



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
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 : Mrs. Lana Moore
Schedule : 07:45 AM to 04:00 PM
Grades : K-6
Web Address : 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)

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

- Improve student scores on the AIMS Test across all grade levels in the areas of reading, math and language (measured grade level forward).
Complete the requirements necessary to achieve Master School status in the Accelerated Reader/Reading Renaissance Program.

Enrollment

October 1, 2005 School Year Student Enrollment : 875
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- Ü On-site Special Education
- Ü Accelerated Learning Program
- Ü ELL Instruction
- Ü All-day Kindergarten
- Ü Integrated Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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	2003
Ü Reading Renaissance Master School	2004
Ü Reading Renaissance Master School	2005

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	122	2749	80010	100	98	99	470	475	447	10	4	10	7	9	18	48	50	53	34	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1307	38935	100	99	99	473	474	447	5	4	9	9	8	19	47	51	55	38	37	17
Male	67	1442	40974	100	98	98	468	476	448	13	3	11	6	9	18	49	50	52	31	38	19
African American	13	127	4201	100	99	99	451	452	430	8	9	17	23	14	23	54	57	51	15	19	9
Hispanic	12	460	34545	100	98	99	425	456	432	17	4	14	25	13	24	50	65	53	8	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	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	92	2029	35142	100	99	99	481	481	465	9	3	5	3	7	11	46	47	56	42	43	28
Students with Disabilities	24	414	10161	100	93	93	424	440	419	42	16	28	8	27	28	38	39	36	13	18	8
Students without Disabilities	98	2335	69849	100	100	100	481	481	451	2	1	7	7	5	17	51	52	56	40	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	20	583	39029	100	97	98	431	454	432	25	6	14	10	15	25	55	60	52	10	19	9
Non-Economically Disadvantaged	102	2166	40981	100	99	100	478	481	462	7	3	6	7	7	13	47	47	54	39	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	122	2707	79438	100	97	98	467	480	451	7	3	9	16	12	24	60	62	56	18	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1290	38775	100	98	99	476	487	457	5	2	7	11	9	22	60	61	58	24	27	13
Male	67	1417	40560	100	96	97	460	474	446	7	3	12	19	14	25	60	62	54	13	20	9
African American	13	125	4178	100	98	98	453	458	439	8	6	13	23	25	29	54	59	52	15	10	6
Hispanic	12	455	34297	100	97	98	431	464	434	17	5	14	42	16	31	42	69	50	NA	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	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	92	1996	34887	100	97	98	475	485	471	5	2	4	10	10	15	63	61	63	22	27	18
Students with Disabilities	24	373	9588	100	84	88	427	445	416	25	13	30	33	31	32	38	46	34	4	9	5
Students without Disabilities	98	2334	69850	100	99	100	477	485	456	2	1	7	11	9	23	65	64	59	21	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	20	573	38685	100	96	97	432	461	435	20	5	14	20	20	32	55	65	50	5	11	5
Non-Economically Disadvantaged	102	2134	40753	100	97	99	474	485	467	4	2	5	15	10	16	61	61	62	21	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	122	2749	79971	100	98	99	445	448	423	2	3	8	25	28	41	73	64	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1307	38974	100	99	99	453	461	437	4	3	5	13	20	33	84	70	57	NA	7	4
Male	67	1442	40895	100	98	98	439	436	410	1	4	10	34	35	47	64	58	41	NA	3	2
African American	13	126	4203	100	98	99	443	429	411	NA	7	11	38	33	45	62	57	43	NA	2	2
Hispanic	12	461	34481	100	98	99	421	436	410	8	4	10	17	33	46	75	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	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	92	2030	35150	100	99	99	450	451	437	2	3	5	22	26	35	76	66	56	NA	5	5
Students with Disabilities	24	412	10258	100	93	94	407	407	377	4	13	23	63	50	51	33	35	25	NA	2	1
Students without Disabilities	98	2337	69713	100	100	100	455	455	429	2	2	5	15	24	39	83	69	52	NA	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	20	585	38994	100	98	98	415	430	409	5	5	10	45	39	47	50	53	41	NA	2	1
Non-Economically Disadvantaged	102	2164	40977	100	99	100	451	453	437	2	3	5	21	25	34	77	67	56	NA	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	120	2846	80147	99	98	99	519	511	482	1	3	11	3	6	17	45	49	49	51	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1386	39281	100	98	99	525	511	483	NA	3	9	NA	5	17	47	51	50	53	41	24
Male	60	1458	40780	98	98	98	514	511	482	2	3	12	7	8	17	43	48	48	48	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	12	468	33494	100	96	99	502	493	466	NA	5	15	8	12	23	50	56	49	42	27	14
Asian/Pacific Islander	10	156	2103	100	100	99	NA	525	515	NA	3	4	NA	4	8	NA	38	44	NA	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	93	2074	36122	100	98	99	522	516	501	1	2	5	2	5	10	43	48	50	54	45	35
Students with Disabilities	NC	371	10295	NC	88	92	NC	467	443	NC	16	33	NC	22	26	NC	47	33	NC	14	8
Students without Disabilities	111	2475	69852	100	100	100	523	518	488	NA	1	7	2	4	16	45	49	51	53	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	13	592	38371	93	96	97	503	490	465	8	6	15	NA	13	23	69	56	49	23	25	13
Non-Economically Disadvantaged	107	2254	41776	100	99	100	521	517	498	NA	2	6	4	5	11	42	47	49	54	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	120	2812	79686	99	97	98	494	499	470	1	2	11	12	11	24	77	70	57	11	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1376	39163	100	97	99	499	504	475	NA	2	9	5	8	22	85	70	60	10	20	10
Male	60	1434	40438	98	96	97	489	494	465	2	2	13	18	13	25	68	70	54	12	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	12	463	33299	100	95	98	483	481	452	NA	5	17	17	18	32	75	68	47	8	8	3
