

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24 Upcoming School Year: 2023/24

School Name:	Gilbert High
SIDN:	3201001
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 01
Address 1:	840 Main Street
Address 2:	
City:	Gilbert, SC
Zip Code:	29054
School Renewal Plan Contact Person:	Jacob Nelson
School Plan Contact Phone:	803-821-1901
School Plan E-mail Address:	jnelson@lexington1.net

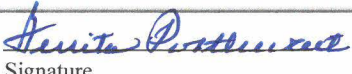
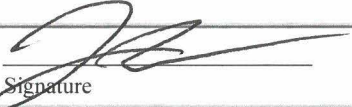
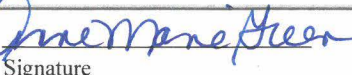
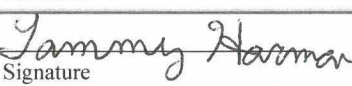
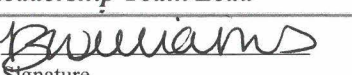
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewaite</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Jacob Nelson</u> Printed Name	 Signature	<u>2/27/23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Ann Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Tammy Harman</u> Printed Name	 Signature	<u>2/24/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Brie Williams</u> Printed Name	 Signature	<u>2/24/23</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Jacob Nelson
2.	Teacher	Frances Meetze
3.	Parent/Guardian	Tammy Harmon
4.	Community Member	Tina Price
5.	Paraprofessional	Tracy Pound
6.	School Improvement Council Member	Chris Rice
7.	Read to Succeed Reading Coach	Jamie Powell
8.	School Read To Succeed Literacy Leadership Team Lead	Brie Williams
9.	School Read To Succeed Literacy Leadership Team Member	Jennifer Gooding
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		
	Assistant Principal	Ricky Tillmon
	Assistant Principal	Brienne Williams

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(I), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education to allow our students enrolled in Lexington District One Online Learning Academy or those taking part in the Graduation Alliance Partnership to have a flexible way to earn credits so they are not bound by seat time for grade-level promotion. This waiver affords our students throughout the system multiple pathways to accelerate learning or recover credits so they might progress on time with the requisite skills for success necessary for success in a career, the military, or school beyond the K-12 system.
6. Other (Include the SBE Regulation number to be waived)	



Table of Contents

Vision and Mission

System Commitments

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans


Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**



System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.






1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.




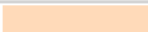


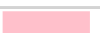





	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
All	2021- 2022	All	All	10.8%		(4 / 37)
		ELL	Not ELL	11.4%		(4 / 35)
			ELL	0.0%		(0 / 2)
		Gender	Female	20.0%		(4 / 20)
			Male	0.0%		(0 / 17)
		InstrSetting	Not Special Ed	10.8%		(4 / 37)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	11.8%		(4 / 34)
	2020- 2021	All	All	0.0%		(0 / 3)
		ELL	Not ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 1)
			Male	0.0%		(0 / 2)
		InstrSetting	Not Special Ed	0.0%		(0 / 1)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 2)
	2019- 2020	All	All	10.6%		(9 / 85)
		ELL	Not ELL	10.8%		(9 / 83)
			ELL	0.0%		(0 / 2)
		Gender	Female	12.2%		(5 / 41)
			Male	9.1%		(4 / 44)
		InstrSetting	Not Special Ed	11.3%		(9 / 80)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	5.9%		(1 / 17)
			White / Other	11.8%		(8 / 68)
	2018- 2019	All	All	12.4%		(14 / 113)
		ELL	Not ELL	12.7%		(14 / 110)
			ELL	0.0%		(0 / 3)
		Gender	Female	8.6%		(5 / 58)
			Male	16.4%		(9 / 55)
		InstrSetting	Not Special Ed	12.8%		(14 / 109)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	11.1%		(2 / 18)
			White / Other	12.6%		(12 / 95)
	2017- 2018	All	All	13.7%		(14 / 102)
		ELL	Not ELL	14.3%		(14 / 98)
			ELL	0.0%		(0 / 4)
		Gender	Female	12.3%		(7 / 57)
			Male	15.6%		(7 / 45)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
All	2017- 2018	InstrSetting	Not Special Ed	13.8%		(13 / 94)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	4.8%		(1 / 21)
			White / Other	16.0%		(13 / 81)
	2016- 2017	All	All	10.8%		(22 / 204)
		ELL	Not ELL	10.9%		(22 / 202)
			ELL	0.0%		(0 / 2)
		Gender	Female	9.3%		(10 / 107)
			Male	12.4%		(12 / 97)
		InstrSetting	Not Special Ed	11.6%		(22 / 190)
			Special Ed	0.0%		(0 / 14)
		Race	Black / Latinx	9.5%		(2 / 21)
			White / Other	10.9%		(20 / 183)
	2015- 2016	All	All	9.6%		(20 / 209)
		ELL	Not ELL	9.9%		(20 / 202)
			ELL	0.0%		(0 / 7)
		Gender	Female	5.7%		(6 / 105)
			Male	13.5%		(14 / 104)
		InstrSetting	Not Special Ed	10.6%		(20 / 188)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	2.9%		(1 / 35)
			White / Other	10.9%		(19 / 174)
	2014- 2015	All	All	10.8%		(18 / 166)
		ELL	Not ELL	11.0%		(18 / 163)
			ELL	0.0%		(0 / 3)
		Gender	Female	10.5%		(9 / 86)
			Male	11.3%		(9 / 80)
		InstrSetting	Not Special Ed	11.1%		(18 / 162)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	5.6%		(1 / 18)
			White / Other	11.5%		(17 / 148)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
English	2021- 2022	All	All	37.8%	<div></div>	(14 / 37)
		ELL	Not ELL	40.0%	<div></div>	(14 / 35)
			ELL	0.0%	<div></div>	(0 / 2)
		Gender	Female	55.0%	<div></div>	(11 / 20)
			Male	17.6%	<div></div>	(3 / 17)
		InstrSetting	Not Special Ed	37.8%	<div></div>	(14 / 37)
		Race	Black / Latinx	0.0%	<div></div>	(0 / 3)
			White / Other	41.2%	<div></div>	(14 / 34)
	2020- 2021	All	All	0.0%	<div></div>	(0 / 3)
		ELL	Not ELL	0.0%	<div></div>	(0 / 3)
		Gender	Female	0.0%	<div></div>	(0 / 1)
			Male	0.0%	<div></div>	(0 / 2)
		InstrSetting	Not Special Ed	0.0%	<div></div>	(0 / 1)
			Special Ed	0.0%	<div></div>	(0 / 2)
		Race	Black / Latinx	0.0%	<div></div>	(0 / 1)
			White / Other	0.0%	<div></div>	(0 / 2)
	2019- 2020	All	All	34.1%	<div></div>	(29 / 85)
		ELL	Not ELL	33.7%	<div></div>	(28 / 83)
			ELL	50.0%	<div></div>	(1 / 2)
		Gender	Female	36.6%	<div></div>	(15 / 41)
			Male	31.8%	<div></div>	(14 / 44)
		InstrSetting	Not Special Ed	33.8%	<div></div>	(27 / 80)
			Special Ed	40.0%	<div></div>	(2 / 5)
		Race	Black / Latinx	17.6%	<div></div>	(3 / 17)
			White / Other	38.2%	<div></div>	(26 / 68)
	2018- 2019	All	All	36.3%	<div></div>	(41 / 113)
		ELL	Not ELL	37.3%	<div></div>	(41 / 110)
			ELL	0.0%	<div></div>	(0 / 3)
		Gender	Female	41.4%	<div></div>	(24 / 58)
			Male	30.9%	<div></div>	(17 / 55)
		InstrSetting	Not Special Ed	37.6%	<div></div>	(41 / 109)
			Special Ed	0.0%	<div></div>	(0 / 4)
		Race	Black / Latinx	16.7%	<div></div>	(3 / 18)
			White / Other	40.0%	<div></div>	(38 / 95)
	2017- 2018	All	All	40.2%	<div></div>	(41 / 102)
		ELL	Not ELL	41.8%	<div></div>	(41 / 98)
			ELL	0.0%	<div></div>	(0 / 4)
		Gender	Female	42.1%	<div></div>	(24 / 57)
			Male	37.8%	<div></div>	(17 / 45)
		InstrSetting	Not Special Ed	41.5%	<div></div>	(39 / 94)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
English	2017- 2018	InstrSetting	Special Ed	25.0%		(2 / 8)
		Race	Black / Latinx	33.3%		(7 / 21)
			White / Other	42.0%		(34 / 81)
	2016- 2017	All	All	48.0%		(98 / 204)
		ELL	Not ELL	48.5%		(98 / 202)
			ELL	0.0%		(0 / 2)
		Gender	Female	59.8%		(64 / 107)
			Male	35.1%		(34 / 97)
		InstrSetting	Not Special Ed	51.1%		(97 / 190)
			Special Ed	7.1%		(1 / 14)
		Race	Black / Latinx	23.8%		(5 / 21)
			White / Other	50.8%		(93 / 183)
	2015- 2016	All	All	41.4%		(87 / 210)
		ELL	Not ELL	42.9%		(87 / 203)
			ELL	0.0%		(0 / 7)
		Gender	Female	44.3%		(47 / 106)
			Male	38.5%		(40 / 104)
		InstrSetting	Not Special Ed	45.0%		(85 / 189)
			Special Ed	9.5%		(2 / 21)
		Race	Black / Latinx	14.3%		(5 / 35)
			White / Other	46.9%		(82 / 175)
	2014- 2015	All	All	51.2%		(85 / 166)
		ELL	Not ELL	52.1%		(85 / 163)
			ELL	0.0%		(0 / 3)
		Gender	Female	54.7%		(47 / 86)
			Male	47.5%		(38 / 80)
		InstrSetting	Not Special Ed	52.5%		(85 / 162)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	33.3%		(6 / 18)
			White / Other	53.4%		(79 / 148)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Math	2021- 2022	All	All	21.6%		(8 / 37)
		ELL	Not ELL	22.9%		(8 / 35)
			ELL	0.0%		(0 / 2)
		Gender	Female	30.0%		(6 / 20)
			Male	11.8%		(2 / 17)
		InstrSetting	Not Special Ed	21.6%		(8 / 37)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	23.5%		(8 / 34)
	2020- 2021	All	All	0.0%		(0 / 3)
		ELL	Not ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 1)
			Male	0.0%		(0 / 2)
		InstrSetting	Not Special Ed	0.0%		(0 / 1)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 2)
	2019- 2020	All	All	21.2%		(18 / 85)
		ELL	Not ELL	21.7%		(18 / 83)
			ELL	0.0%		(0 / 2)
		Gender	Female	17.1%		(7 / 41)
			Male	25.0%		(11 / 44)
		InstrSetting	Not Special Ed	22.5%		(18 / 80)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	11.8%		(2 / 17)
			White / Other	23.5%		(16 / 68)
	2018- 2019	All	All	15.9%		(18 / 113)
		ELL	Not ELL	16.4%		(18 / 110)
			ELL	0.0%		(0 / 3)
		Gender	Female	8.6%		(5 / 58)
			Male	23.6%		(13 / 55)
		InstrSetting	Not Special Ed	16.5%		(18 / 109)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	11.1%		(2 / 18)
			White / Other	16.8%		(16 / 95)
	2017- 2018	All	All	29.4%		(30 / 102)
		ELL	Not ELL	30.6%		(30 / 98)
			ELL	0.0%		(0 / 4)
		Gender	Female	21.1%		(12 / 57)
			Male	40.0%		(18 / 45)
		InstrSetting	Not Special Ed	30.9%		(29 / 94)




















