Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Gililland Middle School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1025 S Beck Ave, Tempe, AZ 85281

Tempe School District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Jacob Chavez
Schedule :	07:00 AM to 04:00 PM
Grades :	6-8
2005 Enrollment :	909
Web Address :	www.tempe3.k12.az.us
Phone Number :	(480) 966-7114
Fax Number :	(480) 829-6178
E-mail :	jchavez@tempeschools.org

Mission

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

School / Academic Goals

- Increase student achievement.
- Increase student attendance.

Enrollment

October 1, 2004 School Year Student Enrollment : 1048

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 101

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Title I/Accelerated Reader Program
- Honors Classes/Gifted Program
- High School Credit--Algebra and Geometry
- On-site Special Education
- Dual Language Program
- Content Mastery--Wings remedial program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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
State Honors in Math/English/Science	2001
Cox Excellence in Tech. and Education	1997
Chase Active Learning Program	2003
Teacher & Classified Impact Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	329	1313	78250	100	100	99	518	525	548	41	34	21	24	22	18	33	37	48	2	6	13
All Students (Prior Year)	325	1312	75001	100	100	99	441	452	468	63	53	37	27	30	36	7	9	16	4	8	10
Female	155	654	38071	100	100	99	514	522	549	43	35	20	25	22	19	30	38	49	2	5	12
Male	174	659	40126	100	100	99	521	528	547	40	34	23	22	21	17	36	37	46	2	8	14
African American	79	194	4058	96	100	99	510	512	523	48	44	32	23	21	22	25	34	41	3	2	5
Hispanic	189	556	29129	100	100	99	517	508	527	41	45	32	24	25	23	33	28	40	2	2	6
Asian/Pacific Islander	11	49	1747	100	100	100	518	548	589	63	24	9	0	20	9	38	44	50	0	12	32
American Indian/Alaskan Native	12	94	4996	100	96	100	527	510	518	27	45	36	27	20	25	45	34	36	0	1	4
White	38	420	38320	90	99	99	531	553	568	28	16	12	28	19	14	42	50	55	3	15	19
Students with Disabilities	51	161	9329	100	100	100	476	437	454	76	74	64	16	16	18	9	10	16	0	1	2
Students without Disabilities	278	1152	68996	97	100	99	525	537	561	35	29	16	25	23	18	37	41	52	2	7	14
Limited English Proficient Students	69	226	10133	100	100	100	503	477	488	51	57	45	26	26	25	22	17	28	1	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	222	701	33388	98	96	94	511	511	530	45	45	32	21	25	22	33	28	40	1	1	5
Non-Economically Disadvantaged	107	612	44937	100	100	100	531	540	561	33	22	13	28	19	15	33	47	54	5	12	18

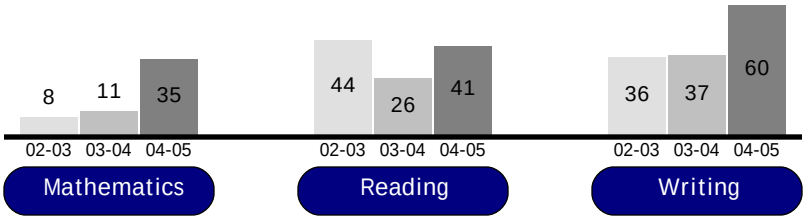
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	330	1313	78302	100	0	99	487	495	512	24	18	11	35	30	25	40	49	57	1	3	7
All Students (Prior Year)	325	1311	74918	100	100	99	474	484	497	52	43	32	21	19	19	21	26	35	5	12	15
Female	156	654	38082	100	0	99	491	499	518	20	15	8	33	28	24	47	53	61	0	4	7
Male	174	659	40166	100	0	99	482	492	507	28	21	14	37	32	26	34	45	54	1	3	6
African American	79	194	4064	96	0	100	486	490	498	28	21	14	28	31	29	44	49	54	0	0	3
Hispanic	190	556	29152	100	0	99	485	478	492	24	24	17	38	37	34	38	37	46	1	1	2
Asian/Pacific Islander	11	49	1746	100	0	100	473	513	542	13	10	5	75	32	13	13	51	66	0	7	16
American Indian/Alaskan Native	12	94	4993	100	0	100	494	481	484	9	22	19	45	38	38	45	38	42	0	2	1
White	38	420	38347	90	0	99	497	521	531	28	8	5	22	19	17	47	67	68	3	6	10
Students with Disabilities	51	160	9353	100	0	100	443	411	429	69	56	40	20	30	38	11	14	22	0	0	1
Students without Disabilities	279	1153	69024	98	0	99	495	507	524	16	12	7	38	30	23	45	54	62	1	4	7
Limited English Proficient Students	69	226	10140	100	0	100	470	445	451	33	36	28	43	43	43	24	21	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	222	700	33398	98	0	94	478	481	495	30	27	18	36	36	35	33	36	46	1	1	2
Non-Economically Disadvantaged	108	613	44979	100	0	100	503	511	525	13	7	6	33	23	18	53	64	66	1	6	10