Asian/Pacific Islander	10	154	2097	100	99	99	NA	503	490	NA	1	5	NA	11	13	NA	73	68	NA	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	93	2048	35914	100	97	98	497	503	489	1	1	5	12	8	15	75	71	67	12	20	14
Students with Disabilities	NC	338	9808	NC	80	87	NC	467	432	NC	9	35	NC	30	32	NC	53	30	NC	7	3
Students without Disabilities	111	2474	69878	100	100	100	497	503	475	NA	1	8	9	8	23	80	73	61	11	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	13	581	38095	93	94	97	472	481	452	NA	5	17	31	20	32	62	66	48	8	9	3
Non-Economically Disadvantaged	107	2231	41591	100	98	99	497	503	486	1	1	6	9	8	16	79	71	65	11	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	121	2875	80372	100	99	99	498	497	475	NA	2	4	18	16	30	78	77	64	4	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1406	39452	100	99	99	512	508	488	NA	1	3	5	12	22	88	81	72	7	7	3
Male	61	1467	40836	100	98	98	485	487	464	NA	3	6	31	21	37	67	74	56	2	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	12	477	33608	100	98	99	493	486	462	NA	3	6	17	18	36	83	77	57	NA	3	1
Asian/Pacific Islander	10	156	2098	100	100	99	NA	508	500	NA	3	2	NA	12	16	NA	74	75	NA	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	93	2091	36213	100	99	99	502	499	489	NA	1	2	14	16	22	82	78	72	4	5	3
Students with Disabilities	10	401	10526	100	95	94	NA	452	427	NA	7	15	NA	45	53	NA	47	31	NA	1	1
Students without Disabilities	111	2474	69846	100	100	100	503	504	482	NA	1	3	14	12	26	81	82	69	5	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	14	604	38521	100	98	98	471	479	461	NA	3	6	43	25	38	57	70	55	NA	1	1
Non-Economically Disadvantaged	107	2271	41851	100	99	100	502	502	489	NA	1	3	15	14	22	80	79	72	5	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	128	2841	79306	98	99	99	541	529	504	3	5	13	12	11	20	41	52	49	44	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1394	38845	100	99	99	549	531	505	NA	4	11	7	12	20	44	52	50	49	33	18
Male	69	1446	40383	97	99	98	533	528	504	6	5	14	16	11	19	39	53	47	39	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	18	450	32673	95	99	99	522	509	487	6	7	18	17	17	25	44	59	46	33	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	99	2116	36234	99	99	99	543	534	523	3	4	6	12	10	13	39	51	52	45	35	28
Students with Disabilities	21	358	10286	91	94	91	508	483	462	19	24	41	24	29	27	33	35	27	24	12	5
Students without Disabilities	107	2483	69020	100	100	100	547	536	510	NA	2	9	9	8	18	43	55	52	48	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	18	556	37437	95	97	97	519	505	486	6	10	19	17	18	26	56	55	46	22	16	9
Non-Economically Disadvantaged	110	2285	41869	99	100	100	544	535	521	3	3	7	11	9	14	39	52	51	47	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	128	2799	79000	98	98	98	515	514	489	2	2	10	16	12	24	70	69	58	13	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1385	38774	100	98	99	525	520	494	NA	2	7	7	9	22	73	69	61	20	20	10
Male	69	1413	40150	97	97	98	506	509	485	3	3	12	23	14	25	67	69	55	7	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	18	435	32508	95	96	98	509	498	472	NA	4	15	22	19	33	61	69	49	17	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	99	2096	36135	99	98	98	515	519	508	2	2	4	14	10	14	72	69	67	12	19	15
Students with Disabilities	21	315	9991	91	83	88	483	477	449	10	13	33	38	33	36	52	46	29	NA	8	2
Students without Disabilities	107	2484	69009	100	100	100	521	519	495	NA	1	6	11	9	22	73	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	18	534	37234	95	93	97	492	494	472	NA	4	15	33	21	33	67	68	50	NA	7	3
Non-Economically Disadvantaged	110	2265	41766	99	99	99	518	519	505	2	2	5	13	10	16	70	69	65	15	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	130	2841	79611	100	99	99	498	515	496	2	3	7	48	27	37	49	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1396	39016	100	99	99	514	531	511	NA	1	4	39	17	29	61	80	66	NA	1	1
Male	71	1444	40519	100	99	98	484	500	482	4	4	10	56	37	44	39	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	19	448	32855	100	99	99	479	501	481	5	5	10	63	32	43	32	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	100	2119	36380	100	99	99	503	519	511	1	2	4	48	27	30	51	71	65	NA	1	1
Students with Disabilities	23	357	10664	100	94	94	443	460	440	13	13	23	74	57	54	13	29	22	NA	0	1
Students without Disabilities	107	2484	68947	100	100	100	510	523	504	NA	1	4	43	23	34	57	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	19	555	37626	100	97	98	468	494	479	5	6	10	63	38	45	32	55	45	NA	1	0
Non-Economically Disadvantaged	111	2286	41985	100	100	100	503	520	511	2	2	4	46	25	30	52	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	129	2911	79327	98	98	98	544	548	518	9	7	19	9	10	20	52	56	46	31	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1431	38961	100	98	98	545	548	520	7	6	16	9	9	20	55	57	48	29	28	16
Male	73	1480	40295	97	98	97	544	547	516	10	7	21	8	10	19	49	54	44	33	28	16
African American	12	141	4247	100	98	98	534	530	499	NA	10	27	8	16	24	75	56	41	17	18	8
Hispanic	18	493	32327	100	96	98	529	529	499	11	10	27	11	16	25	67	57	41	11	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	90	2129	36373	99	99	98	547	552	538	10	6	10	8	8	14	46	56	52	37	31	25
Students with Disabilities	24	360	9321	92	89	87	492	493	467	42	36	54	25	23	22	17	33	21	17	8	3
Students without Disabilities	105	2551	70006	100	100	100	556	555	524	1	2	14	5	8	19	60	59	49	34	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	28	588	37097	93	95	97	520	527	498	11	12	27	21	18	25	54	54	41	14	17	7
Non-Economically Disadvantaged	101	2323	42230	100	99	99	551	553	535	8	5	11	5	7	15	51	56	50	36	31	24

