



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1025 S Beck Ave, Tempe, AZ 85281

Tempe Elementary 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 Maintaining

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

School Overview

Principal/Administrator : Mr. Jacob Chavez  
Schedule : 7:00 AM to 4:00 PM  
Grades : 6-8  
2004 Enrollment : 1011  
Web Address : www.tempe3.k12.az.us  
Phone Number : (480) 966-7114  
Fax Number : (480) 829-6178  
E-mail : jchavez@tempeschools.org

Mission

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met  
2002-03 Not Met  
2001-02 N/A

School Improvement Status (b)

2003-04 Year 1  
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 Increase student achievement.
- ü Increase student attendance.

Enrollment

October 1, 2003 School Year Student Enrollment : 1019  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 176

Instructional Programs

- ü Title I/Accelerated Reader Program
- ü Honors Classes/Gifted Program
- ü High School Credit--Algebra and Geometry
- ü On-site Special Education
- ü Dual Language Program

Calendar Information

Number of Instruction Days : 178  
 Average Daily Instruction Time : 6 hours 50 minutes  
 First Day of School : 8/9/2004  
 Last Day of School : 5/25/2005

Shared Responsibilities

School

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

We follow a standardized district-wide zero-tolerance policy on bus safety/behavior. 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.

School Honors

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

Award/Honor	Year
ü State Honors in Math/English/Science	2001
ü Cox Excellence in Tech. and Education	1997
ü Chase Active Learning Program	2003
ü Teacher Impact Award	2004

8th 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	325	1312	75001	100	100	99	441	452	468	63	53	37	27	30	36	7	9	16	4	8	10
All Students (Prior Year)	258	1219	71167	98	99	99	437	452	463	61	47	38	32	38	41	6	10	14	2	5	7
Female	156	645	36846	100	100	99	443	451	468	60	51	36	29	34	38	7	9	16	4	6	10
Male	169	666	37974	100	100	99	440	452	467	65	55	39	24	27	34	7	9	16	4	9	11
African American	70	169	3720	100	98	98	442	439	446	66	63	53	27	29	33	6	6	9	2	1	4
Hispanic	154	535	26675	99	99	98	436	439	448	63	61	52	30	29	34	4	6	10	3	3	4
Asian/Pacific Islander	23	64	1575	100	100	99	437	474	504	56	38	18	33	35	33	6	10	20	6	17	29
American Indian/Alaskan Native	16	103	4731	94	98	98	421	423	438	82	77	61	18	20	30	0	3	7	0	0	2
White	61	435	37785	100	100	99	456	471	482	57	38	25	21	34	39	13	14	21	9	14	15
Students with Disabilities	48	174	8802	100	100	100	416	407	418	82	91	79	9	6	16	9	2	3	0	1	1
Students without Disabilities	277	1138	66199	99	99	99	442	457	472	62	48	34	27	33	38	6	10	17	4	8	11
Limited English Proficient Students	93	310	11710	98	100	100	414	413	429	80	85	70	17	14	25	0	0	4	3	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	201	658	29814				435	433	448	69	69	53	25	24	33	5	5	10	1	2	4
Non-Economically Disadvantaged	124	654	45170				449	467	479	55	40	28	29	36	38	8	12	20	7	12	14

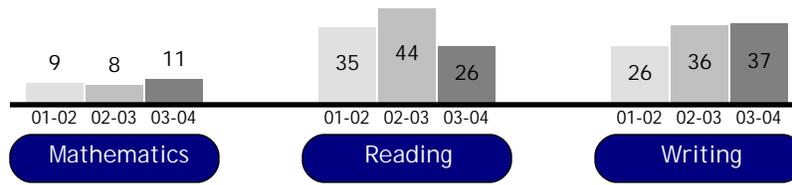
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	325	1311	74918	100	100	99	474	484	497	52	43	32	21	19	19	21	26	35	5	12	15
All Students (Prior Year)	260	1218	71100	98	99	99	493	495	502	32	30	25	24	23	21	35	36	40	9	12	15
Female	156	645	36805	100	100	99	480	490	501	46	40	28	24	19	19	24	28	37	6	14	16
Male	169	665	37936	100	100	99	467	478	493	59	47	35	18	19	18	18	24	33	5	10	14
African American	70	170	3719	100	98	98	471	471	481	52	53	43	22	20	21	25	23	29	2	4	7
Hispanic	154	535	26645	99	99	98	467	471	478	61	55	46	16	18	20	20	21	27	3	6	6
Asian/Pacific Islander	23	64	1571	100	100	99	462	497	521	56	35	18	17	13	15	28	31	38	0	21	30
American Indian/Alaskan Native	16	103	4729	94	98	98	473	457	468	50	68	57	30	18	19	20	13	19	0	1	4
White	61	433	37773	100	100	99	496	505	511	37	24	20	27	21	18	19	34	41	17	21	21
Students with Disabilities	48	175	8801	100	100	100	445	440	448	67	79	75	22	11	13	11	8	10	0	2	2
Students without Disabilities	277	1136	66117	99	99	99	475	489	501	52	39	28	21	20	19	22	28	37	6	13	16
Limited English Proficient Students	93	310	11706	98	100	100	443	440	454	79	83	71	15	15	16	6	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	201	657	29785				467	466	477	60	60	47	19	17	20	17	18	26	4	5	6
Non-Economically Disadvantaged	124	654	45115				483	499	508	43	30	23	22	20	18	27	32	39	7	18	20

