4	6	7	9	10	80	76	73	8	11	11
Students with Disabilities	16	351	9625	100	100	100	577	569	530	6	14	21	0	16	21	94	64	55	0	6	4
Students without Disabilities	128	2415	65428	98	98	98	625	620	604	3	4	6	6	8	11	81	78	73	10	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	14	343	36077				601	580	566	8	9	10	15	11	16	69	75	69	8	5	5
Non-Economically Disadvantaged	130	2423	38950				621	619	618	3	4	5	5	8	9	83	76	73	9	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	126	2691	76019	99	100	100	504	512	499	8	7	14	41	35	39	13	17	14	38	41	33
All Students (Prior Year)	121	2679	76230	93	99	100	496	513	498	6	4	12	40	34	38	25	15	12	30	47	37
Female	60	1281	37207	98	99	100	507	511	499	5	6	12	47	38	41	8	17	14	39	39	33
Male	66	1401	38677	100	100	100	501	512	498	11	8	15	34	32	38	17	17	13	38	43	34
African American	11	99	3817	100	93	100	479	482	475	18	15	23	27	52	47	18	12	11	36	22	18
Hispanic	14	406	29458	100	98	100	502	492	480	8	12	20	46	48	48	8	15	12	38	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	92	2035	35880	100	99	100	506	516	515	8	5	7	43	32	32	11	17	16	38	45	45
Students with Disabilities	21	340	9786	100	100	100	475	475	457	30	28	39	40	40	40	5	9	7	25	23	13
Students without Disabilities	105	2351	66233	95	98	99	509	515	503	4	5	11	41	35	39	15	18	14	41	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	16	352	35714	--	--	--	497	494	480	13	13	20	44	45	47	6	15	12	38	28	20
Non-Economically Disadvantaged	110	2339	40266	--	--	--	505	514	513	7	6	9	40	34	33	14	17	15	38	43	43

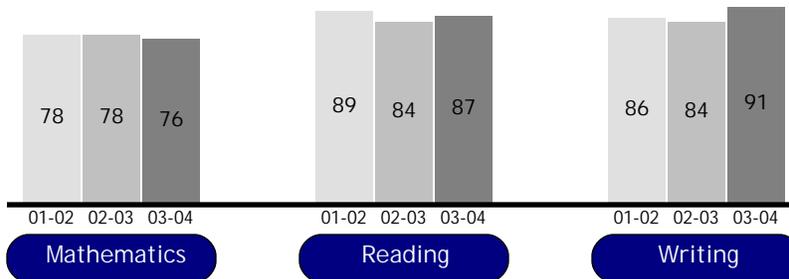
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2700	76020	99	100	100	502	511	503	22	13	25	23	20	23	43	50	40	12	17	12
All Students (Prior Year)	124	2678	76202	95	99	100	510	514	505	7	6	19	23	19	24	53	58	46	18	17	11
Female	60	1283	37213	98	100	100	504	512	504	20	11	22	24	20	23	42	50	42	14	19	13
Male	66	1402	38666	100	100	100	500	510	501	23	15	29	22	20	22	44	49	38	11	16	12
African American	11	99	3819	100	93	100	496	502	494	27	27	37	36	22	26	9	41	31	27	9	6
Hispanic	14	406	29442	100	98	99	513	501	494	23	22	37	15	25	26	38	46	31	23	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	92	2036	35890	100	100	100	501	513	511	22	11	15	20	19	20	49	51	48	9	19	18
Students with Disabilities	21	343	9784	100	100	100	489	496	485	50	38	58	20	25	19	15	27	19	15	9	4
Students without Disabilities	105	2357	66236	95	98	99	504	512	504	17	11	23	23	20	23	49	51	42	12	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	16	352	35703	--	--	--	500	501	494	19	20	37	13	23	26	63	50	31	6	6	6
Non-Economically Disadvantaged	110	2348	40274	--	--	--	502	512	509	22	12	17	24	20	20	40	50	47	13	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	126	2697	75673	99	100	100	549	555	530	10	7	12	15	20	25	70	66	58	6	6	4
All Students (Prior Year)	125	2627	74692	96	97	99	510	520	502	11	7	18	24	23	27	58	59	47	7	11	8
Female	60	1282	37099	98	100	100	572	575	548	5	4	8	8	14	22	80	74	64	7	8	6
Male	66	1402	38441	100	100	99	527	537	513	14	10	16	20	26	29	61	59	52	5	5	3
African American	11	99	3791	100	93	99	563	521	506	18	8	18	9	37	29	73	52	50	0	3	3
Hispanic	14	404	29305	100	97	99	535	535	507	8	9	16	15	22	31	69	64	51	8	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	92	2035	35760	100	99	99	545	560	550	9	6	9	15	20	21	73	67	64	3	7	6
Students with Disabilities	21	344	9706	100	100	100	487	493	462	35	27	36	30	31	32	35	38	31	0	3	1
Students without Disabilities	105	2353	65967	95	98	99	561	560	536	5	5	10	12	20	25	77	69	60	7	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	16	351	35541	--	--	--	533	534	504	13	10	17	13	24	31	75	63	50	0	2	2
Non-Economically Disadvantaged	110	2346	40091	--	--	--	551	558	550	9	6	9	15	20	21	69	67	64	7	7	6

