

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

108 North 40th Street, Phoenix, AZ 85034

Maricopa County Community College District Governing Board on behalf of GateWay

AZ LEARNS¹

High School Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	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 : Ms. Yvonne C Watterson MAEd
 Schedule : 07:45 AM to 04:30 PM
 Grades : 9-12
 Web Address : highschool.gatewaycc.edu/
 Phone Number : (602) 286-8759
 Fax Number : (602) 286-8752
 E-mail : yvonne.watterson@gwmail.maricopa.edu

Mission

Located on the campus of GateWay Community College, GateWay Early College High School is a visible symbol to the community of dual accountability for student outcomes and academic success. In collaboration with GateWay Community College, it is the mission of Early College to provide students an opportunity to earn a High School Diploma and to pursue an Associate's Degree, enough college credits to enter a 4-year university as a Junior, or a Certificate of Completion in an occupational area.

School / Academic Goals

- ü Foster strategic reading behavior in all disciplines by developing and implementing a school-wide literacy plan that includes research-based instructional strategies from West Ed's T4S Classroom Observation Protocol.
- ü Form vertical teams comprised of high school and college personnel to collaboratively build articulated 5 year academic plans for all Early College students.
- ü Foster student accountability for attendance. Refine weekly advisory program to improve attendance rate and reduce drop-out rate. This program serves as a support network for students as they navigate their way through high school.
- ü Increase student achievement in Mathematics and Reading by utilizing Strategies for Success from the research-based AVID program. Provide group, individual, and peer tutoring.

Enrollment

October 1, 2005 School Year Student Enrollment : 218
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 278

Instructional Programs

- ü Concurrent Enrollment with College
- ü Gen. Ed. and University Transfer Courses
- ü Center for Academic Success - Tutoring
- ü Personal and Career Development Courses
- ü SEI and ELL Programs
- ü Tech Prep Hydrology, Web Design
- ü Tech Prep Practical Nursing, Automotive
- ü Junior Achievement

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/18/2006

Shared Responsibilities

School

Establish standards of academic and behavioral excellence; report student achievement through student-led conferences each semester, phone calls, written reports, achievement test results; provide resources to support parents in helping their students achieve academic success both in high school and college; provide services to students in need of further assistance; provide mentoring and service learning opportunities; provide volunteering opportunities.

Parents

GWECHS parents communicate the importance of education to their children; support GWECHS by participating in student-led conferences; ensure student attendance; communicate any special concerns. GWECHS Advisory Council provides a forum for the discussion of common educational concerns and ideas; serve as a network for interaction among parents/community members, Early College and college; secure for all students the best advantages in academic, vocational, and social education.

Transportation Policy

GWECHS provides Valley Metro bus tickets for students who ride the bus to attend school. As representatives of GWECHS and GateWay Community College, students are expected to act appropriately at all times while riding Valley Metro busses.

School Honors

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

Award/Honor	Year
ü ADE Director's Institute Leadership Award	2005
ü Girls for a Change Phoenix piloted at GateWay	2005
ü North Central Association Accreditation	2004
ü Tech Prep Demonstration Program Grant	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	62	62	71130	94	94	95	682	682	701	34	34	23	18	18	13	47	47	51	2	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	35465	93	93	96	678	678	702	38	38	21	22	22	13	41	41	53	NA	NA	13
Male	25	25	35648	96	96	94	689	689	701	28	28	24	12	12	12	56	56	50	4	4	14
African American	14	14	3868	93	93	95	676	676	686	43	43	33	29	29	17	21	21	45	7	7	6
Hispanic	42	42	25103	95	95	95	683	683	685	33	33	34	17	17	16	50	50	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	60	60	65268	100	100	98	683	683	705	33	33	19	17	17	12	48	48	54	2	2	15
Limited English Proficient Students	12	12	4859	86	86	93	642	642	662	100	100	64	NA	NA	15	NA	NA	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	55	55	22957	95	95	93	681	681	685	36	36	34	16	16	17	47	47	44	NA	NA	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

