

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

308 N MARTIN AVE, Gila Bend, AZ 85337

Gila Bend 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>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Underperforming
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. James Mosley  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 150  
 Web Address : gilabend.k12.az.us  
 Phone Number : (928) 683-2286  
 Fax Number : (928) 683-6415  
 E-mail : jamesm@gilabend.k12.az.us

### Mission

Our goal for all students is to assure their success as well-balanced members of society. We will do this through a joint effort of school and community with trust and respect. We are devoted to ongoing improvement in the education of our students.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

### School / Academic Goals

- ü Working towards aligning the Arizona Academic Standards to core content areas.
- ü Continue to increase test scores.

### Enrollment

October 1, 2004 School Year Student Enrollment : 154  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Gifted Education (Grades 4-12)
- ü Special Education - Resource
- ü Alternative Education
- ü Plato Educational Software

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Gila Bend High School strives to ensure the safety of all students so they have the chance to achieve their maximum potential.

Parents

Dependent on parental ability, we encourage parents to be active and positive contributors to their students' learning experiences. We expect parents to ensure their students attend school.

Transportation Policy

All students in excess of 1/2 mile may be part of bus transportation routes. Any challenged students are transported to school. Challenged students unable to have needs met by school are transported to the nearest school that can satisfy those needs.

School Honors

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

Award/Honor	Year
ü Teacher of the Year - Small and Rural Schools	2001
ü 2 Outstanding Students - Grand Canyon State Essay	2002
ü Governor's Pride in Arizona Award	2003

10th 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	32	32	69846	97	97	100	661	661	699	52	52	21	28	28	11	21	21	49	0	0	18
All Students (Prior Year)	41	41	65934	95	95	100	454	454	492	90	90	43	7	7	18	2	2	24	0	0	15
Female	11	11	34328	100	100	99	669	669	702	27	27	19	45	45	12	27	27	51	0	0	18
Male	21	21	35509	95	95	100	656	656	696	67	67	23	17	17	11	17	17	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	18	18	23363	100	100	100	653	653	680	56	56	32	31	31	16	13	13	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	27	27	62220	100	100	99	666	666	712	44	44	16	32	32	11	24	24	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	28	28	21421	97	97	92	661	661	686	54	54	35	23	23	15	23	23	43	0	0	7
Non-Economically Disadvantaged	NC	NC	48489	NC	NC	100	NC	NC	704	NC	NC	15	NC	NC	10	NC	NC	52	NC	NC	23

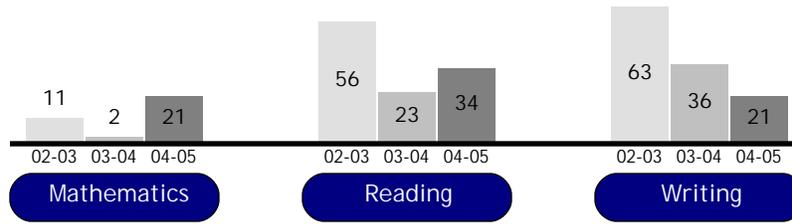
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	71311	97	97	100	659	659	694	24	24	7	41	41	21	34	34	63	0	0	9
All Students (Prior Year)	40	40	68162	89	89	100	480	480	509	33	33	18	45	45	24	23	23	51	0	0	8
Female	12	12	34899	100	100	100	678	678	700	17	17	5	25	25	19	58	58	66	0	0	10
Male	22	22	36430	96	96	100	646	646	688	29	29	9	53	53	22	18	18	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	18	18	24056	100	100	100	649	649	672	27	27	13	53	53	31	20	20	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	27	27	63379	96	96	100	666	666	707	21	21	5	38	38	18	42	42	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	25	25	22243	83	83	93	656	656	677	27	27	14	41	41	32	32	32	51	0	0	3
Non-Economically Disadvantaged	NC	NC	49157	NC	NC	100	NC	NC	702	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

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	33	33	70868	97	97	100	644	644	688	21	21	5	59	59	23	21	21	63	0	0	9
All Students (Prior Year)	39	39	67629	87	87	100	478	478	524	44	44	22	21	21	16	36	36	59	0	0	3
Female	12	12	34710	100	100	99	667	667	697	8	8	3	58	58	19	33	33	66	0	0	12
Male	22	22	36176	96	96	100	628	628	678	29	29	7	59	59	27	12	12	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	18	18	23868	100	100	100	635	635	670	33	33	9	53	53	33	13	13	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	27	27	63054	96	96	99	651	651	701	17	17	3	58	58	20	25	25	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	25	25	21994	83	83	92	643	643	673	23	23	10	55	55	36	23	23	52	0	0	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	12

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)

10th 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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	22	22	41	92	32	NA	42	93	34	34	51
	Language	100	23	23	42	92	28	28	42	93	38	38	50
	Mathematics	100	37	37	60	92	36	36	63	89	34	34	50

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/](http://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."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Student Handbook
- Ü Textbook Selection
- Ü School Safety
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	3.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	23%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- |                          |                     |
|--------------------------|---------------------|
| Ü FCCLA Club             | Ü Baseball/Softball |
| Ü National Honor Society | Ü Basketball        |
| Ü Student Council        | Ü fbla              |
| Ü Football               | Ü volleyball        |

Social Services

- Ü Alternative Education Classes
- Ü Counseling Services
- Ü After School Programs

Ü Testing scores improved.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	86	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	7	0	1	6
Status Unknown <sup>11</sup>	5	0	1	4
Graduation Rate <sup>12</sup>	69	NA	NA	79

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

Continuing use of uniforms for all students, and constant involvement of parent and local resources to assure a safe environment for our students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	James Mosley	(928) 683-2286
Transportation Policy	Walter Gonzalez	(928) 683-2225
Community Resources		(928) -
School Nutrition Programs		(928) 683-2177
Parent Organization		(928) -
Student Health/Nurse	Corine Turner	(928) 683-2445

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.

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](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. 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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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](http://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.