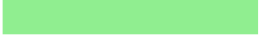

















	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Math	2017-2018	InstrSetting	Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	9.5%		(2 / 21)
			White / Other	34.6%		(28 / 81)
	2016-2017	All	All	28.4%		(58 / 204)
		ELL	Not ELL	28.7%		(58 / 202)
			ELL	0.0%		(0 / 2)
		Gender	Female	25.2%		(27 / 107)
			Male	32.0%		(31 / 97)
		InstrSetting	Not Special Ed	30.5%		(58 / 190)
			Special Ed	0.0%		(0 / 14)
		Race	Black / Latinx	14.3%		(3 / 21)
			White / Other	30.1%		(55 / 183)
	2015-2016	All	All	24.9%		(52 / 209)
		ELL	Not ELL	25.7%		(52 / 202)
			ELL	0.0%		(0 / 7)
		Gender	Female	17.1%		(18 / 105)
			Male	32.7%		(34 / 104)
		InstrSetting	Not Special Ed	27.7%		(52 / 188)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	8.6%		(3 / 35)
			White / Other	28.2%		(49 / 174)
	2014-2015	All	All	19.9%		(33 / 166)
		ELL	Not ELL	20.2%		(33 / 163)
			ELL	0.0%		(0 / 3)
		Gender	Female	17.4%		(15 / 86)
			Male	22.5%		(18 / 80)
		InstrSetting	Not Special Ed	20.4%		(33 / 162)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	11.1%		(2 / 18)
			White / Other	20.9%		(31 / 148)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Reading	2021- 2022	All	All	21.6%		(8 / 37)
		ELL	Not ELL	22.9%		(8 / 35)
			ELL	0.0%		(0 / 2)
		Gender	Female	35.0%		(7 / 20)
			Male	5.9%		(1 / 17)
		InstrSetting	Not Special Ed	21.6%		(8 / 37)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	23.5%		(8 / 34)
	2020- 2021	All	All	0.0%		(0 / 3)
		ELL	Not ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 1)
			Male	0.0%		(0 / 2)
		InstrSetting	Not Special Ed	0.0%		(0 / 1)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 2)
	2019- 2020	All	All	31.8%		(27 / 85)
		ELL	Not ELL	32.5%		(27 / 83)
			ELL	0.0%		(0 / 2)
		Gender	Female	36.6%		(15 / 41)
			Male	27.3%		(12 / 44)
		InstrSetting	Not Special Ed	33.8%		(27 / 80)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	11.8%		(2 / 17)
			White / Other	36.8%		(25 / 68)
	2018- 2019	All	All	30.1%		(34 / 113)
		ELL	Not ELL	30.9%		(34 / 110)
			ELL	0.0%		(0 / 3)
		Gender	Female	32.8%		(19 / 58)
			Male	27.3%		(15 / 55)
		InstrSetting	Not Special Ed	31.2%		(34 / 109)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	22.2%		(4 / 18)
			White / Other	31.6%		(30 / 95)
	2017- 2018	All	All	25.5%		(26 / 102)
		ELL	Not ELL	26.5%		(26 / 98)
			ELL	0.0%		(0 / 4)
		Gender	Female	29.8%		(17 / 57)
			Male	20.0%		(9 / 45)
		InstrSetting	Not Special Ed	25.5%		(24 / 94)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Reading	2017- 2018	InstrSetting	Special Ed	25.0%		(2 / 8)
		Race	Black / Latinx	19.0%		(4 / 21)
			White / Other	27.2%		(22 / 81)
	2016- 2017	All	All	35.1%		(72 / 205)
		ELL	Not ELL	35.5%		(72 / 203)
			ELL	0.0%		(0 / 2)
		Gender	Female	39.8%		(43 / 108)
			Male	29.9%		(29 / 97)
		InstrSetting	Not Special Ed	36.6%		(70 / 191)
			Special Ed	14.3%		(2 / 14)
		Race	Black / Latinx	19.0%		(4 / 21)
			White / Other	37.0%		(68 / 184)
	2015- 2016	All	All	29.0%		(61 / 210)
		ELL	Not ELL	30.0%		(61 / 203)
			ELL	0.0%		(0 / 7)
		Gender	Female	28.3%		(30 / 106)
			Male	29.8%		(31 / 104)
		InstrSetting	Not Special Ed	32.3%		(61 / 189)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	11.4%		(4 / 35)
			White / Other	32.6%		(57 / 175)
	2014- 2015	All	All	27.7%		(46 / 166)
		ELL	Not ELL	28.2%		(46 / 163)
			ELL	0.0%		(0 / 3)
		Gender	Female	31.4%		(27 / 86)
			Male	23.8%		(19 / 80)
		InstrSetting	Not Special Ed	28.4%		(46 / 162)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	16.7%		(3 / 18)
			White / Other	29.1%		(43 / 148)

















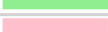












	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Science	2021-2022	All	All	27.0%		(10 / 37)
		ELL	Not ELL	28.6%		(10 / 35)
			ELL	0.0%		(0 / 2)
		Gender	Female	30.0%		(6 / 20)
			Male	23.5%		(4 / 17)
		InstrSetting	Not Special Ed	27.0%		(10 / 37)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	29.4%		(10 / 34)
	2020-2021	All	All	0.0%		(0 / 3)
		ELL	Not ELL	0.0%		(0 / 3)
		Gender	Female	0.0%		(0 / 1)
			Male	0.0%		(0 / 2)
		InstrSetting	Not Special Ed	0.0%		(0 / 1)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 2)
	2019-2020	All	All	20.0%		(17 / 85)
		ELL	Not ELL	20.5%		(17 / 83)
			ELL	0.0%		(0 / 2)
		Gender	Female	17.1%		(7 / 41)
			Male	22.7%		(10 / 44)
		InstrSetting	Not Special Ed	21.3%		(17 / 80)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	5.9%		(1 / 17)
			White / Other	23.5%		(16 / 68)
	2018-2019	All	All	23.0%		(26 / 113)
		ELL	Not ELL	23.6%		(26 / 110)
			ELL	0.0%		(0 / 3)
		Gender	Female	19.0%		(11 / 58)
			Male	27.3%		(15 / 55)
		InstrSetting	Not Special Ed	23.9%		(26 / 109)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	11.1%		(2 / 18)
			White / Other	25.3%		(24 / 95)
	2017-2018	All	All	28.4%		(29 / 102)
		ELL	Not ELL	29.6%		(29 / 98)
			ELL	0.0%		(0 / 4)
		Gender	Female	26.3%		(15 / 57)
			Male	31.1%		(14 / 45)
		InstrSetting	Not Special Ed	27.7%		(26 / 94)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Gilbert High School	Number of Students
Science	2017-2018	InstrSetting	Special Ed	37.5%		(3 / 8)
		Race	Black / Latinx	28.6%		(6 / 21)
			White / Other	28.4%		(23 / 81)
	2016-2017	All	All	19.4%		(40 / 206)
		ELL	Not ELL	19.6%		(40 / 204)
			ELL	0.0%		(0 / 2)
		Gender	Female	20.4%		(22 / 108)
			Male	18.4%		(18 / 98)
		InstrSetting	Not Special Ed	20.8%		(40 / 192)
			Special Ed	0.0%		(0 / 14)
		Race	Black / Latinx	9.5%		(2 / 21)
			White / Other	20.5%		(38 / 185)
	2015-2016	All	All	21.1%		(44 / 209)
		ELL	Not ELL	21.8%		(44 / 202)
			ELL	0.0%		(0 / 7)
		Gender	Female	15.2%		(16 / 105)
			Male	26.9%		(28 / 104)
		InstrSetting	Not Special Ed	23.4%		(44 / 188)
			Special Ed	0.0%		(0 / 21)
		Race	Black / Latinx	14.3%		(5 / 35)
			White / Other	22.4%		(39 / 174)
	2014-2015	All	All	21.7%		(36 / 166)
		ELL	Not ELL	22.1%		(36 / 163)
			ELL	0.0%		(0 / 3)
		Gender	Female	20.9%		(18 / 86)
			Male	22.5%		(18 / 80)
		InstrSetting	Not Special Ed	22.2%		(36 / 162)
			Special Ed	0.0%		(0 / 4)
		Race	Black / Latinx	5.6%		(1 / 18)
			White / Other	23.6%		(35 / 148)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Gilbert High School	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	61.1%		(127 / 208)
		ELL	Not ELL	62.1%		(123 / 198)
			ELL	40.0%		(4 / 10)
		Gender	Female	59.3%		(70 / 118)
			Male	63.3%		(57 / 90)
		InstrSetting	Not Special Ed	63.8%		(127 / 199)
			Special Ed	0.0%		(0 / 9)
		Race	Black / Latinx	28.0%		(7 / 25)
			White / Other	65.6%		(120 / 183)
	19-20	All	All	72.5%		(153 / 211)
		ELL	Not ELL	73.4%		(146 / 199)
			ELL	58.3%		(7 / 12)
		Gender	Female	78.1%		(89 / 114)
			Male	66.0%		(64 / 97)
		InstrSetting	Not Special Ed	74.4%		(151 / 203)
			Special Ed	25.0%		(2 / 8)
		Race	Black / Latinx	51.2%		(22 / 43)
			White / Other	78.0%		(131 / 168)
	18-19	All	All	69.7%		(122 / 175)
		ELL	Not ELL	71.8%		(117 / 163)
			ELL	41.7%		(5 / 12)
		Gender	Female	75.3%		(67 / 89)
			Male	64.0%		(55 / 86)
		InstrSetting	Not Special Ed	71.8%		(122 / 170)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	60.0%		(21 / 35)
			White / Other	72.1%		(101 / 140)
	17-18	All	All	82.1%		(115 / 140)
		ELL	Not ELL	83.1%		(113 / 136)
			ELL	50.0%		(2 / 4)
		Gender	Female	85.7%		(66 / 77)
			Male	77.8%		(49 / 63)
		InstrSetting	Not Special Ed	85.8%		(115 / 134)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	63.2%		(12 / 19)
			White / Other	85.1%		(103 / 121)
	16-17	All	All	76.9%		(83 / 108)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Gilbert High School	Number of Students
Evidence-Based Reading and Writing	16-17	ELL	Not ELL	77.8%		(84 / 108)
			ELL	60.0%		(3 / 5)
		Gender	Female	76.1%		(54 / 71)
			Male	78.4%		(29 / 37)
		InstrSetting	Not Special Ed	79.6%		(86 / 108)
			Special Ed	20.0%		(1 / 5)
		Race	Black / Latinx	27.3%		(3 / 11)
			White / Other	82.5%		(80 / 97)
	15-16	All	All	60.9%		(56 / 92)
		ELL	Not ELL	60.2%		(56 / 93)
		Gender	Female	56.8%		(25 / 44)
			Male	64.6%		(31 / 48)
		InstrSetting	Not Special Ed	60.9%		(56 / 92)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	38.5%		(5 / 13)
			White / Other	64.6%		(51 / 79)
	14-15	All	All	54.6%		(59 / 108)
		ELL	Not ELL	54.6%		(59 / 108)
			ELL	33.3%		(1 / 3)
		Gender	Female	54.8%		(34 / 62)
			Male	54.3%		(25 / 46)
		InstrSetting	Not Special Ed	56.6%		(60 / 106)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	10.0%		(1 / 10)
			White / Other	59.2%		(58 / 98)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Gilbert High School	Number of Students
Math	21-22	All	All	34.1%	<div><div></div></div>	(71 / 208)
		ELL	Not ELL	35.4%	<div><div></div></div>	(70 / 198)
			ELL	10.0%	<div><div></div></div>	(1 / 10)
		Gender	Female	28.8%	<div><div></div></div>	(34 / 118)
			Male	41.1%	<div><div></div></div>	(37 / 90)
		InstrSetting	Not Special Ed	35.7%	<div><div></div></div>	(71 / 199)
			Special Ed	0.0%	<div><div></div></div>	(0 / 9)
		Race	Black / Latinx	12.0%	<div><div></div></div>	(3 / 25)
			White / Other	37.2%	<div><div></div></div>	(68 / 183)
	20-21	All	All	38.1%	<div><div></div></div>	(77 / 202)
		ELL	Not ELL	39.2%	<div><div></div></div>	(76 / 194)
			ELL	12.5%	<div><div></div></div>	(1 / 8)
		Gender	Female	38.1%	<div><div></div></div>	(43 / 113)
			Male	38.2%	<div><div></div></div>	(34 / 89)
		InstrSetting	Not Special Ed	40.5%	<div><div></div></div>	(77 / 190)
			Special Ed	0.0%	<div><div></div></div>	(0 / 12)
		Race	Black / Latinx	18.5%	<div><div></div></div>	(5 / 27)
			White / Other	41.1%	<div><div></div></div>	(72 / 175)
	19-20	All	All	32.7%	<div><div></div></div>	(69 / 211)
		ELL	Not ELL	34.7%	<div><div></div></div>	(69 / 199)
			ELL	0.0%	<div><div></div></div>	(0 / 12)
		Gender	Female	29.8%	<div><div></div></div>	(34 / 114)
			Male	36.1%	<div><div></div></div>	(35 / 97)
		InstrSetting	Not Special Ed	33.5%	<div><div></div></div>	(68 / 203)
			Special Ed	12.5%	<div><div></div></div>	(1 / 8)
		Race	Black / Latinx	9.3%	<div><div></div></div>	(4 / 43)
			White / Other	38.7%	<div><div></div></div>	(65 / 168)
	18-19	All	All	41.1%	<div><div></div></div>	(72 / 175)
		ELL	Not ELL	41.7%	<div><div></div></div>	(68 / 163)
			ELL	33.3%	<div><div></div></div>	(4 / 12)
		Gender	Female	36.0%	<div><div></div></div>	(32 / 89)
			Male	46.5%	<div><div></div></div>	(40 / 86)
		InstrSetting	Not Special Ed	42.4%	<div><div></div></div>	(72 / 170)
			Special Ed	0.0%	<div><div></div></div>	(0 / 5)
		Race	Black / Latinx	40.0%	<div><div></div></div>	(14 / 35)
			White / Other	41.4%	<div><div></div></div>	(58 / 140)
	17-18	All	All	52.1%	<div><div></div></div>	(73 / 140)
		ELL	Not ELL	52.9%	<div><div></div></div>	(72 / 136)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Gilbert High School	Number of Students
Math	17-18	ELL	ELL	25.0%		(1 / 4)
		Gender	Female	44.2%		(34 / 77)
			Male	61.9%		(39 / 63)
		InstrSetting	Not Special Ed	54.5%		(73 / 134)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	31.6%		(6 / 19)
			White / Other	55.4%		(67 / 121)
	16-17	All	All	52.8%		(57 / 108)
		ELL	Not ELL	52.8%		(57 / 108)
			ELL	40.0%		(2 / 5)
		Gender	Female	47.9%		(34 / 71)
			Male	62.2%		(23 / 37)
		InstrSetting	Not Special Ed	54.6%		(59 / 108)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	27.3%		(3 / 11)
			White / Other	55.7%		(54 / 97)
	15-16	All	All	37.0%		(34 / 92)
		ELL	Not ELL	36.6%		(34 / 93)
		Gender	Female	29.5%		(13 / 44)
			Male	43.8%		(21 / 48)
		InstrSetting	Not Special Ed	37.0%		(34 / 92)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	23.1%		(3 / 13)
			White / Other	39.2%		(31 / 79)
	14-15	All	All	35.2%		(38 / 108)
		ELL	Not ELL	34.3%		(37 / 108)
			ELL	66.7%		(2 / 3)
		Gender	Female	27.4%		(17 / 62)
			Male	45.7%		(21 / 46)
		InstrSetting	Not Special Ed	36.8%		(39 / 106)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	20.0%		(2 / 10)
			White / Other	36.7%		(36 / 98)