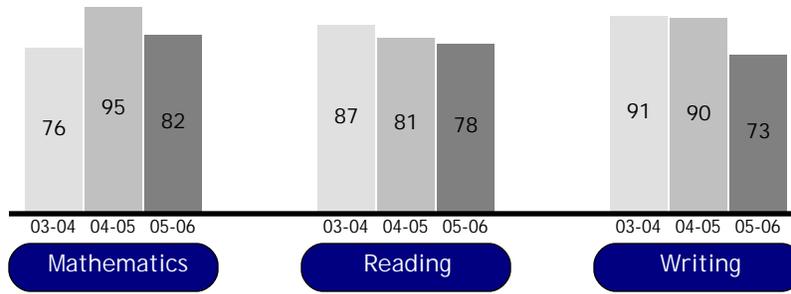
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2886	79501	99	97	98	522	523	497	1	3	10	11	11	25	81	78	60	8	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1426	39062	100	98	99	529	527	502	NA	2	8	9	8	23	80	80	64	11	10	5
Male	74	1460	40368	99	97	98	517	518	491	1	3	13	12	13	27	81	77	57	5	6	3
African American	12	141	4279	100	98	99	510	511	485	NA	3	14	NA	20	30	100	74	54	NA	4	2
Hispanic	18	489	32389	100	96	98	511	509	478	NA	5	16	28	18	34	61	73	48	11	4	1
Asian/Pacific Islander	10	119	1936	100	98	99	NA	531	519	NA	2	3	NA	8	14	NA	78	73	NA	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	90	2109	36446	99	98	99	526	526	516	1	2	4	9	9	15	82	80	73	8	9	7
Students with Disabilities	25	335	9411	96	83	88	489	480	453	4	16	36	36	35	36	60	48	26	NA	1	1
Students without Disabilities	105	2551	70090	100	100	100	530	528	502	NA	1	7	5	8	24	86	82	65	10	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	28	581	37183	93	94	97	508	507	479	NA	4	16	11	18	34	86	75	49	4	2	1
Non-Economically Disadvantaged	102	2305	42318	100	98	99	526	527	513	1	2	5	11	9	17	79	79	70	9	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	131	2928	80000	100	99	99	584	588	564	1	1	3	7	5	11	76	75	75	17	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1439	39288	100	99	99	600	601	579	NA	1	2	2	2	6	77	73	77	21	25	16
Male	75	1489	40644	100	99	98	573	575	549	1	2	4	11	8	15	75	77	74	13	13	7
African American	12	144	4307	100	100	99	595	577	551	NA	1	4	NA	6	13	83	79	75	17	13	7
Hispanic	18	499	32672	100	97	99	577	579	548	NA	2	4	6	5	14	83	79	76	11	13	6
Asian/Pacific Islander	10	121	1945	100	100	99	NA	605	592	NA	NA	1	NA	4	4	NA	69	69	NA	27	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	91	2135	36602	100	99	99	584	590	579	1	1	2	9	5	7	73	74	75	18	20	16
Students with Disabilities	26	378	9919	100	93	93	536	532	505	NA	6	9	31	25	35	62	66	54	8	3	2
Students without Disabilities	105	2550	70081	100	100	100	596	596	571	1	1	2	1	2	7	79	76	79	19	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	29	599	37534	97	97	98	567	572	547	NA	2	4	17	8	15	72	81	76	10	9	5
Non-Economically Disadvantaged	102	2329	42466	100	99	100	589	592	578	1	1	2	4	4	7	76	74	75	19	21	16

