



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14919 South Gilbert Road, Gilbert, AZ 85296

West Gilbert Charter Middle School, Inc., dba West Gilbert Charter Middle School

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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 : Mrs. Linda K. Horner
Schedule : 7:30 AM to 5:00 PM
Grades : Pre-K-8
2004 Enrollment : 68
Web Address : webs.leaningstation.com/west_gilbert/
Phone Number : (480) 855-2700
Fax Number : (480) 855-2701
E-mail : lhorner-wges@imagineschools.com

Mission

We want all children to be life long learners. Our students are engaged in a standards-based curriculum which promotes learning for leadership, academic growth, ability to construct knowledge, and individual responsibility in a caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04 N/A
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

- A minimum of 82 percent of students will participate in pre and post-testing (fall and spring). This sets a baseline to show one year's growth in reading.
A weekly average attendance rate of 96 percent is expected of all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 77
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 57

Instructional Programs

- Û Interdisciplinary Thematic Units
- Û On-Site Special Education
- Û Character Education
- Û Technology/Internet Access
- Û Enrichment Programs

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

We pride ourselves on the way we communicate with parents and work with them and their children. Our Power School program allows parents online access to their students' grades. Weekly newsletters from teachers and bi-monthly newsletters from the office are sent to all parents and guardians. The newsletters from the office can be found on our website. There are two parent-teacher conferences scheduled each year, however, parents are invited to meet and communicate with teachers at any time.

Parents

Parents will guide their children in being prepared each and every day for learning, being at school on time each day, wearing the school uniform and developing a true love for learning.

Transportation Policy

Each parent provides am/pm transportation for their children. We have a network neighborhood program (car pooling) set up to assist our families.

School Honors

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

Award/Honor	Year
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3rd 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	--	--	75509	--	--	100	--	--	521	--	--	13	--	--	23	--	--	33	--	--	31
All Students (Prior Year)	--	--	75372	--	--	100	--	--	523	--	--	9	--	--	25	--	--	36	--	--	30
Female	--	--	37013	--	--	100	--	--	522	--	--	12	--	--	24	--	--	33	--	--	31
Male	--	--	38430	--	--	99	--	--	521	--	--	14	--	--	22	--	--	33	--	--	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	--	30486	--	--	99	--	--	505	--	--	18	--	--	29	--	--	32	--	--	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	--	--	35192	--	--	99	--	--	534	--	--	8	--	--	19	--	--	35	--	--	39
Students with Disabilities	--	--	9708	--	--	100	--	--	489	--	--	32	--	--	27	--	--	24	--	--	17
Students without Disabilities	--	--	65801	--	--	98	--	--	525	--	--	11	--	--	23	--	--	34	--	--	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	--	36411	--	--		--	--	503	--	--	19	--	--	29	--	--	32	--	--	20
Non-Economically Disadvantaged	--	--	39040	--	--		--	--	534	--	--	8	--	--	19	--	--	34	--	--	39

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	--	--	75492	--	--	100	--	--	519	--	--	12	--	--	16	--	--	47	--	--	24
All Students (Prior Year)	--	--	75221	--	--	100	--	--	523	--	--	8	--	--	16	--	--	56	--	--	21
Female	--	--	37014	--	--	100	--	--	523	--	--	10	--	--	15	--	--	48	--	--	27
Male	--	--	38400	--	--	99	--	--	516	--	--	14	--	--	17	--	--	47	--	--	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	--	30438	--	--	99	--	--	508	--	--	17	--	--	21	--	--	47	--	--	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	--	--	35177	--	--	99	--	--	528	--	--	8	--	--	13	--	--	49	--	--	31
Students with Disabilities	--	--	9707	--	--	100	--	--	495	--	--	33	--	--	21	--	--	33	--	--	13
Students without Disabilities	--	--	65785	--	--	98	--	--	522	--	--	10	--	--	16	--	--	49	--	--	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	--	36302	--	--		--	--	507	--	--	18	--	--	21	--	--	46	--	--	14
Non-Economically Disadvantaged	--	--	39164	--	--		--	--	528	--	--	8	--	--	13	--	--	48	--	--	31

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	--	--	75053	--	--	99	--	--	597	--	--	7	--	--	12	--	--	72	--	--	9
All Students (Prior Year)	--	--	73654	--	--	99	--	--	530	--	--	9	--	--	13	--	--	70	--	--	7
Female	--	--	36872	--	--	99	--	--	621	--	--	5	--	--	9	--	--	74	--	--	12
Male	--	--	38109	--	--	99	--	--	573	--	--	10	--	--	14	--	--	69	--	--	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	--	30235	--	--	98	--	--	575	--	--	9	--	--	14	--	--	70	--	--	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	--	--	35028	--	--	99	--	--	613	--	--	6	--	--	10	--	--	73	--	--	11
Students with Disabilities	--	--	9625	--	--	100	--	--	530	--	--	21	--	--	21	--	--	55	--	--	4
Students without Disabilities	--	--	65428	--	--	98	--	--	604	--	--	6	--	--	11	--	--	73	--	--	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	--	36077	--	--		--	--	566	--	--	10	--	--	16	--	--	69	--	--	5
Non-Economically Disadvantaged	--	--	38950	--	--		--	--	618	--	--	5	--	--	9	--	--	73	--	--	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	--	--	76019	--	--	100	--	--	499	--	--	14	--	--	39	--	--	14	--	--	33
All Students (Prior Year)	--	--	76230	--	--	100	--	--	498	--	--	12	--	--	38	--	--	12	--	--	37
Female	--	--	37207	--	--	100	--	--	499	--	--	12	--	--	41	--	--	14	--	--	33
Male	--	--	38677	--	--	100	--	--	498	--	--	15	--	--	38	--	--	13	--	--	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	--	--	29458	--	--	100	--	--	480	--	--	20	--	--	48	--	--	12	--	--	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	--	--	35880	--	--	100	--	--	515	--	--	7	--	--	32	--	--	16	--	--	45
Students with Disabilities	--	--	9786	--	--	100	--	--	457	--	--	39	--	--	40	--	--	7	--	--	13
Students without Disabilities	--	--	66233	--	--	99	--	--	503	--	--	11	--	--	39	--	--	14	--	--	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	--	35714	--	--		--	--	480	--	--	20	--	--	47	--	--	12	--	--	20
Non-Economically Disadvantaged	--	--	40266	--	--		--	--	513	--	--	9	--	--	33	--	--	15	--	--	43

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	--	--	76020	--	--	100	--	--	503	--	--	25	--	--	23	--	--	40	--	--	12
All Students (Prior Year)	--	--	76202	--	--	100	--	--	505	--	--	19	--	--	24	--	--	46	--	--	11
Female	--	--	37213	--	--	100	--	--	504	--	--	22	--	--	23	--	--	42	--	--	13
Male	--	--	38666	--	--	100	--	--	501	--	--	29	--	--	22	--	--	38	--	--	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	--	--	29442	--	--	99	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	--	--	35890	--	--	100	--	--	511	--	--	15	--	--	20	--	--	48	--	--	18
Students with Disabilities	--	--	9784	--	--	100	--	--	485	--	--	58	--	--	19	--	--	19	--	--	4
Students without Disabilities	--	--	66236	--	--	99	--	--	504	--	--	23	--	--	23	--	--	42	--	--	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	--	35703	--	--		--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Non-Economically Disadvantaged	--	--	40274	--	--		--	--	509	--	--	17	--	--	20	--	--	47	--	--	17

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	--	--	75673	--	--	100	--	--	530	--	--	12	--	--	25	--	--	58	--	--	4
All Students (Prior Year)	--	--	74692	--	--	99	--	--	502	--	--	18	--	--	27	--	--	47	--	--	8
Female	--	--	37099	--	--	100	--	--	548	--	--	8	--	--	22	--	--	64	--	--	6
Male	--	--	38441	--	--	99	--	--	513	--	--	16	--	--	29	--	--	52	--	--	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	--	--	29305	--	--	99	--	--	507	--	--	16	--	--	31	--	--	51	--	--	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	--	--	35760	--	--	99	--	--	550	--	--	9	--	--	21	--	--	64	--	--	6
Students with Disabilities	--	--	9706	--	--	100	--	--	462	--	--	36	--	--	32	--	--	31	--	--	1
Students without Disabilities	--	--	65967	--	--	99	--	--	536	--	--	10	--	--	25	--	--	60	--	--	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	--	35541	--	--		--	--	504	--	--	17	--	--	31	--	--	50	--	--	2
Non-Economically Disadvantaged	--	--	40091	--	--		--	--	550	--	--	9	--	--	21	--	--	64	--	--	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	25	25	75001	100	100	99	463	463	468	43	43	37	39	39	36	13	13	16	4	4	10
All Students (Prior Year)	--	--	71167	--	--	99	--	--	463	--	--	38	--	--	41	--	--	14	--	--	7
Female	11	11	36846	100	100	99	468	468	468	33	33	36	44	44	38	22	22	16	0	0	10
Male	14	14	37974	100	100	99	460	460	467	50	50	39	36	36	34	7	7	16	7	7	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	23	23	37785	100	100	99	461	461	482	45	45	25	41	41	39	9	9	21	5	5	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	21	21	66199	100	100	99	470	470	472	37	37	34	42	42	38	16	16	17	5	5	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	19	19	45170				468	468	479	35	35	28	47	47	38	12	12	20	6	6	14

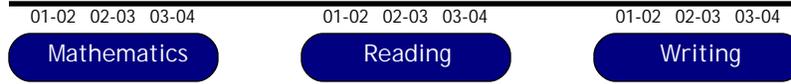
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	74918	100	100	99	507	507	497	17	17	32	26	26	19	35	35	35	22	22	15
All Students (Prior Year)	--	--	71100	--	--	99	--	--	502	--	--	25	--	--	21	--	--	40	--	--	15
Female	11	11	36805	100	100	99	523	523	501	0	0	28	33	33	19	33	33	37	33	33	16
Male	14	14	37936	100	100	99	497	497	493	29	29	35	21	21	18	36	36	33	14	14	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	23	23	37773	100	100	99	506	506	511	18	18	20	27	27	18	32	32	41	23	23	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	21	21	66117	100	100	99	510	510	501	16	16	28	26	26	19	32	32	37	26	26	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	19	19	45115				511	511	508	12	12	23	29	29	18	29	29	39	29	29	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	24	24	74503	96	96	99	504	504	491	9	9	9	27	27	32	55	55	51	9	9	8
All Students (Prior Year)	--	--	69001	--	--	96	--	--	490	--	--	17	--	--	37	--	--	45	--	--	1
Female	10	10	36686	91	91	99	567	567	506	0	0	5	13	13	29	63	63	57	25	25	9
Male	14	14	37644	100	100	98	468	468	476	14	14	13	36	36	36	50	50	45	0	0	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	22	22	37606	96	96	99	497	497	508	10	10	6	29	29	28	52	52	56	10	10	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	20	20	65841	95	95	98	528	528	499	6	6	7	17	17	32	67	67	53	11	11	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	19	19	44898				511	511	507	6	6	7	24	24	28	65	65	55	6	6	10

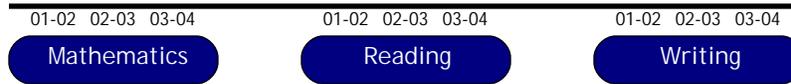
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

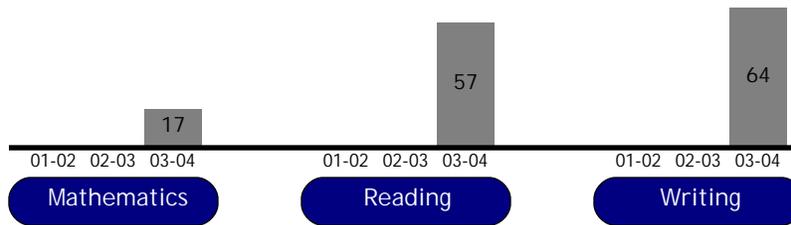
3rd Grade Proficiency



5th Grade Proficiency



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?	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 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 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
2	Reading	--	--	--	44	--	--	--	50	--	--	--	58
	Language	--	--	--	39	--	--	--	43	--	--	--	50
	Mathematics	--	--	--	52	--	--	--	57	--	--	--	64
3	Reading	--	--	--	43	--	--	--	47	--	--	--	55
	Language	--	--	--	50	--	--	--	54	--	--	--	61
	Mathematics	--	--	--	50	--	--	--	54	--	--	--	61
4	Reading	--	--	--	47	--	--	--	52	--	--	--	56
	Language	--	--	--	45	--	--	--	48	--	--	--	52
	Mathematics	--	--	--	52	--	--	--	57	--	--	--	61
5	Reading	--	--	--	46	--	--	--	50	--	--	--	55
	Language	--	--	--	43	--	--	--	46	--	--	--	49
	Mathematics	--	--	--	54	--	--	--	57	--	--	--	63
6	Reading	--	--	--	49	--	--	--	53	--	--	--	56
	Language	--	--	--	42	--	--	--	45	--	--	--	48
	Mathematics	--	--	--	58	--	--	--	62	--	--	--	66
7	Reading	--	--	--	48	--	--	--	51	--	--	--	54
	Language	--	--	--	51	--	--	--	54	--	--	--	58
	Mathematics	--	--	--	54	--	--	--	58	--	--	--	62
8	Reading	--	--	--	49	--	--	--	53	--	--	--	55
	Language	--	--	--	46	--	--	--	49	--	--	--	52
	Mathematics	--	--	--	54	--	--	--	58	--	--	--	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

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

Council Duties

- Ü Public Relations
- Ü Advisory Councils
- Ü Support General Welfare of School
- Ü Communication
- Ü Allocation of Funds
- Ü Curriculum Support

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 12
 Core academic classes taught by Highly Qualified (NCLB) teachers. 12
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Multi-Purpose Room
- Ü Computer Lab

Extracurricular Activities

- Ü Chorus
- Ü Spanish
- Ü Guitar
- Ü Sting Instruments
- Ü Intramural Sports
- Ü Dance
- Ü Karate

Social Services

- Ü Before/After School Care Programs
- Ü School Guidance Programs
- Ü Intergenerational Partnerships
- Ü Business Partnerships

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Our students achieved their goals in five of seven achievement areas.

ü Our students achieved their attendance goal of 96 percent.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 2-3	--	--
Grades 3-4	--	--
Grades 4-5	--	--
Grades 5-6	--	--
Grades 6-7	--	--
Grades 7-8	--	--

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

Our students learn conflict resolution skills at all grade levels. We follow all the requirements of the state of Arizona, relative to rapid dismissal drills and lock-downs. The school follows a schoolwide discipline policy to eliminate disrespectful behavior, decrease fighting, and other safety violations. Visitors are required to sign in and wear badges.

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) :

0

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	Linda Horner	(480) 855-2704
Transportation Policy		
Community Resources	Gilbert Chamber of Commerce	(480) 892-0056
School Nutrition Programs	Linda Horner	(480) 855-2704
Parent Organization	Lisa Rey- Brownell	(480) 855-2700
Student Health/Nurse	Valerie Tole	(480) 855-2700

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.

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.

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

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.

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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.