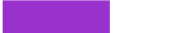










	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Gilbert High School	Number of Students
Ready to Work	2020-2021	All	All	68.8%		(329 / 478)
		ELL	Not ELL	70.0%		(306 / 437)
			ELL	56.1%		(23 / 41)
		Gender	Female	70.9%		(168 / 237)
			Male	66.8%		(161 / 241)
		InstrSetting	Not Special Ed	75.1%		(320 / 426)
			Special Ed	17.3%		(9 / 52)
		Race	Black / Latinx	51.5%		(52 / 101)
			White / Other	73.5%		(277 / 377)
	2018-2019	All	All	74.1%		(195 / 263)
		ELL	Not ELL	74.3%		(179 / 241)
			ELL	72.7%		(16 / 22)
		Gender	Female	78.5%		(95 / 121)
			Male	70.4%		(100 / 142)
		InstrSetting	Not Special Ed	78.6%		(191 / 243)
			Special Ed	20.0%		(4 / 20)
		Race	Black / Latinx	63.8%		(30 / 47)
			White / Other	76.4%		(165 / 216)
	2017-2018	All	All	70.5%		(146 / 207)
		ELL	Not ELL	71.4%		(137 / 192)
			ELL	60.0%		(9 / 15)
		Gender	Female	74.5%		(73 / 98)
			Male	67.0%		(73 / 109)
		InstrSetting	Not Special Ed	79.0%		(139 / 176)
			Special Ed	22.6%		(7 / 31)
		Race	Black / Latinx	52.5%		(21 / 40)
			White / Other	74.9%		(125 / 167)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys Gilbert High School	Number of Students
WorkKeys	2021-2022	All	All	64.0%		(153 / 239)
		ELL	Not ELL	65.3%		(143 / 219)
			ELL	50.0%		(10 / 20)
		Gender	Female	66.7%		(78 / 117)
			Male	61.5%		(75 / 122)
		InstrSetting	Not Special Ed	70.1%		(150 / 214)
			Special Ed	12.0%		(3 / 25)
		Race	Black / Latinx	41.5%		(17 / 41)
			White / Other	68.7%		(136 / 198)
	2016-2017	All	All	68.0%		(164 / 241)
		ELL	Not ELL	68.9%		(162 / 235)
			ELL	33.3%		(2 / 6)
		Gender	Female	72.9%		(86 / 118)
			Male	63.4%		(78 / 123)
		InstrSetting	Not Special Ed	78.1%		(157 / 201)
			Special Ed	17.5%		(7 / 40)
		Race	Black / Latinx	35.5%		(11 / 31)
			White / Other	72.9%		(153 / 210)
	2015-2016	All	All	75.5%		(163 / 216)
		ELL	Not ELL	76.2%		(160 / 210)
			ELL	50.0%		(3 / 6)
		Gender	Female	77.6%		(83 / 107)
			Male	73.4%		(80 / 109)
		InstrSetting	Not Special Ed	81.0%		(158 / 195)
			Special Ed	23.8%		(5 / 21)
		Race	Black / Latinx	66.7%		(24 / 36)
			White / Other	77.2%		(139 / 180)
	2014-2015	All	All	71.9%		(143 / 199)
		ELL	Not ELL	72.8%		(142 / 195)
			ELL	25.0%		(1 / 4)
		Gender	Female	71.9%		(69 / 96)
			Male	71.8%		(74 / 103)
		InstrSetting	Not Special Ed	79.8%		(142 / 178)
			Special Ed	4.8%		(1 / 21)
		Race	Black / Latinx	65.2%		(15 / 23)
			White / Other	72.7%		(128 / 176)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Algebra 1	21-22	All	All	49.0%	<div><div></div></div>	(123 / 251)
		ELL	ELL	38.5%	<div><div></div></div>	(5 / 13)
			Not ELL	49.6%	<div><div></div></div>	(118 / 238)
		Gender	Female	57.8%	<div><div></div></div>	(74 / 128)
			Male	39.8%	<div><div></div></div>	(49 / 123)
		InstrSetting	Not Special Ed	53.1%	<div><div></div></div>	(111 / 209)
			Special Ed	28.6%	<div><div></div></div>	(12 / 42)
		Race	Black / Latinx	40.3%	<div><div></div></div>	(29 / 72)
			White / Other	52.5%	<div><div></div></div>	(94 / 179)
	20-21	All	All	35.7%	<div><div></div></div>	(79 / 221)
		ELL	Not ELL	36.8%	<div><div></div></div>	(75 / 204)
			ELL	23.5%	<div><div></div></div>	(4 / 17)
		Gender	Female	37.1%	<div><div></div></div>	(39 / 105)
			Male	34.5%	<div><div></div></div>	(40 / 116)
		InstrSetting	Not Special Ed	40.0%	<div><div></div></div>	(72 / 180)
			Special Ed	17.1%	<div><div></div></div>	(7 / 41)
		Race	Black / Latinx	34.3%	<div><div></div></div>	(24 / 70)
			White / Other	36.4%	<div><div></div></div>	(55 / 151)
	18-19	All	All	63.4%	<div><div></div></div>	(201 / 317)
		ELL	Not ELL	63.8%	<div><div></div></div>	(190 / 298)
			ELL	57.9%	<div><div></div></div>	(11 / 19)
		Gender	Female	73.4%	<div><div></div></div>	(102 / 139)
			Male	55.6%	<div><div></div></div>	(99 / 178)
		InstrSetting	Not Special Ed	69.8%	<div><div></div></div>	(187 / 268)
			Special Ed	28.6%	<div><div></div></div>	(14 / 49)
		Race	Black / Latinx	45.8%	<div><div></div></div>	(38 / 83)
			White / Other	69.7%	<div><div></div></div>	(163 / 234)
	17-18	All	All	79.7%	<div><div></div></div>	(181 / 227)
		ELL	Not ELL	79.6%	<div><div></div></div>	(168 / 211)
			ELL	81.3%	<div><div></div></div>	(13 / 16)
		Gender	Female	83.3%	<div><div></div></div>	(90 / 108)
			Male	76.5%	<div><div></div></div>	(91 / 119)
		InstrSetting	Not Special Ed	85.0%	<div><div></div></div>	(170 / 200)
			Special Ed	40.7%	<div><div></div></div>	(11 / 27)
		Race	Black / Latinx	72.0%	<div><div></div></div>	(36 / 50)
			White / Other	81.9%	<div><div></div></div>	(145 / 177)
	16-17	All	All	77.0%	<div><div></div></div>	(151 / 196)
		ELL	Not ELL	80.1%	<div><div></div></div>	(145 / 181)
			ELL	40.0%	<div><div></div></div>	(6 / 15)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Algebra 1	16-17	Gender	Female	85.6%		(83 / 97)
			Male	68.7%		(68 / 99)
		InstrSetting	Not Special Ed	85.6%		(137 / 160)
			Special Ed	38.9%		(14 / 36)
		Race	Black / Latinx	57.5%		(23 / 40)
			White / Other	82.1%		(128 / 156)
	15-16	All	All	90.1%		(164 / 182)
		ELL	Not ELL	89.7%		(156 / 174)
			ELL	100.0%		(8 / 8)
		Gender	Female	94.8%		(73 / 77)
			Male	86.7%		(91 / 105)
		InstrSetting	Not Special Ed	93.5%		(143 / 153)
			Special Ed	72.4%		(21 / 29)
		Race	Black / Latinx	90.0%		(27 / 30)
			White / Other	90.1%		(137 / 152)
	14-15	All	All	93.5%		(145 / 155)
		ELL	Not ELL	93.7%		(133 / 142)
			ELL	92.3%		(12 / 13)
		Gender	Female	95.7%		(66 / 69)
			Male	91.9%		(79 / 86)
		InstrSetting	Not Special Ed	94.2%		(129 / 137)
			Special Ed	88.9%		(16 / 18)
		Race	Black / Latinx	88.6%		(31 / 35)
			White / Other	95.0%		(114 / 120)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Biology 1	21-22	All	All	50.0%		(161 / 322)
		ELL	ELL	7.7%		(1 / 13)
			Not ELL	51.8%		(160 / 309)
		Gender	Female	53.2%		(92 / 173)
			Male	46.3%		(69 / 149)
		InstrSetting	Not Special Ed	55.9%		(156 / 279)
			Special Ed	11.6%		(5 / 43)
		Race	Black / Latinx	26.1%		(18 / 69)
			White / Other	56.5%		(143 / 253)
	20-21	All	All	35.4%		(137 / 387)
		ELL	Not ELL	37.6%		(134 / 356)
			ELL	9.7%		(3 / 31)
		Gender	Female	39.9%		(67 / 168)
			Male	32.0%		(70 / 219)
		InstrSetting	Not Special Ed	40.5%		(133 / 328)
			Special Ed	6.8%		(4 / 59)
		Race	Black / Latinx	27.6%		(29 / 105)
			White / Other	38.3%		(108 / 282)
	18-19	All	All	89.0%		(129 / 145)
		ELL	Not ELL	90.6%		(125 / 138)
			ELL	57.1%		(4 / 7)
		Gender	Female	92.5%		(74 / 80)
			Male	84.6%		(55 / 65)
		InstrSetting	Not Special Ed	94.0%		(126 / 134)
			Special Ed	27.3%		(3 / 11)
		Race	Black / Latinx	69.6%		(16 / 23)
			White / Other	92.6%		(113 / 122)
	17-18	All	All	71.1%		(187 / 263)
		ELL	Not ELL	72.6%		(183 / 252)
			ELL	36.4%		(4 / 11)
		Gender	Female	81.1%		(99 / 122)
			Male	62.4%		(88 / 141)
		InstrSetting	Not Special Ed	78.5%		(183 / 233)
			Special Ed	13.3%		(4 / 30)
		Race	Black / Latinx	57.9%		(33 / 57)
			White / Other	74.8%		(154 / 206)
	16-17	All	All	72.2%		(205 / 284)
		ELL	Not ELL	74.0%		(194 / 262)
			ELL	50.0%		(11 / 22)
		Gender	Female	71.1%		(91 / 128)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
Biology 1	16-17	Gender	Male	73.1%		(114 / 156)
			Female	78.5%		(197 / 251)
		InstrSetting	Not Special Ed	24.2%		(8 / 33)
			Special Ed	54.7%		(29 / 53)
		Race	Black / Latinx	76.2%		(176 / 231)
			White / Other	80.0%		(188 / 235)
	15-16	All	All	82.5%		(184 / 223)
		ELL	Not ELL	33.3%		(4 / 12)
			ELL	84.5%		(98 / 116)
		Gender	Female	75.6%		(90 / 119)
			Male	88.4%		(175 / 198)
		InstrSetting	Not Special Ed	35.1%		(13 / 37)
			Special Ed	62.8%		(27 / 43)
		Race	Black / Latinx	83.9%		(161 / 192)
			White / Other	82.5%		(208 / 252)
		All	All	83.2%		(198 / 238)
	14-15	ELL	Not ELL	71.4%		(10 / 14)
			ELL	84.6%		(104 / 123)
		Gender	Female	80.6%		(104 / 129)
			Male	89.9%		(195 / 217)
		InstrSetting	Not Special Ed	37.1%		(13 / 35)
			Special Ed	75.7%		(28 / 37)
		Race	Black / Latinx	83.7%		(180 / 215)
			White / Other			