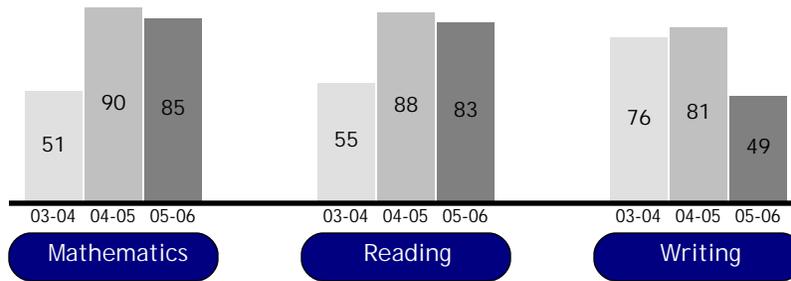
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	74	NA	58	100	62	61	47	99	61	65	46
	Language	99	71	63	50	100	69	60	47	99	58	65	48
	Mathematics	100	84	76	64	100	68	63	50	99	65	65	52
3	Reading	100	71	NA	55	100	56	60	44	100	58	67	46
	Language	100	78	76	61	100	58	57	44	100	56	61	46
	Mathematics	100	70	72	61	100	71	65	51	100	65	68	52
4	Reading	99	73	NA	56	99	60	61	48	99	67	70	52
	Language	99	66	66	52	99	58	60	49	100	70	68	52
	Mathematics	99	76	73	61	99	64	68	53	99	76	73	58
5	Reading	98	63	NA	55	100	66	63	50	98	73	73	56
	Language	98	56	63	49	100	66	62	50	100	68	70	54
	Mathematics	98	69	77	63	100	66	62	49	98	70	67	52
6	Reading	99	65	NA	56	100	60	64	51	99	76	75	56
	Language	99	57	64	48	100	59	62	47	100	70	68	50
	Mathematics	99	74	81	66	100	67	69	52	98	75	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."

Settlers Point Elementary

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	2	7	0	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Council
- Ü Oceanography Club
- Ü AR Book Club
- Ü Recycling Club
- Ü Math Facts Club
- Ü Chess Club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Made progress toward students performing at or above the Gilbert School District average on the AIMS tests. Reached AYP for 2005. The school label for 2005/2006 was Highly Performing.

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

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. In addition, there is a Safety Committee comprised of parents, classified and certified staff.

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) :

1

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	Lana Moore	(480) 507-1481
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Helen Dippre	(480) 507-1481
School Nutrition Programs	Theresa Alejandro-Mello	(480) 507-1481
Parent Organization	Sandra Jarvis	(480) 507-1481
Student Health/Nurse	Jean Ethridge	(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 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.

Footnotes

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.