

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Gililland Middle School

Tempe Elementary District  
1025 S. Beck Avenue, Tempe, AZ 85281

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mr. Jacob A. Chavez  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [www.tempeschools.org-Gililland](http://www.tempeschools.org-Gililland)  
**E-mail:** [jchavez@tempeschools.org](mailto:jchavez@tempeschools.org)

**Grades:** 6-8  
**2002 Enrollment:** 943  
**Phone:** (480) 966-7114  
**Fax:** (480) 829-6178

## ∨ School Overview ∨

### Mission

Gililland Middle School has high expectations for behavior and academics. Our mission is to create opportunities for all students to succeed.

### Organization and Philosophy

- w Middle School Concept
- w Interdisciplinary Teaming
- w Think Time Program/PRIDE Program
- w Electives/Including High Tech Lab

### School/Academic Goals

- w Increase student achievement.
- w Increase student attendance.

### Instructional Programs

- w Title I/Accelerated Reader Program
- w Honors Classes/Gifted Program
- w High School Credit--Algebra and Geometry
- w On-site Special Education
- w Sheltered Engl. Lang. Learners Program
- w Fine Arts Classes
- w Afterschool/Tutoring Programs
- w Program for the Emotionally Disabled

- w Continue to provide exceptional customer service for parent satisfaction.
- w Increase teacher training through an innovative staff development program.

### Enrollment

October 1, 2001 School Year Student Enrollment:	909
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	80

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Refine a Multi-year Strategic Plan
- w Monitor and Adjust the Strategic Plan
- w Monitor Budget for School Use
- w Collect Data to Determine Area of Focus

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	6.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	1	0
4 to 6 years	9	7	0	0
7 to 9 years	2	3	0	0
10 or more years	13	20	0	0

∨ **Shared Responsibilities** ∨

**School**

Provide opportunities for student success through high expectations for behavior and academics. Communicate with parents and the community through a monthly school newsletter, student newspaper, academic and behavior progress reports, as well as parental contacts through conferences and telephone calls.

**Parents**

Parents are responsible for checking Stamp Cards and student agendas in order to monitor student progress. Parents are encouraged to communicate via agendas, e-mail, as well as by telephone.

∨ **Transportation Policy** ∨

Since Jan. 5, 1998, we have followed a new standardized district-wide zero-tolerance policy on bus safety/behavior. This enhancement of the former program is designed to reduce unsafe and violent acts, and to create an atmosphere of respect and appropriate behavior. Busing boundaries are established for each school and approved by the board. Primary considerations for busing are distance and major street locations. Students who live within a mile and do not have major roads to cross must walk.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 50 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/23/02                      1/9/03                      3/12/03                      5/29/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Math/Sci/Accelerated Reader Lab
- W Industrial Tech. Lab
- W Weather Station
- W Video Production Classroom

**Extracurricular Activities**

- W Student Government
- W Intramural Sports/All City League
- W National Junior Honor Society
- W Renaissance Program
- W Yearbook/Newspaper
- W Transportation to Westside Community Ctr
- W Mentoring Programs/Afterschool Tutoring
- W Leadership/MESA (Science) Programs

**School/Community Resources**

- W Counseling Services
- W Lunch Program
- W Breakfast Program
- W Health Services
- W Clothing/Food Banks
- W Crisis Intervention
- W Recreational Activities

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Challenging math curriculum with students having the opportunity to earn high school algebra and geometry credits.</p> <p>W Outstanding Fine Arts Program.</p> | <p>W Exceptional academic programs, as well as the Renaissance Program as reward for academic success.</p> <p>W Experienced and well-trained staff.</p> |
|---|---|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	21.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Honors in Math/English/Science	2001
Cox Excellence in Tech. and Education	1997
Chase Active Learning Program	1998
Teacher Impact Award	1998

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	217	488	38%	26%	29%	6%
	State	57484	504	24%	20%	40%	16%
Writing	School	214	475	28%	45%	26%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	224	437	58%	32%	7%	2%
	State	57734	459	39%	40%	14%	7%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	90	42	53	100	36	54	86	36	53	86	37	54	70	41	56
	Language	91	34	41	100	34	44	86	31	44	82	29	45	69	31	47
	Mathematics	83	42	57	100	42	59	86	37	60	80	38	63	73	38	65
7	Reading	92	46	52	100	39	53	76	38	52	89	39	53	72	39	55
	Language	91	46	52	100	50	54	80	45	54	86	41	55	73	45	58
	Mathematics	87	38	53	100	38	55	80	36	56	84	39	58	80	37	60
8	Reading	94	47	54	100	37	54	82	38	53	81	40	55	77	44	56
	Language	93	41	46	100	35	49	85	35	49	77	38	50	75	38	52
	Mathematics	86	42	52	100	37	54	86	37	56	78	36	58	79	40	59

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	<b>78</b>	<b>71</b>
<b>Grades 6-7</b>	<b>68</b>	<b>69</b>
<b>Grades 7-8</b>	<b>77</b>	<b>72</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Gililland Middle School is currently working with the Tempe Police Department to maintain school safety. The Tempe Police Department has had training sessions on the campus in order to become familiar with our campus. We have trained the staff to be prepared for emergencies and the Tempe Police Department has assisted with this training. Gililland School also has a Police Liaison who is a member of the Tempe Police Department.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$4,011	\$3,321,720
Classroom Supplies	\$34	\$27,863
Administration	\$321	\$265,633
Support Services-Students	\$205	\$169,617
Other Support Services and Operations	\$901	\$746,311
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,471</b>	<b>\$4,531,144</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Jacob A. Chavez	(480) 966-7114	
<b>Transportation Policy</b>	Paul Novak	(480) 350-9006	
<b>Community Resources</b>	Linda Estes	(480) 966-7114	
<b>School Nutrition Programs</b>	Pam Gorowara	(480) 774-2126	
<b>Parent Organization</b>	Carol Campbell	(480) 966-7114	
<b>Student Health/Nurse</b>	Anna Gulekson	(480) 966-7114	5803

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.

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