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
English 2	21-22	All	All	82.1%		(234 / 285)
		ELL	ELL	53.3%		(8 / 15)
			Not ELL	83.7%		(226 / 270)
		Gender	Female	86.5%		(128 / 148)
			Male	77.4%		(106 / 137)
		InstrSetting	Not Special Ed	87.6%		(212 / 242)
			Special Ed	51.2%		(22 / 43)
		Race	Black / Latinx	71.4%		(50 / 70)
			White / Other	85.6%		(184 / 215)
	20-21	All	All	82.1%		(229 / 279)
		ELL	Not ELL	83.6%		(219 / 262)
			ELL	58.8%		(10 / 17)
		Gender	Female	91.7%		(111 / 121)
			Male	75.0%		(117 / 156)
		InstrSetting	Not Special Ed	88.0%		(220 / 250)
			Special Ed	31.0%		(9 / 29)
		Race	Black / Latinx	63.9%		(39 / 61)
			White / Other	87.5%		(189 / 216)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
US History	21-22	All	All	69.4%		(75 / 108)
		ELL	ELL	57.1%		(4 / 7)
			Not ELL	70.3%		(71 / 101)
		Gender	Female	67.3%		(33 / 49)
			Male	71.2%		(42 / 59)
		InstrSetting	Not Special Ed	72.3%		(73 / 101)
			Special Ed	28.6%		(2 / 7)
		Race	Black / Latinx	55.6%		(10 / 18)
			White / Other	73.0%		(65 / 89)
	20-21	All	All	45.6%		(119 / 261)
		ELL	Not ELL	46.7%		(115 / 246)
			ELL	26.7%		(4 / 15)
		Gender	Female	42.2%		(54 / 128)
			Male	48.9%		(65 / 133)
		InstrSetting	Not Special Ed	48.1%		(113 / 235)
			Special Ed	23.1%		(6 / 26)
		Race	Black / Latinx	27.3%		(15 / 55)
			White / Other	50.5%		(104 / 206)
	18-19	All	All	73.0%		(192 / 263)
		ELL	Not ELL	74.6%		(185 / 248)
			ELL	46.7%		(7 / 15)
		Gender	Female	67.8%		(82 / 121)
			Male	77.5%		(110 / 142)
		InstrSetting	Not Special Ed	75.1%		(187 / 249)
			Special Ed	35.7%		(5 / 14)
		Race	Black / Latinx	57.9%		(33 / 57)
			White / Other	77.2%		(159 / 206)
	17-18	All	All	77.5%		(165 / 213)
		ELL	Not ELL	78.7%		(159 / 202)
			ELL	54.5%		(6 / 11)
		Gender	Female	78.0%		(78 / 100)
			Male	77.0%		(87 / 113)
		InstrSetting	Not Special Ed	82.0%		(150 / 183)
			Special Ed	50.0%		(15 / 30)
		Race	Black / Latinx	65.2%		(30 / 46)
			White / Other	80.8%		(135 / 167)
	16-17	All	All	81.3%		(196 / 241)
		ELL	Not ELL	82.1%		(193 / 235)
			ELL	50.0%		(3 / 6)
		Gender	Female	82.2%		(97 / 118)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
US History	16-17	Gender	Male	80.5%		(99 / 123)
			Female	80.5%		(99 / 123)
		InstrSetting	Not Special Ed	86.6%		(181 / 209)
			Special Ed	46.9%		(15 / 32)
		Race	Black / Latinx	66.7%		(22 / 33)
			White / Other	83.7%		(174 / 208)
	15-16	All	All	79.4%		(177 / 223)
		ELL	Not ELL	79.8%		(174 / 218)
			ELL	60.0%		(3 / 5)
		Gender	Female	78.3%		(83 / 106)
			Male	80.3%		(94 / 117)
		InstrSetting	Not Special Ed	80.9%		(165 / 204)
			Special Ed	63.2%		(12 / 19)
		Race	Black / Latinx	63.2%		(24 / 38)
			White / Other	82.7%		(153 / 185)
		All	All	74.4%		(151 / 203)
	14-15	ELL	Not ELL	76.3%		(151 / 198)
			ELL	0.0%		(0 / 5)
		Gender	Female	72.3%		(73 / 101)
			Male	76.5%		(78 / 102)
		InstrSetting	Not Special Ed	76.6%		(144 / 188)
			Special Ed	46.7%		(7 / 15)
		Race	Black / Latinx	61.5%		(16 / 26)
			White / Other	76.3%		(135 / 177)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
English 1	18-19	All	All	65.6%		(141 / 215)
		ELL	Not ELL	67.3%		(136 / 202)
			ELL	38.5%		(5 / 13)
		Gender	Female	75.3%		(73 / 97)
			Male	57.6%		(68 / 118)
		InstrSetting	Not Special Ed	74.1%		(129 / 174)
			Special Ed	29.3%		(12 / 41)
		Race	Black / Latinx	48.3%		(28 / 58)
			White / Other	72.0%		(113 / 157)
	17-18	All	All	76.6%		(151 / 197)
		ELL	Not ELL	79.2%		(145 / 183)
			ELL	42.9%		(6 / 14)
		Gender	Female	80.2%		(65 / 81)
			Male	74.1%		(86 / 116)
		InstrSetting	Not Special Ed	85.3%		(145 / 170)
			Special Ed	22.2%		(6 / 27)
		Race	Black / Latinx	71.4%		(40 / 56)
			White / Other	78.6%		(110 / 140)
	16-17	All	All	70.2%		(132 / 188)
		ELL	Not ELL	71.3%		(122 / 171)
			ELL	58.8%		(10 / 17)
		Gender	Female	74.4%		(58 / 78)
			Male	67.3%		(74 / 110)
		InstrSetting	Not Special Ed	78.8%		(123 / 156)
			Special Ed	28.1%		(9 / 32)
		Race	Black / Latinx	62.2%		(23 / 37)
			White / Other	72.2%		(109 / 151)
	15-16	All	All	78.4%		(120 / 153)
		ELL	Not ELL	80.7%		(113 / 140)
			ELL	53.8%		(7 / 13)
		Gender	Female	88.4%		(61 / 69)
			Male	70.2%		(59 / 84)
		InstrSetting	Not Special Ed	81.1%		(99 / 122)
			Special Ed	67.7%		(21 / 31)
		Race	Black / Latinx	64.9%		(24 / 37)
			White / Other	82.8%		(96 / 116)
	14-15	All	All	71.5%		(108 / 151)
		ELL	Not ELL	73.7%		(101 / 137)
			ELL	50.0%		(7 / 14)
		Gender	Female	74.2%		(46 / 62)



















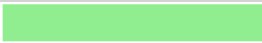
















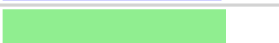
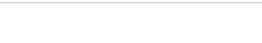

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Gilbert High School	Number of Students
English 1	14-15	Gender	Male	69.7%	<div><div></div></div>	(62 / 89)
			Female	70.0%	<div><div></div></div>	(62 / 89)
		InstrSetting	Not Special Ed	79.1%	<div><div></div></div>	(91 / 115)
			Special Ed	47.2%	<div><div></div></div>	(17 / 36)
		Race	Black / Latinx	62.9%	<div><div></div></div>	(22 / 35)
			White / Other	74.1%	<div><div></div></div>	(86 / 116)


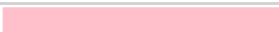























	Year	Group	Subgroup	%	On Time Graduation Rate for Gilbert High School	Number of Students
GradRate	21-22	All	All	88.2%	<div></div>	(268 / 304)
		ELL	Not ELL	88.2%	<div></div>	(268 / 304)
		Gender	Female	92.7%	<div></div>	(139 / 150)
			Male	83.8%	<div></div>	(129 / 154)
		InstrSetting	Not Special Ed	91.3%	<div></div>	(241 / 264)
			Special Ed	67.5%	<div></div>	(27 / 40)
		Race	Black / Latinx	88.9%	<div></div>	(24 / 27)
			White / Other	88.1%	<div></div>	(244 / 277)
	20-21	All	All	88.3%	<div></div>	(227 / 257)
		ELL	Not ELL	88.3%	<div></div>	(227 / 257)
		Gender	Female	94.5%	<div></div>	(120 / 127)
			Male	82.3%	<div></div>	(107 / 130)
		InstrSetting	Not Special Ed	89.7%	<div></div>	(210 / 234)
			Special Ed	73.9%	<div></div>	(17 / 23)
		Race	Black / Latinx	100.0%	<div></div>	(30 / 30)
			White / Other	86.8%	<div></div>	(197 / 227)
	19-20	All	All	86.5%	<div></div>	(237 / 274)
		ELL	Not ELL	86.6%	<div></div>	(220 / 254)
			ELL	85.0%	<div></div>	(17 / 20)
		Gender	Female	92.6%	<div></div>	(112 / 121)
			Male	81.7%	<div></div>	(125 / 153)
		InstrSetting	Not Special Ed	89.7%	<div></div>	(226 / 252)
			Special Ed	50.0%	<div></div>	(11 / 22)
		Race	Black / Latinx	83.3%	<div></div>	(20 / 24)
			White / Other	86.8%	<div></div>	(217 / 250)
	18-19	All	All	86.8%	<div></div>	(197 / 227)
		ELL	Not ELL	88.2%	<div></div>	(180 / 204)
			ELL	73.9%	<div></div>	(17 / 23)
		Gender	Female	95.0%	<div></div>	(95 / 100)
			Male	80.3%	<div></div>	(102 / 127)
		InstrSetting	Not Special Ed	87.1%	<div></div>	(175 / 201)
			Special Ed	84.6%	<div></div>	(22 / 26)
		Race	Black / Latinx	88.2%	<div></div>	(15 / 17)
			White / Other	86.7%	<div></div>	(182 / 210)
	17-18	All	All	89.4%	<div></div>	(228 / 255)
		ELL	Not ELL	88.8%	<div></div>	(214 / 241)
			ELL	100.0%	<div></div>	(14 / 14)
		Gender	Female	93.4%	<div></div>	(114 / 122)
			Male	85.7%	<div></div>	(41 / 133)