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	325	1309	74503	100	100	99	451	468	491	18	15	9	45	37	32	35	43	51	2	5	8
All Students (Prior Year)	252	1185	69001	95	96	96	481	484	490	23	22	17	42	41	37	35	37	45	1	0	1
Female	156	645	36686	100	100	99	467	485	506	12	9	5	45	38	29	40	47	57	3	6	9
Male	169	663	37644	100	99	98	435	451	476	24	22	13	45	37	36	29	38	45	2	3	6
African American	70	168	3677	100	97	97	471	469	475	9	14	12	45	41	36	42	40	46	3	4	5
Hispanic	154	534	26500	99	99	97	427	446	467	22	16	13	54	47	39	24	34	44	1	3	4
Asian/Pacific Islander	23	64	1566	100	100	99	422	488	537	28	13	5	44	37	23	28	40	55	0	10	18
American Indian/Alaskan Native	16	103	4695	94	98	97	464	433	464	30	23	14	20	44	39	50	32	44	0	1	3
White	61	435	37606	100	100	99	479	492	508	17	13	6	31	26	28	46	54	56	6	7	10
Students with Disabilities	48	173	8662	100	100	100	413	398	409	44	48	37	22	30	42	33	21	20	0	1	1
Students without Disabilities	277	1136	65841	99	99	98	452	476	499	17	12	7	45	38	32	35	45	53	3	5	8
Limited English Proficient Students	93	310	11608	98	100	100	385	408	430	32	26	23	59	57	47	9	17	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	201	657	29587				446	447	465	21	21	14	45	43	40	33	34	43	1	3	4
Non-Economically Disadvantaged	124	652	44898				457	485	507	15	11	7	44	33	28	37	50	55	4	7	10

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)

8th 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?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	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 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
6	Reading	100	30	40	49	93	38	47	53	96	37	NA	56
	Language	100	23	33	42	93	29	38	45	97	29	38	48
	Mathematics	100	33	46	58	96	41	53	62	97	42	56	66
7	Reading	100	29	41	48	97	34	45	51	96	39	NA	54
	Language	100	34	43	51	98	37	47	54	95	42	50	58
	Mathematics	100	35	43	54	98	35	46	58	96	40	50	62
8	Reading	100	35	41	49	95	39	45	53	98	38	NA	55
	Language	100	28	35	46	94	34	38	49	99	33	41	52
	Mathematics	100	37	42	54	98	37	48	58	100	35	48	61

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

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

Council Duties

- Ü Refine a Multi-year Strategic Plan
- Ü Monitor and Adjust the Strategic Plan
- Ü Monitor Budget for School Use
- Ü Collect Data to Determine Area of Focus
- Ü Approve Budget Allocation
- Ü Increase Parent Involvement

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	1	0
4 to 6 years	10	7	0	0
7 to 9 years	2	3	0	0
10 or more years	13	18	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 37  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 254  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Math/Sci/Accelerated Reader Lab
- Ü Industrial Tech. Lab

Extracurricular Activities

- Ü Student Government
- Ü Intramural Sports/All City League
- Ü National Junior Honor Society
- Ü Renaissance Program

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Challenging math curriculum with students having the opportunity to earn high school algebra and geometry credits.

ü Exceptional academic programs, as well as the Renaissance Program as reward for academic success.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	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 5-6	73	70
Grades 6-7	59	59
Grades 7-8	67	67

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

We have trained the staff to be prepared for emergencies and the Tempe Police Department has assisted with this training. Gililand 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) :

15

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	Jacob A. Chavez	(480) 966-7114
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Linda Estes	(480) 966-7114
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization		(480) 966-7114
Student Health/Nurse	Judy Burns	(480) 966-7114

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* 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.