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	329	1312	78094	100	100	99	520	524	545	5	5	3	35	31	18	59	62	77	1	2	2
All Students (Prior Year)	325	1309	74503	100	100	99	451	468	491	18	15	9	45	37	32	35	43	51	2	5	8
Female	156	654	38025	100	100	99	532	535	558	2	3	2	33	27	13	64	69	82	1	2	2
Male	173	657	40013	100	100	99	510	512	534	8	7	5	37	36	23	54	56	71	1	1	1
African American	78	193	4037	95	100	99	525	524	532	5	5	4	29	24	22	63	70	73	3	2	1
Hispanic	190	555	29068	100	100	99	514	502	523	6	7	5	38	41	27	55	51	67	1	0	1
Asian/Pacific Islander	11	49	1743	100	100	100	503	539	577	13	10	2	25	24	9	63	59	82	0	7	8
American Indian/Alaskan Native	12	94	4981	100	96	100	558	510	526	0	3	4	9	38	25	91	59	70	0	0	0
White	38	421	38265	90	100	99	533	553	564	3	1	2	39	20	11	58	75	84	0	3	3
Students with Disabilities	50	162	9275	100	100	100	478	430	444	9	13	14	61	60	46	30	27	39	0	0	1
Students without Disabilities	279	1150	68892	98	100	98	528	537	559	5	4	2	30	27	14	64	67	82	1	2	2
Limited English Proficient Students	69	226	10084	100	100	100	488	459	474	11	13	10	49	53	39	40	34	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	222	699	33296	98	96	94	510	507	527	7	7	5	39	40	27	54	53	67	0	0	0
Non-Economically Disadvantaged	107	613	44871	100	100	100	539	542	559	2	2	2	27	22	12	68	73	84	3	3	3

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	93	38	47	53	96	37	NA	56	99	40	45	51
	Language	93	29	38	45	97	29	38	48	99	36	42	47
	Mathematics	96	41	53	62	97	42	56	66	98	40	46	52
7	Reading	97	34	45	51	96	39	NA	54	100	35	40	50
	Language	98	37	47	54	95	42	50	58	100	40	45	52
	Mathematics	98	35	46	58	96	40	50	62	100	37	41	50
8	Reading	95	39	45	53	98	38	NA	55	100	37	44	51
	Language	94	34	38	49	99	33	41	52	100	38	44	50
	Mathematics	98	37	48	58	100	35	48	61	100	38	43	53

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."

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	ü Refine a Multi-year Strategic Plan
0 Non-certified Employee(s)	ü Monitor and Adjust the Strategic Plan
3 Teacher(s)	ü Monitor Budget for School Use
3 Parent(s)	ü Collect Data to Determine Area of Focus
1 Community Member(s)	ü Approve Budget Allocation
1 Student(s)	ü Increase Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	64.00
Other Professional Staff	6.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	1	0
4 to 6 years	4	3	0	0
7 to 9 years	4	3	0	0
10 or more years	8	28	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	292
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- ü Math/Sci/Accelerated Reader Lab
- ü Industrial Tech. Lab
- ü Mobil wireless computer lab

Extracurricular Activities

- ü Student Government
- ü Intramural Sports/All City League
- ü National Junior Honor Society
- ü Renaissance Program
- ü Math &Language Arts Clubs
- ü All Stars
- ü Demonstrating Respect for the Norm
- ü ASU tutoring

Social Services

- ü Counseling Services
- ü Lunch Program
- ü Breakfast Program
- ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

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

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

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate [5]	15	12	12	17
Transfers In Rate [6]	27	28	28	37
Stability Rate [7]	84	87	87	82
Promotion Rate [8]	97	96	95	81
Retention Rate [9]	1	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	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

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 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	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	Debra McDonald	(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 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."

ACHIEVEMENT PROFILES

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 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.

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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.