	Year	Group	Subgroup	%	On Time Graduation Rate for Gilbert High School	Number of Students
GradRate	17-18	InstrSetting	Not Special Ed	90.7%	<div></div>	(195 / 215)
			Special Ed	82.5%	<div></div>	(33 / 40)
		Race	Black / Latinx	77.8%	<div></div>	(14 / 18)
			White / Other	90.3%	<div></div>	(214 / 237)
	16-17	All	All	90.0%	<div></div>	(208 / 231)
		ELL	Not ELL	91.0%	<div></div>	(202 / 222)
			ELL	66.7%	<div></div>	(6 / 9)
		Gender	Female	91.3%	<div></div>	(105 / 115)
			Male	88.8%	<div></div>	(103 / 116)
		InstrSetting	Not Special Ed	91.4%	<div></div>	(192 / 210)
			Special Ed	76.2%	<div></div>	(16 / 21)
		Race	Black / Latinx	86.0%	<div></div>	(37 / 43)
			White / Other	91.0%	<div></div>	(171 / 188)
	15-16	All	All	88.5%	<div></div>	(184 / 208)
		ELL	Not ELL	89.6%	<div></div>	(181 / 202)
			ELL	50.0%	<div></div>	(3 / 6)
		Gender	Female	93.1%	<div></div>	(94 / 101)
			Male	84.1%	<div></div>	(90 / 107)
		InstrSetting	Not Special Ed	90.9%	<div></div>	(170 / 187)
			Special Ed	66.7%	<div></div>	(14 / 21)
		Race	Black / Latinx	81.3%	<div></div>	(26 / 32)
			White / Other	89.8%	<div></div>	(158 / 176)

Year	Status	Student Count	Stu Cnt
15-16			
	CC-LOCAL DOCUMENT RECIPIENT	4	1.9%
	GN-NON-GRADUATE	20	9.6%
	GY-GRADUATE	184	88.5%
16-17			
	CC-LOCAL DOCUMENT RECIPIENT	3	1.3%
	GN-NON-GRADUATE	20	8.7%
	GY-GRADUATE	208	90.0%
17-18			
	A1	7	2.7%
	CC	3	1.2%
	GN	17	6.7%
	GY	228	89.4%
18-19			
	CC	3	1.3%
	GN	27	11.9%
	GY	197	86.8%
19-20			
	CC	6	2.2%

19-20	GN	31	11.3%
	GY	237	86.5%
20-21			
	CC	5	1.9%
	GN	25	9.7%
	GY	227	88.3%
21-22			
	CC	5	1.6%
	GN	31	10.2%
	GY	268	88.2%
Total		1756	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Honors	21-22	All	All	52.1%		(598 / 1147)
		ELL	Not ELL	52.4%		(540 / 1030)
			ELL	49.6%		(58 / 117)
		Gender	Female	62.0%		(356 / 574)
			Male	42.2%		(242 / 573)
		InstrSetting	Not Special Ed	57.8%		(579 / 1002)
			Special Ed	13.1%		(19 / 145)
		Race	Black / Latinx	40.5%		(107 / 264)
			White / Other	55.6%		(491 / 883)
	20-21	All	All	51.3%		(558 / 1087)
		ELL	Not ELL	51.3%		(502 / 979)
			ELL	51.9%		(56 / 108)
		Gender	Female	60.7%		(314 / 517)
			Male	42.8%		(244 / 570)
		InstrSetting	Not Special Ed	56.5%		(538 / 952)
			Special Ed	14.8%		(20 / 135)
		Race	Black / Latinx	39.5%		(102 / 258)
			White / Other	55.0%		(456 / 829)
	19-20	All	All	52.2%		(557 / 1067)
		ELL	Not ELL	52.9%		(521 / 984)
			ELL	43.4%		(36 / 83)
		Gender	Female	62.0%		(317 / 511)
			Male	43.2%		(240 / 556)
		InstrSetting	Not Special Ed	56.8%		(544 / 957)
			Special Ed	11.8%		(13 / 110)
		Race	Black / Latinx	38.2%		(87 / 228)
			White / Other	56.0%		(470 / 839)
	18-19	All	All	48.0%		(503 / 1048)
		ELL	Not ELL	48.9%		(471 / 964)
			ELL	38.1%		(32 / 84)
		Gender	Female	56.7%		(279 / 492)
			Male	40.3%		(224 / 556)
		InstrSetting	Not Special Ed	52.4%		(485 / 925)
			Special Ed	14.6%		(18 / 123)
		Race	Black / Latinx	35.1%		(81 / 231)
			White / Other	51.7%		(422 / 817)
	17-18	All	All	44.5%		(436 / 980)
		ELL	Not ELL	45.3%		(418 / 922)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Honors	17-18	ELL	ELL	31.0%		(18 / 58)
		Gender	Female	56.6%		(257 / 454)
			Male	34.0%		(179 / 526)
		InstrSetting	Not Special Ed	49.8%		(425 / 854)
			Special Ed	8.7%		(11 / 126)
		Race	Black / Latinx	36.5%		(72 / 197)
			White / Other	46.5%		(364 / 783)
	16-17	All	All	46.8%		(461 / 984)
		ELL	Not ELL	48.0%		(448 / 933)
			ELL	25.5%		(13 / 51)
		Gender	Female	54.5%		(255 / 468)
			Male	39.9%		(206 / 516)
		InstrSetting	Not Special Ed	52.6%		(449 / 854)
			Special Ed	9.2%		(12 / 130)
		Race	Black / Latinx	33.5%		(56 / 167)
			White / Other	49.6%		(405 / 817)
	15-16	All	All	42.5%		(397 / 934)
		ELL	Not ELL	43.3%		(390 / 901)
			ELL	21.2%		(7 / 33)
		Gender	Female	50.1%		(225 / 449)
			Male	35.5%		(172 / 485)
		InstrSetting	Not Special Ed	48.4%		(391 / 808)
			Special Ed	4.8%		(6 / 126)
		Race	Black / Latinx	26.5%		(39 / 147)
			White / Other	45.5%		(358 / 787)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
AP/IB	21-22	All	All	16.4%		(188 / 1147)
		ELL	Not ELL	16.7%		(172 / 1030)
			ELL	13.7%		(16 / 117)
		Gender	Female	20.6%		(118 / 574)
			Male	12.2%		(70 / 573)
		InstrSetting	Not Special Ed	18.8%		(188 / 1002)
			Special Ed	0.0%		(0 / 145)
		Race	Black / Latinx	9.8%		(26 / 264)
			White / Other	18.3%		(162 / 883)
	20-21	All	All	17.2%		(187 / 1087)
		ELL	Not ELL	17.8%		(174 / 979)
			ELL	12.0%		(13 / 108)
		Gender	Female	21.7%		(112 / 517)
			Male	13.2%		(75 / 570)
		InstrSetting	Not Special Ed	19.6%		(187 / 952)
			Special Ed	0.0%		(0 / 135)
		Race	Black / Latinx	8.5%		(22 / 258)
			White / Other	19.9%		(165 / 829)
	19-20	All	All	18.0%		(192 / 1067)
		ELL	Not ELL	18.4%		(181 / 984)
			ELL	13.3%		(11 / 83)
		Gender	Female	24.3%		(124 / 511)
			Male	12.2%		(68 / 556)
		InstrSetting	Not Special Ed	20.1%		(192 / 957)
			Special Ed	0.0%		(0 / 110)
		Race	Black / Latinx	9.6%		(22 / 228)
			White / Other	20.3%		(170 / 839)
	18-19	All	All	12.8%		(134 / 1048)
		ELL	Not ELL	13.2%		(127 / 964)
			ELL	8.3%		(7 / 84)
		Gender	Female	14.8%		(73 / 492)
			Male	11.0%		(61 / 556)
		InstrSetting	Not Special Ed	14.3%		(132 / 925)
			Special Ed	1.6%		(2 / 123)
		Race	Black / Latinx	6.9%		(16 / 231)
			White / Other	14.4%		(118 / 817)
	17-18	All	All	9.8%		(96 / 980)
		ELL	Not ELL	10.2%		(94 / 922)
			ELL	3.4%		(2 / 58)


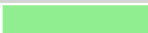


















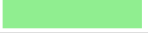








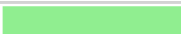








	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
AP/IB	17-18	Gender	Female	13.0%		(59 / 454)
			Male	7.0%		(37 / 526)
		InstrSetting	Not Special Ed	11.2%		(96 / 854)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	6.6%		(13 / 197)
			White / Other	10.6%		(83 / 783)
	16-17	All	All	9.8%		(96 / 984)
		ELL	Not ELL	10.3%		(96 / 933)
			ELL	0.0%		(0 / 51)
		Gender	Female	12.6%		(59 / 468)
			Male	7.2%		(37 / 516)
		InstrSetting	Not Special Ed	11.2%		(96 / 854)
			Special Ed	0.0%		(0 / 130)
		Race	Black / Latinx	4.2%		(7 / 167)
			White / Other	10.9%		(89 / 817)
	15-16	All	All	1.3%		(12 / 934)
		ELL	Not ELL	1.3%		(12 / 901)
			ELL	0.0%		(0 / 33)
		Gender	Female	1.8%		(8 / 449)
			Male	0.8%		(4 / 485)
		InstrSetting	Not Special Ed	1.5%		(12 / 808)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	0.7%		(1 / 147)
			White / Other	1.4%		(11 / 787)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Dual Credit	21-22	All	All	13.9%		(160 / 1147)
		ELL	Not ELL	15.0%		(154 / 1030)
			ELL	5.1%		(6 / 117)
		Gender	Female	17.1%		(98 / 574)
			Male	10.8%		(62 / 573)
		InstrSetting	Not Special Ed	15.8%		(158 / 1002)
			Special Ed	1.4%		(2 / 145)
		Race	Black / Latinx	6.4%		(17 / 264)
			White / Other	16.2%		(143 / 883)
	20-21	All	All	11.4%		(124 / 1087)
		ELL	Not ELL	12.0%		(117 / 979)
			ELL	6.5%		(7 / 108)
		Gender	Female	16.2%		(84 / 517)
			Male	7.0%		(40 / 570)
		InstrSetting	Not Special Ed	12.7%		(121 / 952)
			Special Ed	2.2%		(3 / 135)
		Race	Black / Latinx	6.2%		(16 / 258)
			White / Other	13.0%		(108 / 829)
	19-20	All	All	8.9%		(95 / 1067)
		ELL	Not ELL	9.6%		(94 / 984)
			ELL	1.2%		(1 / 83)
		Gender	Female	12.3%		(63 / 511)
			Male	5.8%		(32 / 556)
		InstrSetting	Not Special Ed	9.8%		(94 / 957)
			Special Ed	0.9%		(1 / 110)
		Race	Black / Latinx	5.7%		(13 / 228)
			White / Other	9.8%		(82 / 839)
	18-19	All	All	5.3%		(56 / 1048)
		ELL	Not ELL	5.6%		(54 / 964)
			ELL	2.4%		(2 / 84)
		Gender	Female	7.7%		(38 / 492)
			Male	3.2%		(18 / 556)
		InstrSetting	Not Special Ed	6.1%		(56 / 925)
			Special Ed	0.0%		(0 / 123)
		Race	Black / Latinx	3.0%		(7 / 231)
			White / Other	6.0%		(49 / 817)
	17-18	All	All	6.0%		(59 / 980)
		ELL	Not ELL	6.2%		(57 / 922)
			ELL	3.4%		(27 / 58)


