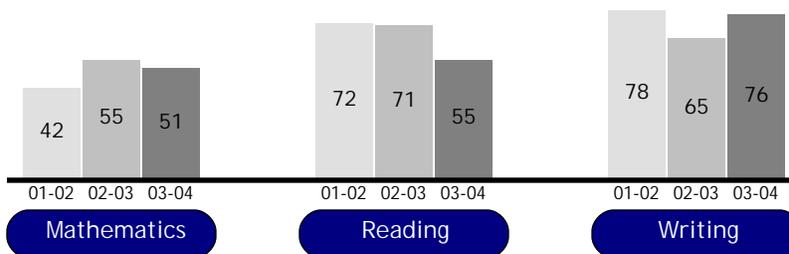
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	64	64	44	95	71	68	50	100	74	NA	58
	Language	91	61	60	39	100	65	62	43	99	71	63	50
	Mathematics	91	75	70	52	99	78	72	57	100	84	76	64
3	Reading	96	57	64	43	99	68	67	47	100	71	NA	55
	Language	94	68	72	50	100	74	72	54	100	78	76	61
	Mathematics	93	66	68	50	99	72	70	54	100	70	72	61
4	Reading	92	74	68	47	98	75	73	52	99	73	NA	56
	Language	91	69	62	45	100	69	66	48	99	66	66	52
	Mathematics	94	75	71	52	100	78	74	57	99	76	73	61
5	Reading	96	69	64	46	100	70	69	50	98	63	NA	55
	Language	92	63	59	43	100	65	63	46	98	56	63	49
	Mathematics	95	72	73	54	100	69	76	57	98	69	77	63
6	Reading	93	61	67	49	100	70	69	53	99	65	NA	56
	Language	89	56	60	42	100	63	63	45	99	57	64	48
	Mathematics	95	72	78	58	100	81	80	62	99	74	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School-Community Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Liaison to PTSO
- Ü Planning Special Events
- Ü School Information Network

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	2.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	42
Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Networked Classrooms
- Ü Rock climbing wall
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Oceanography Club
- Ü Book Club
- Ü Recycling Club

Social Services

- Ü Before/After School Programs/VIK Program
- Ü Dads' Club
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü PTSO

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Made progress toward students performing at or above the Gilbert School District average on the SAT9 tests.
  
- ü As part of the Accelerated Reader/Reading Renaissance program, Settler's Point was given the distinction of being a Master School for the past two years.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	71	54
Grades 3-4	86	75
Grades 4-5	61	61
Grades 5-6	74	83

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

Settler's Point understands the importance of, and is committed to, providing a safe school environment that promotes and enhances learning. School administration works with district administration, police and fire departments to coordinate safety.

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	Lana Moore	(480) 507-1481
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Jennifer Schabin	(480) 507-1481
School Nutrition Programs	Laurie Gentile	(480) 507-1481
Parent Organization	Kenna King	(480) 507-1481
Student Health/Nurse	Barb Naleski	(480) 507-1481

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "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](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.

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](http://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](http://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.