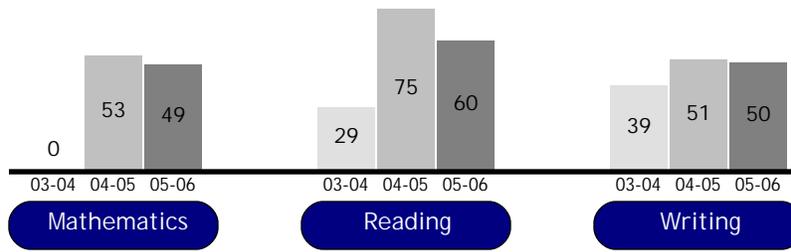
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	73018	98	98	97	690	690	703	8	8	6	33	33	23	52	52	64	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	36181	97	97	97	690	690	708	11	11	4	29	29	21	47	47	65	13	13	9
Male	26	26	36816	100	100	96	689	689	699	4	4	7	38	38	24	58	58	62	NA	NA	7
African American	15	15	3976	100	100	96	691	691	689	13	13	8	27	27	29	53	53	59	7	7	3
Hispanic	42	42	25801	98	98	96	683	683	683	7	7	10	36	36	34	55	55	53	2	2	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	58	58	65848	98	98	98	695	695	708	5	5	4	29	29	20	57	57	67	9	9	9
Limited English Proficient Students	14	14	5099	100	100	95	637	637	641	29	29	29	64	64	59	7	7	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	56	56	23912	98	98	94	685	685	681	9	9	10	34	34	36	52	52	52	5	5	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	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	64	64	72810	98	98	96	674	674	685	6	6	6	44	44	30	45	45	58	5	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	36111	97	97	97	673	673	695	8	8	4	42	42	23	45	45	65	5	5	8
Male	26	26	36678	100	100	95	675	675	674	4	4	9	46	46	36	46	46	52	4	4	3
African American	15	15	3962	100	100	96	656	656	675	20	20	8	40	40	33	33	33	55	7	7	3
Hispanic	42	42	25735	98	98	96	674	674	669	2	2	10	50	50	41	45	45	48	2	2	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	58	58	65739	98	98	98	676	676	689	7	7	4	38	38	27	50	50	62	5	5	6
Limited English Proficient Students	14	14	5046	100	100	94	614	614	621	29	29	31	64	64	56	7	7	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	56	56	23814	98	98	94	671	671	667	5	5	10	46	46	41	45	45	47	4	4	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	7

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	42	100	39	39	51	97	41	41	52
	Language	--	--	--	42	100	40	40	50	97	46	46	50
	Mathematics	--	--	--	63	100	35	35	50	92	41	41	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/

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü College Partnerships
- Ü Parent and Community Relations
- Ü Corporate and Civic Outreach
- Ü Professional Development
- Ü School Improvement
- Ü Recruitment and Retention of Students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	10.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Access to Community College Resources
- Ü GateWay Community College Library
- Ü Networked Classrooms
- Ü Bookstore

Extracurricular Activities

- Ü Service Learning
- Ü Peer Leadership
- Ü Yearbook Club
- Ü Girls for a Change Phoenix
- Ü GWCC Student Organizations
- Ü Toastmasters
- Ü Peer Mediation
- Ü GWCC Minority Male Leadership Program

Social Services

- Ü Individual Counseling
- Ü Career Services
- Ü Developmental Group Counseling
- Ü School Wide Advisory program
- Ü Peer Support Advisory Program
- Ü GWCC Financial Aid
- Ü GWCC Community Service Programs
- Ü GWCC Child Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Collaboration between high school Math faculty and college Industrial Technology Division ensures Math curriculum that reinforces real-life application of Math and helps facilitate seamless transition to post-secondary coursework.
- ü Student Ambassador Program provides regular opportunities for students to refine oral and written communication skills in a variety of contexts including service learning projects with local schools, our host college, and community organizations.
- ü Ensured rigor, relevance, and relationships for all students. Of the 2006 GateWay Early College High School graduating class, 21 Seniors collectively earned 450 college credits.
- ü Significantly increased attendance rate and lowered drop-out rate by refining school wide guidance program which includes a weekly advisory program, Check and Connect, individual and developmental group counseling.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	75	89	88	73
Graduation Rate ⁶	55	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

College Safety monitors campus activity 24/7 via foot and vehicle patrols, as well as strategically placed cameras. School-wide Emergency/Crisis Intervention Plan is also in place. The school's affective component is designed to support students in making healthy lifestyle choices. Early College's guidance based curricula is delivered via individual counseling, developmental group counseling, and a school wide peer support advisory program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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	Yvonne Watterson	(602) 286-8759
Transportation Policy	Nora Laflin	(602) 286-8759
Community Resources	Greg Wingo, Student Success Liaison	(602) 286-8755
School Nutrition Programs	Lisa Smith, Federal Programs Director	(602) 286-8762
Parent Organization	Ericka Nicholls	(602) 286-8759
Student Health/Nurse	Community Wellness Programs of Arizona	(480) 325-9459

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.