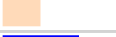













	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Gilbert High School	Number of Students
Dual Credit	17-18	Gender	Female	9.7%		(44 / 454)
			Male	2.9%		(15 / 526)
		InstrSetting	Not Special Ed	6.9%		(59 / 854)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	1.5%		(3 / 197)
			White / Other	7.2%		(56 / 783)
	16-17	All	All	3.4%		(33 / 984)
		ELL	Not ELL	3.5%		(33 / 933)
			ELL	0.0%		(0 / 51)
		Gender	Female	4.3%		(20 / 468)
			Male	2.5%		(13 / 516)
		InstrSetting	Not Special Ed	3.7%		(32 / 854)
			Special Ed	0.8%		(1 / 130)
		Race	Black / Latinx	2.4%		(4 / 167)
			White / Other	3.5%		(29 / 817)
	15-16	All	All	1.2%		(11 / 934)
		ELL	Not ELL	1.2%		(11 / 901)
			ELL	0.0%		(0 / 33)
		Gender	Female	2.2%		(10 / 449)
			Male	0.2%		(1 / 485)
		InstrSetting	Not Special Ed	1.4%		(11 / 808)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	0.0%		(0 / 147)
			White / Other	1.4%		(11 / 787)








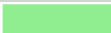

























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert High School	Number of Students
Chronic Absences	21-22	All	All	37.9%		(436 / 1151)
		ELL	Not ELL	36.3%		(385 / 1061)
			ELL	56.7%		(51 / 90)
		Gender	Female	38.3%		(220 / 575)
			Male	37.5%		(216 / 576)
		InstrSetting	Not Special Ed	37.2%		(374 / 1005)
			Special Ed	42.5%		(62 / 146)
		Race	Black / Latinx	49.6%		(129 / 260)
			White / Other	34.5%		(307 / 891)
	20-21	All	All	27.2%		(296 / 1087)
		ELL	Not ELL	27.4%		(276 / 1007)
			ELL	25.0%		(20 / 80)
		Gender	Female	29.8%		(154 / 517)
			Male	24.9%		(142 / 570)
		InstrSetting	Not Special Ed	26.4%		(251 / 952)
			Special Ed	33.3%		(45 / 135)
		Race	Black / Latinx	31.4%		(81 / 258)
			White / Other	25.9%		(215 / 829)
	19-20	All	All	17.4%		(186 / 1067)
		ELL	Not ELL	17.2%		(173 / 1006)
			ELL	21.3%		(13 / 61)
		Gender	Female	19.8%		(101 / 511)
			Male	15.3%		(85 / 556)
		InstrSetting	Not Special Ed	16.3%		(156 / 957)
			Special Ed	27.3%		(30 / 110)
		Race	Black / Latinx	17.1%		(39 / 228)
			White / Other	17.5%		(147 / 839)
	18-19	All	All	17.3%		(181 / 1048)
		ELL	Not ELL	17.3%		(172 / 994)
			ELL	16.7%		(9 / 54)
		Gender	Female	14.8%		(73 / 492)
			Male	19.4%		(108 / 556)
		InstrSetting	Not Special Ed	16.1%		(149 / 925)
			Special Ed	26.0%		(32 / 123)
		Race	Black / Latinx	16.9%		(39 / 231)
			White / Other	17.4%		(142 / 817)
	17-18	All	All	12.6%		(123 / 980)
		ELL	Not ELL	13.0%		(122 / 935)






































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Gilbert High School	Number of Students
Chronic Absences	17-18	ELL	ELL	8.0%		(4 / 50)
		Gender	Female	11.2%		(51 / 455)
			Male	13.7%		(72 / 525)
		InstrSetting	Not Special Ed	10.6%		(91 / 855)
			Special Ed	15.1%		(19 / 126)
		Race	Black / Latinx	12.2%		(24 / 197)
			White / Other	12.6%		(99 / 783)
	16-17	All	All	13.7%		(136 / 991)
		ELL	Not ELL	13.5%		(127 / 941)
			ELL	18.0%		(9 / 50)
		Gender	Female	12.3%		(58 / 470)
			Male	15.0%		(78 / 521)
		InstrSetting	Not Special Ed	13.8%		(119 / 861)
			Special Ed	13.1%		(17 / 130)
		Race	Black / Latinx	16.6%		(28 / 169)
			White / Other	13.1%		(108 / 822)
	15-16	All	All	8.7%		(82 / 945)
		ELL	Not ELL	8.7%		(79 / 912)
			ELL	9.1%		(3 / 33)
		Gender	Female	7.5%		(34 / 455)
			Male	9.8%		(48 / 490)
		InstrSetting	Not Special Ed	8.9%		(73 / 817)
			Special Ed	7.0%		(9 / 128)
		Race	Black / Latinx	12.7%		(19 / 150)
			White / Other	7.9%		(63 / 795)
	14-15	All	All	9.8%		(94 / 960)
		ELL	Not ELL	9.9%		(91 / 920)
			ELL	7.5%		(3 / 40)
		Gender	Female	11.5%		(54 / 468)
			Male	8.1%		(40 / 492)
		InstrSetting	Not Special Ed	8.9%		(74 / 832)
			Special Ed	15.6%		(20 / 128)
		Race	Black / Latinx	11.2%		(16 / 143)
			White / Other	9.5%		(78 / 817)


































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Referrals	21-22	All	All	26.1%		(300 / 1151)
		ELL	Not ELL	26.7%		(283 / 1061)
			ELL	18.9%		(17 / 90)
		Gender	Female	20.9%		(120 / 575)
			Male	31.3%		(180 / 576)
		InstrSetting	Not Special Ed	23.7%		(238 / 1005)
			Special Ed	42.5%		(62 / 146)
		Race	Black / Latinx	30.9%		(73 / 236)
			White / Other	24.8%		(227 / 915)
	20-21	All	All	9.8%		(106 / 1087)
		ELL	Not ELL	9.7%		(98 / 1007)
			ELL	10.0%		(8 / 80)
		Gender	Female	7.7%		(40 / 517)
			Male	11.6%		(66 / 570)
		InstrSetting	Not Special Ed	9.2%		(88 / 952)
			Special Ed	13.3%		(18 / 135)
		Race	Black / Latinx	11.4%		(27 / 236)
			White / Other	9.3%		(79 / 851)
	19-20	All	All	24.8%		(265 / 1067)
		ELL	Not ELL	24.9%		(249 / 999)
			ELL	23.5%		(16 / 68)
		Gender	Female	19.4%		(99 / 511)
			Male	29.9%		(166 / 556)
		InstrSetting	Not Special Ed	23.2%		(222 / 957)
			Special Ed	39.1%		(43 / 110)
		Race	Black / Latinx	34.2%		(69 / 202)
			White / Other	22.7%		(196 / 865)
	18-19	All	All	34.8%		(365 / 1048)
		ELL	Not ELL	34.9%		(343 / 983)
			ELL	33.8%		(22 / 65)
		Gender	Female	26.0%		(128 / 492)
			Male	42.6%		(237 / 556)
		InstrSetting	Not Special Ed	33.6%		(311 / 925)
			Special Ed	43.9%		(54 / 123)
		Race	Black / Latinx	44.8%		(90 / 201)
			White / Other	32.5%		(275 / 847)
	17-18	All	All	26.8%		(267 / 997)
		ELL	Not ELL	26.8%		(251 / 938)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Referrals	17-18	ELL	ELL	27.1%		(16 / 59)
		Gender	Female	18.5%		(86 / 465)
			Male	34.0%		(181 / 532)
		InstrSetting	Not Special Ed	25.1%		(218 / 868)
			Special Ed	38.0%		(49 / 129)
		Race	Black / Latinx	37.3%		(66 / 177)
			White / Other	24.5%		(201 / 820)
	16-17	All	All	28.9%		(286 / 991)
		ELL	Not ELL	28.7%		(270 / 941)
			ELL	32.0%		(16 / 50)
		Gender	Female	19.8%		(93 / 470)
			Male	37.0%		(193 / 521)
		InstrSetting	Not Special Ed	25.9%		(223 / 861)
			Special Ed	48.5%		(63 / 130)
		Race	Black / Latinx	34.9%		(59 / 169)
			White / Other	27.6%		(227 / 822)
	15-16	All	All	38.8%		(367 / 945)
		ELL	Not ELL	38.9%		(355 / 912)
			ELL	36.4%		(12 / 33)
		Gender	Female	26.6%		(121 / 455)
			Male	50.2%		(246 / 490)
		InstrSetting	Not Special Ed	36.4%		(297 / 817)
			Special Ed	54.7%		(70 / 128)
		Race	Black / Latinx	46.0%		(69 / 150)
			White / Other	37.5%		(298 / 795)
	14-15	All	All	42.8%		(411 / 960)
		ELL	Not ELL	43.2%		(397 / 920)
			ELL	35.0%		(14 / 40)
		Gender	Female	35.7%		(167 / 468)
			Male	49.6%		(244 / 492)
		InstrSetting	Not Special Ed	41.1%		(342 / 832)
			Special Ed	53.9%		(69 / 128)
		Race	Black / Latinx	45.5%		(65 / 143)
			White / Other	42.4%		(346 / 817)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
In School Suspensions	21-22	All	All	17.1%		(197 / 1151)
		ELL	Not ELL	17.3%		(184 / 1061)
			ELL	14.4%		(13 / 90)
		Gender	Female	12.9%		(74 / 575)
			Male	21.4%		(123 / 576)
		InstrSetting	Not Special Ed	15.5%		(156 / 1005)
			Special Ed	28.1%		(41 / 146)
		Race	Black / Latinx	22.0%		(52 / 236)
			White / Other	15.8%		(145 / 915)
	20-21	All	All	4.8%		(52 / 1087)
		ELL	Not ELL	4.5%		(45 / 1007)
			ELL	8.8%		(7 / 80)
		Gender	Female	4.3%		(22 / 517)
			Male	5.3%		(30 / 570)
		InstrSetting	Not Special Ed	4.1%		(39 / 952)
			Special Ed	9.6%		(13 / 135)
		Race	Black / Latinx	6.8%		(16 / 236)
			White / Other	4.2%		(36 / 851)
	19-20	All	All	8.5%		(91 / 1067)
		ELL	Not ELL	8.4%		(84 / 999)
			ELL	10.3%		(7 / 68)
		Gender	Female	5.3%		(27 / 511)
			Male	11.5%		(64 / 556)
		InstrSetting	Not Special Ed	7.0%		(67 / 957)
			Special Ed	21.8%		(24 / 110)
		Race	Black / Latinx	15.8%		(32 / 202)
			White / Other	6.8%		(59 / 865)
	18-19	All	All	13.6%		(143 / 1048)
		ELL	Not ELL	13.6%		(134 / 983)
			ELL	13.8%		(9 / 65)
		Gender	Female	6.9%		(34 / 492)
			Male	19.6%		(109 / 556)
		InstrSetting	Not Special Ed	12.9%		(119 / 925)
			Special Ed	19.5%		(24 / 123)
		Race	Black / Latinx	20.4%		(41 / 201)
			White / Other	12.0%		(102 / 847)
	17-18	All	All	19.5%		(194 / 997)
		ELL	Not ELL	19.6%		(184 / 938)
			ELL	16.9%		(10 / 59)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
In School Suspensions	17-18	Gender	Female	10.5%		(49 / 465)
			Male	27.3%		(145 / 532)
		InstrSetting	Not Special Ed	17.5%		(152 / 868)
			Special Ed	32.6%		(42 / 129)
		Race	Black / Latinx	26.0%		(46 / 177)
			White / Other	18.0%		(148 / 820)
	16-17	All	All	19.6%		(194 / 991)
		ELL	Not ELL	19.7%		(185 / 941)
			ELL	18.0%		(9 / 50)
		Gender	Female	11.9%		(56 / 470)
			Male	26.5%		(138 / 521)
		InstrSetting	Not Special Ed	17.8%		(153 / 861)
			Special Ed	31.5%		(41 / 130)
		Race	Black / Latinx	25.4%		(43 / 169)
			White / Other	18.4%		(151 / 822)
	15-16	All	All	19.0%		(180 / 945)
		ELL	Not ELL	19.1%		(174 / 912)
			ELL	18.2%		(6 / 33)
		Gender	Female	10.3%		(47 / 455)
			Male	27.1%		(133 / 490)
		InstrSetting	Not Special Ed	17.3%		(141 / 817)
			Special Ed	30.5%		(39 / 128)
		Race	Black / Latinx	25.3%		(38 / 150)
			White / Other	17.9%		(142 / 795)
	14-15	All	All	23.9%		(229 / 960)
		ELL	Not ELL	23.9%		(220 / 920)
			ELL	22.5%		(9 / 40)
		Gender	Female	17.5%		(82 / 468)
			Male	29.9%		(147 / 492)
		InstrSetting	Not Special Ed	23.2%		(193 / 832)
			Special Ed	28.1%		(36 / 128)
		Race	Black / Latinx	28.7%		(41 / 143)
			White / Other	23.0%		(188 / 817)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Out of School Suspensions	21-22	All	All	8.6%		(99 / 1151)
		ELL	Not ELL	8.8%		(93 / 1061)
			ELL	6.7%		(6 / 90)
		Gender	Female	7.0%		(40 / 575)
			Male	10.2%		(59 / 576)
		InstrSetting	Not Special Ed	7.3%		(73 / 1005)
			Special Ed	17.8%		(26 / 146)
		Race	Black / Latinx	10.2%		(24 / 236)
			White / Other	8.2%		(75 / 915)
	20-21	All	All	2.4%		(26 / 1087)
		ELL	Not ELL	2.6%		(26 / 1007)
			ELL	0.0%		(0 / 80)
		Gender	Female	2.7%		(14 / 517)
			Male	2.1%		(12 / 570)
		InstrSetting	Not Special Ed	2.0%		(19 / 952)
			Special Ed	5.2%		(7 / 135)
		Race	Black / Latinx	3.4%		(8 / 236)
			White / Other	2.1%		(18 / 851)
	19-20	All	All	6.7%		(72 / 1067)
		ELL	Not ELL	7.0%		(70 / 999)
			ELL	2.9%		(2 / 68)
		Gender	Female	5.1%		(26 / 511)
			Male	8.3%		(46 / 556)
		InstrSetting	Not Special Ed	5.9%		(56 / 957)
			Special Ed	14.5%		(16 / 110)
		Race	Black / Latinx	8.9%		(18 / 202)
			White / Other	6.2%		(54 / 865)
	18-19	All	All	8.5%		(89 / 1048)
		ELL	Not ELL	9.1%		(89 / 983)
			ELL	0.0%		(0 / 65)
		Gender	Female	3.0%		(15 / 492)
			Male	13.3%		(74 / 556)
		InstrSetting	Not Special Ed	8.0%		(74 / 925)
			Special Ed	12.2%		(15 / 123)
		Race	Black / Latinx	10.4%		(21 / 201)
			White / Other	8.0%		(68 / 847)
	17-18	All	All	4.6%		(46 / 997)
		ELL	Not ELL	4.7%		(44 / 938)
			ELL	3.4%		(27 / 59)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Gilbert High School	Number of Students
Out of School Suspensions	17-18	Gender	Female	0.9%		(4 / 465)
			Male	7.9%		(42 / 532)
		InstrSetting	Not Special Ed	4.0%		(35 / 868)
			Special Ed	8.5%		(11 / 129)
		Race	Black / Latinx	6.8%		(12 / 177)
			White / Other	4.1%		(34 / 820)
	16-17	All	All	9.3%		(92 / 991)
		ELL	Not ELL	8.8%		(83 / 941)
			ELL	18.0%		(9 / 50)
		Gender	Female	3.8%		(18 / 470)
			Male	14.2%		(74 / 521)
		InstrSetting	Not Special Ed	7.9%		(68 / 861)
			Special Ed	18.5%		(24 / 130)
		Race	Black / Latinx	16.6%		(28 / 169)
			White / Other	7.8%		(64 / 822)
	15-16	All	All	10.4%		(98 / 945)
		ELL	Not ELL	10.3%		(94 / 912)
			ELL	12.1%		(4 / 33)
		Gender	Female	4.6%		(21 / 455)
			Male	15.7%		(77 / 490)
		InstrSetting	Not Special Ed	9.2%		(75 / 817)
			Special Ed	18.0%		(23 / 128)
		Race	Black / Latinx	8.0%		(12 / 150)
			White / Other	10.8%		(86 / 795)
	14-15	All	All	9.9%		(95 / 960)
		ELL	Not ELL	10.1%		(93 / 920)
			ELL	5.0%		(2 / 40)
		Gender	Female	5.3%		(25 / 468)
			Male	14.2%		(70 / 492)
		InstrSetting	Not Special Ed	8.5%		(71 / 832)
			Special Ed	18.8%		(24 / 128)
		Race	Black / Latinx	14.0%		(20 / 143)
			White / Other	9.2%		(75 / 817)

