

Gilbert Technology and Leadership Academy

ARIZONA SCHOOL REPORT CARD 2003-04

55 N. Greenfield Road, Gilbert, AZ 85296

Gilbert Unified 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 LEARNS¹

High School
Achievement Profile *

Not Evaluated**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Evaluated

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Lowell E. Fox
Schedule : 7:00 AM to 4:00 PM
Grades : 9-10
2003 Enrollment : 100
Web Address :
Phone Number : (480) 497-4024
Fax Number : (480) 507-1645
E-mail : tla@gilbert.k12.az.us

Mission

The Academy Mission: Prepare students for personal and professional success. Deliver a rigorous curriculum in a structured environment. Mentor students in academics, integrity, responsibility, accountability and leadership.

School / Academic Goals

ü Writing Across the Curriculum.

ü Meet or exceed AIMS standards for all students.

Instructional Programs

ü Honors Courses in All Core Curriculum
ü Tutoring Built Into Daily Schedule
ü Technology-based Learning

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 33 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Academics
- Ü School Climate
- Ü Lunch Program
- Ü School Uniforms

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	7.30
Other Professional Staff	2.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

The Academy is responsible for effective communication with parent regarding student and school issues. The Academy will make every effort, with parent support, to facilitate each student's needs and aid them in achieving their academic goals.

Parents

It is the parent's responsibility to provide for the health and well-being of their student. The Academy expects that parent will be responsible for ensuring that student arrives at school on time, in uniform, prepared for class, and ready to learn.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Building

Extracurricular Activities

- Ü Kitty Hawk Air Society
- Ü Yearbook Club
- Ü Key Club
- Ü Drill and Ceremonies

Social Services

- Ü Health
- Ü Counseling

Transportation Policy

Busing is not currently offered to Academy students. Parent or student must provide own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

New School - No Data Available

School Honors

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

New School - No Data Available

Student Activity Rates for School Year 2002-03

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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 2002-03. 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 2003. 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. The percentage of students achieving OYG at the school is reported above.

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).

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	--	2326	57534	--	99	91	--	521	491	--	16	46	--	14	16	--	34	23	--	36	15
All Students (Prior Year)	--	2066	51010	--	NA	NA	--	511	483	--	18	45	--	19	20	--	34	23	--	28	11
Female	--	1146	28155	--	99	90	--	520	491	--	17	47	--	15	16	--	33	24	--	35	14
Male	--	1179	28932	--	100	89	--	522	491	--	15	46	--	13	15	--	36	23	--	36	16
African American	--	69	2558	--	77	86	--	492	475	--	40	64	--	17	15	--	35	16	--	8	6
Hispanic	--	286	17547	--	104	86	--	504	475	--	28	64	--	17	15	--	36	15	--	19	6
Asian/Pacific Islander	--	86	1395	--	105	96	--	542	519	--	9	22	--	15	16	--	35	28	--	41	35
American Indian/Alaskan Native	--	18	3794	--	164	91	--	502	468	--	27	72	--	20	13	--	27	12	--	27	3
White	--	1727	29790	--	92	86	--	524	501	--	13	34	--	13	17	--	34	29	--	40	20
Students with Disabilities	--	250	5562	--	117	93	--	498	461	--	60	79	--	0	10	--	10	8	--	30	3
Students without Disabilities	--	2076	51972	--	98	90	--	521	492	--	16	45	--	14	16	--	34	24	--	36	15
Limited English Proficient Students	--	22	5467	--	116	111	--	475	458	--	50	87	--	50	7	--	0	5	--	0	1
Migrant Students	--	--	702	--	--	--	--	471	--	--	74	--	--	9	--	--	14	--	--	3	--
Economically Disadvantaged	--	--	10446	--	--	--	--	472	--	--	70	--	--	13	--	--	13	--	--	4	--
Non-Economically Disadvantaged	--	2326	47088	--	--	--	--	521	495	--	16	42	--	14	16	--	34	26	--	36	17

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	--	2280	56700	--	97	89	--	535	512	--	3	15	--	12	23	--	67	52	--	19	10
All Students (Prior Year)	--	2060	50525	--	NA	NA	--	539	517	--	2	12	--	11	22	--	63	51	--	23	15
Female	--	1133	27862	--	98	89	--	538	517	--	2	12	--	11	22	--	65	54	--	22	12
Male	--	1146	28398	--	97	88	--	533	507	--	4	19	--	12	24	--	69	49	--	16	9
African American	--	66	2529	--	73	85	--	510	495	--	10	24	--	28	31	--	53	41	--	9	4
Hispanic	--	286	17305	--	104	85	--	521	494	--	4	24	--	21	31	--	64	41	--	11	4
Asian/Pacific Islander	--	86	1382	--	105	95	--	548	530	--	1	6	--	6	17	--	68	59	--	25	17
American Indian/Alaskan Native	--	17	3815	--	155	91	--	537	489	--	7	29	--	7	35	--	60	35	--	27	2
White	--	1685	29209	--	89	84	--	538	525	--	2	9	--	10	17	--	68	59	--	20	15
Students with Disabilities	--	207	5215	--	97	87	--	501	478	--	16	43	--	21	29	--	58	25	--	5	2
Students without Disabilities	--	2073	51485	--	97	89	--	536	513	--	3	15	--	11	23	--	67	52	--	19	11
Limited English Proficient Students	--	23	5378	--	121	109	--	484	471	--	0	48	--	100	36	--	0	15	--	0	0
Migrant Students	--	--	689	--	--	--	--	486	--	--	31	--	--	36	--	--	30	--	--	2	--
Economically Disadvantaged	--	--	10358	--	--	--	--	492	--	--	26	--	--	33	--	--	37	--	--	4	--
Non-Economically Disadvantaged	--	2280	46342	--	--	--	--	535	516	--	3	13	--	12	21	--	67	54	--	19	12

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	--	2266	55090	--	97	87	--	501	479	--	4	16	--	8	13	--	88	70	--	0	0
All Students (Prior Year)	--	2034	50572	--	NA	NA	--	502	481	--	2	14	--	13	23	--	84	63	--	1	1
Female	--	1134	27752	--	98	89	--	505	483	--	3	13	--	5	12	--	91	75	--	0	0
Male	--	1131	26842	--	96	83	--	496	474	--	5	20	--	10	15	--	85	65	--	0	0
African American	--	64	2336	--	71	78	--	481	464	--	12	25	--	14	14	--	74	62	--	0	0
Hispanic	--	284	16391	--	103	81	--	486	458	--	7	28	--	9	16	--	85	56	--	0	0
Asian/Pacific Islander	--	83	1356	--	101	93	--	504	499	--	1	7	--	5	9	--	92	83	--	1	2
American Indian/Alaskan Native	--	18	3731	--	164	89	--	493	446	--	13	37	--	6	16	--	81	47	--	0	0
White	--	1673	29053	--	89	84	--	504	492	--	3	8	--	7	12	--	89	79	--	1	0
Students with Disabilities	--	194	4141	--	91	69	--	466	436	--	21	47	--	14	18	--	66	35	--	0	0
Students without Disabilities	--	2072	50949	--	97	89	--	501	479	--	4	16	--	8	13	--	88	71	--	0	0
Limited English Proficient Students	--	20	4711	--	105	96	--	422	422	--	50	61	--	50	13	--	0	26	--	0	0
Migrant Students	--	--	666	--	--	--	--	444	--	--	39	--	--	11	--	--	50	--	--	0	0
Economically Disadvantaged	--	--	10168	--	--	--	--	453	--	--	32	--	--	18	--	--	50	--	--	0	0
Non-Economically Disadvantaged	--	2266	44922	--	--	--	--	501	484	--	4	13	--	8	13	--	88	73	--	0	0

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

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	54	43	--	--	52	37	--	--	53	41
	Language	--	--	54	41	--	--	53	38	--	--	55	42
	Mathematics	--	--	74	59	--	--	77	56	--	--	77	60

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 Safety

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

Communicate effectively with students, parents, staff, faculty and community. Instituted 'Falcon Time' a 30 minute 8th period allowing students time for tutoring or homework help prior to leaving school for the day. School Uniforms.

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	Site Council	(480) 497-4024
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Dianne Bowers	(480) 497-3300
School Nutrition Programs	Debbie McCarron	(480) 497-3300
Parent Organization	Rocket Boosters/Ron Riley	(480) 539-1239
Student Health/Nurse	Kathy Hops	(480) 497-4024

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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