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			74	89.2%		
	18-19			60	91.6%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			74	91.9%		
	18-19			60	75.0%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			83	85.5%		
	20-21			74	100.0%		
	18-19			60	100.0%		
I feel supported by administrators at my school.	21-22			83	100.0%		
	20-21			74	90.6%		
	18-19			60	86.7%		
The faculty and staff at my school have a shared vision.	21-22			83	85.5%		
	20-21			74	91.9%		
	18-19			60	85.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			82	79.2%		
	20-21			74	98.6%		
	18-19			60	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			84	71.4%		
	20-21			74	83.8%		
	18-19			60	71.7%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			82	92.7%		
	20-21			74	85.2%		
	18-19			60	80.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			84	71.4%		
	20-21			74	93.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19			60	88.4%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			82	92.7%		
	20-21			74	98.6%		
	18-19			60	93.3%		
I feel comfortable raising issues and concerns that are important to me.	21-22			84	71.4%		
	20-21			74	79.7%		
	18-19			60	70.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			84	91.7%		
	20-21			74	91.9%		
	18-19			60	93.3%		
My class sizes allow me to meet the educational needs of my students.	21-22			81	97.6%		
	20-21			74	86.5%		
	18-19			60	76.6%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			84	91.7%		
	20-21			74	98.7%		
	18-19			60	88.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	769	93.0%			20	80.0%
	20-21	121	83.5%	74	93.3%	198	69.7%
	18-19	122	86.9%	60	85.0%	51	72.5%
My parent knows what I am expected to learn in school.	21-22	790	88.6%			30	73.4%
	20-21	122	83.6%			197	76.7%
	18-19	122	85.3%			50	78.0%
My parent knows how well I am doing in school.	21-22	791	94.4%				
	20-21	122	90.2%				
	18-19	122	94.3%				
My school informs parents about school programs and activities.	21-22	787	88.3%	82	97.5%		
	20-21	122	90.1%	74	98.6%		
	18-19	122	90.2%	60	98.3%		
Parents at my school know their children's homework assignments.	21-22	748	74.0%	82	85.3%		
	20-21	122	66.4%	74	89.2%		
	18-19	122	64.8%	60	81.7%		
My parent helps me with my homework when I need it.	21-22	755	80.6%				
	20-21	122	73.7%				
	18-19	122	79.5%				
Parents are welcomed at my school.	21-22	764	92.2%				
	20-21	122	89.3%				
	18-19	122	94.2%				
Parents volunteer and participate in activities at my school.	21-22	728	74.4%	69	65.2%		
	20-21	122	78.7%	74	51.3%		
	18-19	122	87.7%	60	56.7%		
My child's teachers contact me to say good things about my child.	21-22					29	55.2%
	20-21					198	81.9%
	18-19					52	51.9%
My child's teachers tell me how I can help my child learn.	21-22					29	55.1%
	20-21					190	44.2%
	18-19					52	51.9%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					30	86.7%
	20-21					194	52.5%
	18-19					51	35.3%
My child's school returns my phone calls or e-mails promptly.	21-22					30	86.6%
	20-21					195	79.5%
	18-19					50	82.0%
Parents are involved in school decisions.	21-22			82	97.5%		
	20-21			74	85.2%	196	85.2%
	18-19			60	93.4%	49	79.6%
My child's school considers changes based on what parents say.	21-22					28	92.8%
	20-21					197	46.2%
	18-19					50	60.0%
My child's school schedules activities at times that I can attend.	21-22					28	92.8%
	20-21					198	73.7%
	18-19					52	73.1%
My child's school treats all students fairly.	21-22					29	96.6%
	20-21					198	90.4%
	18-19					51	74.5%
The principal at my child's school is available and welcoming.	21-22					29	93.1%
	20-21					198	85.9%
	18-19					51	86.3%
Parents at my school are aware of school policies.	21-22			82	91.5%		
	20-21			74	91.9%		
	18-19			60	93.3%		
Parents at my school understand the school's instructional programs.	21-22			81	87.7%		
	20-21			74	89.2%		
	18-19			60	90.0%		
Parents at my school support instructional decisions regarding their children.	21-22			82	95.1%		
	20-21			74	94.6%		
	18-19			60	90.0%		
Parents attend conferences requested by teachers at my school.	21-22			81	91.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			74	90.5%		
	18-19			60	90.0%		
Parents at my school cooperate regarding discipline problems.	21-22			83	86.7%		
	20-21			74	90.5%		
	18-19			60	86.7%		
Parents attend school meetings and other school events.	21-22			81	87.7%		
	20-21			74	90.5%		
	18-19			60	83.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	788	85.4%	82	86.5%	30	80.0%
	20-21	124	82.3%	74	91.9%	198	70.2%
	18-19	122	86.9%	60	86.6%	51	90.2%
My classes are challenging (not too easy; they make me think).	21-22	793	84.5%	84	94.1%	31	80.7%
	20-21	124	79.8%	74	98.7%	198	90.4%
	18-19	122	79.5%	60	96.7%	52	96.1%
My teachers want me to understand what I am learning, not just remember facts.	21-22	801	88.9%	83	96.4%		
	20-21	124	80.7%	74	98.7%		
	18-19	122	87.7%	60	96.7%		
My teachers expect students to learn.	21-22	805	96.4%	84	91.7%	31	93.6%
	20-21	124	96.0%	74	94.6%	197	90.3%
	18-19	122	91.8%	60	95.0%	52	86.5%
My teachers expect students to behave.	21-22	806	97.7%				
	20-21	124	95.2%				
	18-19	122	95.1%				
My teachers spend enough time helping me learn.	21-22	800	89.2%	83	95.2%		
	20-21	124	83.1%	74	95.9%		
	18-19	122	82.8%	60	85.0%		
My teachers help students when they do not understand something.	21-22	806	93.8%	83	91.5%	31	93.6%
	20-21	124	90.3%	74	93.3%	198	79.3%
	18-19	121	85.1%	60	93.3%	51	78.4%
My teachers do a good job teaching me mathematics.	21-22	782	85.6%				
	20-21	124	66.9%				
	18-19	122	83.6%				
My teachers do a good job teaching me English language arts.	21-22	801	94.6%				
	20-21	124	88.7%				
	18-19	122	90.2%				
My teachers give tests on what I learn in class.	21-22	808	95.6%				
	20-21	124	91.9%				
	18-19	122	92.6%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	761	74.4%			29	89.7%
	20-21	124	73.4%			198	79.8%
	18-19	122	79.5%			52	88.5%
My classes are interesting and fun.	21-22	791	73.3%				
	20-21	124	70.1%				
	18-19	122	71.3%				
Students at my school believe they can do good work.	21-22	756	76.2%				
	20-21	124	76.7%				
	18-19	121	71.9%				
My teachers praise students when they do good work.	21-22	776	78.2%				
	20-21	124	81.5%				
	18-19	122	79.5%				
Work done by students can be seen on the walls of my school.	21-22	785	90.1%				
	20-21	124	83.9%				
	18-19	122	91.0%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	736	62.2%				
	20-21	124	62.1%				
	18-19	122	72.2%				
The media center at my school has a good selection of books.	21-22	750	94.0%	83	100.0%		
	20-21	124	88.7%	74	97.3%		
	18-19	122	92.6%	60	98.3%		
I use computers and other technology at my school to help me learn.	21-22	803	97.0%	83	100.0%		
	20-21	124	90.3%	74	97.3%		
	18-19	122	92.6%	60	90.0%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			83	97.6%		
	20-21			74	98.7%		
	18-19			60	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			82	92.7%		
	20-21			74	91.9%		
	18-19			60	90.0%		
My school offers effective programs for students with disabilities.	21-22			81	98.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			74	95.9%		
	18-19			60	100.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			81	97.6%		
	20-21			74	95.9%		
	18-19			60	96.6%		
The level of teacher and staff morale is high at my school.	21-22			84	58.3%		
	20-21			74	74.3%		
	18-19			60	73.4%		
Teachers respect each other at my school.	21-22			83	94.0%		
	20-21			74	97.3%		
	18-19			60	98.3%		
Teachers at my school are recognized and appreciated for good work.	21-22			82	76.8%		
	20-21			74	90.5%		
	18-19			60	83.3%		
Students at my school are motivated and interested in learning.	21-22			83	80.7%		
	20-21			74	78.4%		
	18-19			60	76.7%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			83	96.4%		
	20-21			74	95.9%		
	18-19			60	86.7%		
Our school has sufficient computers for instructional use.	21-22			84	100.0%		
	20-21			74	100.0%		
	18-19			60	96.6%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			82	78.0%		
	20-21			74	86.5%		
	18-19			60	90.0%		
The school administration communicates clear instructional goals for the school.	21-22			83	90.3%		
	20-21			74	93.2%		
	18-19			60	91.7%		
The school administration sets high standards for students.	21-22			82	78.0%		
	20-21			74	75.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			60	83.4%		
The school administration has high expectations for teacher performance.	21-22			83	94.0%		
	20-21			74	93.3%		
	18-19			60	96.7%		
The school administration provides effective instructional leadership.	21-22			81	86.5%		
	20-21			74	91.9%		
	18-19			60	90.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			81	87.7%		
	20-21			74	91.9%		
	18-19			60	86.7%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			78	89.7%		
	20-21			74	97.3%		
	18-19			60	98.3%		
School administrators visit classrooms to observe instruction.	21-22			82	91.5%		
	20-21			74	90.6%		
	18-19			60	93.3%		
The school administration arranges for collaborative planning and decision making.	21-22			83	90.4%		
	20-21			74	93.2%		
	18-19			60	83.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	779	84.8%	83	95.2%	30	76.7%
	20-21	124	90.3%	74	95.9%	162	79.6%
	18-19	122	87.7%	60	95.0%	52	86.5%
The grounds around my school are kept clean.	21-22	804	92.9%	84	100.0%		
	20-21	124	94.3%	74	100.0%		
	18-19	122	94.3%	60	100.0%		
The hallways at my school are kept clean.	21-22	805	94.6%	84	100.0%	29	96.6%
	20-21	124	95.1%	74	100.0%	197	74.6%
	18-19	122	94.2%	60	100.0%	51	88.2%
The bathrooms at my school are kept clean.	21-22	795	79.2%	83	100.0%		
	20-21	124	87.9%	74	100.0%		
	18-19	122	90.2%	60	100.0%		
Broken things at my school get fixed.	21-22	793	90.2%	84	100.0%		
	20-21	124	90.3%	74	98.6%		
	18-19	122	87.7%	60	100.0%		
There is enough room for students to learn at my school.	21-22	798	92.0%	83	86.8%		
	20-21	124	88.7%	74	91.9%		
	18-19	122	88.5%	60	98.3%		
Students at my school behave well in class.	21-22	772	71.1%	83	94.0%		
	20-21	124	82.2%	74	100.0%	196	88.7%
	18-19	122	76.2%	60	85.0%	52	57.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	764	64.0%	83	94.0%		
	20-21	124	79.0%	74	91.9%		
	18-19	122	70.5%	60	83.3%		
Students at my school know the rules and what happens when students break the rules.	21-22	787	84.9%	83	65.0%		
	20-21	124	90.4%	74	70.3%		
	18-19	122	87.7%	60	71.7%		
The rules about how students should behave in my school are fair.	21-22	782	83.5%	83	90.4%		
	20-21	124	89.5%	74	91.9%		
	18-19	122	88.5%	60	88.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	776	85.2%	83	63.9%		
	20-21	123	88.7%	74	79.7%		
	18-19	122	91.8%	60	65.0%		
I feel safe at my school before and after school hours.	21-22	780	89.2%	84	97.6%		
	20-21	124	93.6%	74	98.6%		
	18-19	122	94.2%	60	100.0%		
I feel safe at my school during the school day.	21-22	790	89.1%	84	100.0%	30	86.7%
	20-21	124	93.6%	74	100.0%	197	51.8%
	18-19	122	91.8%	60	100.0%	52	82.7%
I feel safe going to or coming from my school.	21-22	789	94.3%	84	100.0%		
	20-21	124	95.2%	74	100.0%		
	18-19	122	94.2%	60	100.0%		
Students from different backgrounds get along well at my school.	21-22	779	83.4%	83	91.6%		
	20-21	124	86.3%	74	95.9%		
	18-19	122	83.6%	60	93.3%		
Teachers and students get along well with each other at my school.	21-22	792	90.1%	83	100.0%		
	20-21	124	94.4%	74	100.0%		
	18-19	122	88.6%	60	98.3%		
Teachers work together to help students at my school.	21-22	779	91.5%	79	96.2%		
	20-21	124	90.3%	74	97.3%		
	18-19	122	90.2%	60	85.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	752	54.1%	82	11.0%		
	20-21	124	42.7%	74	10.8%		
	18-19	122	54.9%	60	11.7%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	773	25.9%				
	20-21	124	27.4%				
	18-19	122	38.5%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	776	15.4%	83	10.8%		
	20-21	124	17.8%	74	5.5%		
	18-19	122	22.1%	60	13.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	782	19.2%				
	20-21	124	20.2%				
	18-19	122	30.3%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	784	21.7%				
	20-21	124	24.2%				
	18-19	122	31.1%				
Adults at my school prevent bullying from happening.	21-22	759	69.1%	84	90.4%	29	75.8%
	20-21	124	54.1%	74	97.3%	197	53.3%
	18-19	122	72.1%	60	91.6%	52	65.4%
I can always go to adults at my school if I am being bullied.	21-22	762	77.6%				
	20-21	124	64.5%				
	18-19	122	79.5%				
An adult at my school has talked to me about bullying.	21-22	751	66.3%				
	20-21	124	73.4%				
	18-19	122	72.2%				
My child's teachers care about my child as an individual.	21-22					22	72.7%
	20-21					197	86.8%
	18-19					52	86.6%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					22	72.7%
	20-21					197	82.7%
	18-19					52	67.3%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					163	84.6%
	18-19					52	90.3%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					162	83.4%
	18-19					52	86.5%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					52	80.8%

Executive Summary of Needs Assessment Data Findings

School Name: **Gilbert High School**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	<i>Fall 2022 student achievement data indicated that 39% of total failures came from math courses. As a response, GHS has begun implementing task-based curriculums in foundational math courses. The implementation of similar curriculum in Biology and Chemistry led to a rise in passage rate of EOC, as well as a drop in failures in courses.</i> <i>At the end of the 21-22 school year, GHS had 74 % of the senior class earning the distinction of College and Career Ready. As a response, GHS is making an intentional effort through Crew and the Career Development Specialist to meet the goal of having 85% or more of the 22-23 graduating class be College and Career Ready.</i>
Teacher/Administrator Quality	<i>During the 22-23 school year, professional learning intentionally involved teachers in analysis of school and classroom data, as well as immersed teachers in the cycle of continuous improvement. Teachers participated in departmental PDSA cycles (Plan - Do - Study - Act) and received professional learning support around instructional best practices identified in these cycles. Teachers also participated in structured student work analysis protocols (individually and collaboratively) to support instructional work and impact on student achievement.</i> <i>In addition, all leadership (teacher and administrative) were</i>

Executive Summary of Needs Assessment Data Findings

	<i>supported through the setting of Leadership Goals as the evaluation process for the 22-23 school year.</i>
School Climate	<i>Engagement Survey data indicated that 85 percent of teachers and students and 80 percent of parents are satisfied with the learning environment. The focus for the 22-23 school year in regards to climate has been to intentionally strengthen the role of the Crew leader as not only an advocate for students but a liaison between home and other teachers/staff members here at GHS. Through Open House, Student Led Conferences, Passages, and other guaranteed student experiences, Crew leaders have taken a more prominent role in communicating with families, as well as being visible at events for parents/guardians to make connections.</i>

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none">• Literacy and Numeracy• High Impact Teaching and Learning• Leadership Development• Opportunity and Access	<ul style="list-style-type: none">• Student Achievement• Teacher and Administrator Quality• School Climate• Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9.	Grade 9	89.4%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	93.9%	98.0%	94.9%	93.6%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	91.9%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	90.7%	96.8%	92.7%	94.3%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	91.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	92.7%	92.1%	95.8%	94.9%	
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points.	Grade 11	79.0%	80.9%	82.9%	84.9%	86.9%	88.9%
			(Actual)	82.8%		33.3%	61.4%	
	% of graduates with professional certifications will increase annually by 1 point.	Grade 12	1.3%	2.2%	3.2%	9.8%	10.8%	11.8%
			(Actual)	4.3%	1.6%	2.0%	2.5%	
	% of seniors graduating on time will reach 95% by 2021	Grade 12	90.0%	91.3%	93.1%	95.0%	95.0%	95.0%
			(Actual)	86.8%	86.5%	88.3%	88.2%	
	% of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021	Grade 12	82.7%	85.1%	87.5%	90.0%	90.0%	90.0%
			(Actual)	88.7%	89.0%	84.1%	81.9%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in	May 2018 - June 2019	ELA Coordinator, Math Coordinator,	None	n/a	Professional learning experiences for teachers and administrators, classroom

mathematics and language arts that increases student success in literacy and numeracy.		ELA and Math Leadership Teams			observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Rigorous course enrollment will increase by 2 points annually		47.5%	49.5%	51.5%	60.5%	62.5%	64.5%
			(Actual)	52.5%	58.5%	57.3%	59.4%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.741	0.770	0.800	0.844	0.874	0.903
			(Actual)	0.698	0.771	0.784	0.777	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	54.4%	55.3%	56.3%	100.0%	100.0%	101.0%
			(Actual)	39.7%	100.0%	43.0%	48.6%	

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students chronically absent will decrease by 0.5 points annually.	Grades 9-12	17.1%	16.6%	16.1%	15.6%	15.1%	14.6%
			(Actual)	17.3%	17.4%	27.2%	37.9%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	4.6%	4.1%	3.6%	7.3%	6.8%	6.2%
			(Actual)	8.5%	6.8%	2.4%	8.6%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	78.3%	79.2%	80.2%	81.2%	82.2%	83.2%
			(Actual)	81.9%		66.2%		

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, suspension, etc.	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling, Director of Elementary Schools,			Status updates from School Wellness Teams and school-level directors of school counseling

		Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		95.4%	96.3%	97.1%	98.0%	98.0%	98.0%
			(Actual)	93.3%		91.9%	91.7%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		89.2%	92.1%	95.1%	98.0%	98.0%	98.0%
			(Actual)	93.3%		98.6%	92.7%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible implementation of workshop model in reading,	2018-2019 PK-8 ELA and	ELA Coordinator, Math Coordinator,	None	n/a	Professional learning experiences for teachers and

writing, and math PK-8 and Student Engagement Model in 9-12	Math; 2019-2020 Secondary	ELA and Math Leadership Teams			administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		87.9%	91.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	87.3%		84.2%	84.5%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		89.9%	92.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	82.7%		74.9%	92.7%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard