

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1016 N. Burk, Gilbert, AZ 85234

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Kevin Rainey
Schedule : 07:00 AM to 04:30 PM
Grades : 7-8
2005 Enrollment : 873
Web Address : gilbert.k12.az.us/info/schools/gjhs/gjhs.html
Phone Number : (480) 892-6908
Fax Number : (480) 813-8240
E-mail : Kevin_Rainey@gilbert.k12.az.us

Mission

Gilbert Junior High School is a community of dedicated educators, parents and students who work together to create a positive environment which encourages learners to explore and develop their potential academically, socially, emotionally physically.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Students will complete core curriculum and pass the district exams with a competency of 80% or above.
- ü Students will be responsible learners by being on time to class and having all necessary materials.
- ü Gilbert Jr High will improve our reading scores. Strategies include: comprehension, sequencing, vocabulary, cause & effect, fact&opinion & predicting outcomes.

Enrollment

October 1, 2004 School Year Student Enrollment : 960
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Honors Classes
- Ü On-site Special Education
- Ü Alternative Education
- Ü ELL Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 6 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Gilbert adheres to high academic standards for all students and assists them in reaching these goals through various programs. A yearly school calendar, course description books and student handbooks are available for all parents.

Parents

Parents are responsible to see that students report to school on time and ready to learn with appropriate materials and completed homework. Parents are responsible for the health and well-being of their children.

Transportation Policy

Students may ride a bus if they live 1.0 miles or more from Gilbert Junior High School (nine buses are provided). Boundaries are Cooper Road, Superstition Freeway, Val Vista/Lindsay Roads and Elliot Road.

School Honors

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

Award/Honor	Year
Ü Feed The Need Raised \$1200 for United Food Bank	2004
Ü Jump Rope for Heart Raised \$2300 for American Heart	2004
Ü Principal of the Year/Gilbert District	1995
Ü CMLA Teacher of the Year	1995

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	482	2920	78250	99	100	99	559	580	548	11	7	21	13	11	18	59	58	48	17	25	13
All Students (Prior Year)	479	2882	75001	96	100	99	477	487	468	28	19	37	41	42	36	21	25	16	11	14	10
Female	238	1402	38071	99	100	99	566	581	549	10	5	20	13	10	19	61	61	49	16	23	12
Male	244	1518	40126	99	100	99	551	578	547	11	8	23	14	11	17	58	55	46	17	26	14
African American	29	128	4058	100	100	99	518	541	523	27	16	32	23	24	22	50	49	41	0	10	5
Hispanic	93	414	29129	100	100	99	541	559	527	14	9	32	19	18	23	61	60	40	6	13	6
Asian/Pacific Islander	14	124	1747	100	100	100	518	602	589	15	6	9	23	6	9	54	44	50	8	43	32
American Indian/Alaskan Native	NC	16	4996	NC	100	100	NC	555	518	NC	14	36	NC	14	25	NC	57	36	NC	14	4
White	341	2238	38320	97	99	99	567	584	568	9	6	12	11	9	14	59	58	55	21	27	19
Students with Disabilities	59	267	9329	100	100	100	397	459	454	50	48	64	21	22	18	27	28	16	2	2	2
Students without Disabilities	423	2653	68996	99	100	99	580	592	561	5	3	16	12	9	18	64	61	52	19	27	14
Limited English Proficient Students	21	59	10133	100	100	100	240	315	488	41	32	45	27	32	25	32	35	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	114	444	33388	100	100	94	555	562	530	14	13	32	22	17	22	56	56	40	8	14	5
Non-Economically Disadvantaged	368	2476	44937	88	93	100	560	583	561	10	6	13	11	9	15	60	58	54	19	27	18

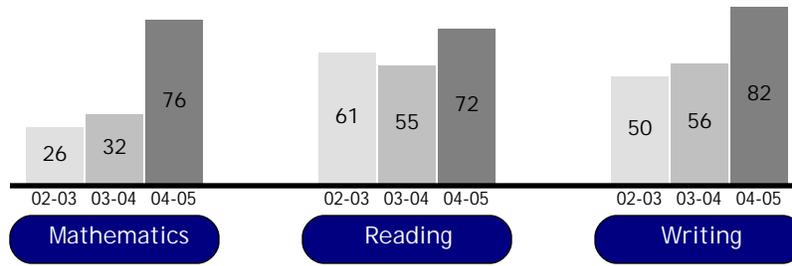
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	482	2908	78302	99	0	99	513	531	512	8	4	11	21	16	25	63	69	57	9	10	7
All Students (Prior Year)	482	2881	74918	96	100	99	504	509	497	24	21	32	20	18	19	41	43	35	14	19	15
Female	238	1399	38082	99	0	99	529	539	518	4	3	8	17	13	24	69	73	61	11	12	7
Male	244	1509	40166	99	0	99	498	524	507	11	6	14	24	20	26	58	65	54	7	9	6
African American	29	128	4064	100	0	100	491	508	498	5	7	14	23	24	29	68	67	54	5	2	3
Hispanic	93	409	29152	100	0	99	499	516	492	6	6	17	32	24	34	58	64	46	4	6	2
Asian/Pacific Islander	14	124	1746	100	0	100	475	545	542	15	7	5	31	11	13	54	65	66	0	17	16
American Indian/Alaskan Native	NC	16	4993	NC	0	100	NC	503	484	NC	14	19	NC	36	38	NC	50	42	NC	0	1
White	341	2231	38347	97	0	99	520	535	531	7	4	5	17	15	17	65	70	68	11	11	10
Students with Disabilities	58	262	9353	100	0	100	360	423	429	37	29	40	40	45	38	23	26	22	0	1	1
Students without Disabilities	424	2646	69024	99	0	99	533	542	524	4	2	7	18	13	23	68	73	62	10	11	7
Limited English Proficient Students	21	59	10140	100	0	100	214	280	451	23	29	28	64	49	43	14	21	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	115	441	33398	100	0	94	509	516	495	12	9	18	31	24	35	50	60	46	7	6	2
Non-Economically Disadvantaged	367	2467	44979	87	0	100	514	534	525	6	4	6	18	15	18	67	70	66	9	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	481	2917	78094	99	100	99	540	564	545	2	1	3	17	9	18	80	87	77	2	2	2
All Students (Prior Year)	470	2861	74503	94	100	99	490	508	491	9	6	9	35	28	32	49	58	51	7	9	8
Female	238	1401	38025	99	100	99	563	579	558	1	1	2	9	4	13	86	92	82	3	3	2
Male	243	1516	40013	98	100	99	519	551	534	2	2	5	23	14	23	75	82	71	0	2	1
African American	29	128	4037	100	100	99	516	546	532	9	4	4	23	12	22	68	83	73	0	1	1
Hispanic	92	412	29068	100	100	99	536	554	523	1	2	5	16	11	27	78	86	67	4	2	1
Asian/Pacific Islander	14	123	1743	100	100	100	492	580	577	0	1	2	31	7	9	69	88	82	0	4	8
American Indian/Alaskan Native	NC	16	4981	NC	100	100	NC	540	526	NC	0	4	NC	29	25	NC	71	70	NC	0	0
White	341	2238	38265	97	99	99	545	566	564	1	1	2	15	9	11	82	87	84	2	2	3
Students with Disabilities	58	263	9275	100	100	100	387	447	444	8	10	14	49	46	46	43	43	39	0	1	1
Students without Disabilities	423	2654	68892	99	100	98	560	576	559	1	1	2	12	6	14	85	91	82	2	2	2
Limited English Proficient Students	21	58	10084	100	100	100	235	303	474	18	21	10	45	35	39	36	41	50	0	3	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	113	440	33296	100	100	94	537	550	527	2	2	5	22	15	27	76	82	67	0	1	0
Non-Economically Disadvantaged	368	2477	44871	88	93	100	541	567	559	1	1	2	15	8	12	81	88	84	2	3	3

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	70	70	51	96	66	NA	54	98	56	63	50
	Language	98	73	73	54	96	70	74	58	98	61	66	52
	Mathematics	99	76	76	58	96	76	78	62	98	61	64	50
8	Reading	99	63	65	53	98	61	NA	55	97	55	60	51
	Language	98	61	65	49	99	59	64	52	97	54	60	50
	Mathematics	99	71	74	58	98	69	75	61	97	62	67	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Office Matters

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	0	0
4 to 6 years	20	10	0	0
7 to 9 years	9	3	0	0
10 or more years	10	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	225
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Aquatic Center

Extracurricular Activities

- Ü Junior High Athletic Program
- Ü Chess Club
- Ü National Junior Honor Society
- Ü VICA
- Ü FBLA
- Ü Drama Club
- Ü Tech Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Crisis Intervention

School Achievements/Accomplishments 2004-05

Ü Implementation of schoolwide and districtwide Personal Responsibility in Daily Effort program.

Ü Implementation of schoolwide SSR Reading program 16 minutes a day.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have a School Resource Officer on campus four days a week. The school district has meetings monthly with the Police Department to update each other on school and police issues. We also have a full-time Security Guard on campus daily.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kevin Rainey	(480) 892-6908
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Terry Maurer	(480) 892-6908
School Nutrition Programs	Mary Kyler	(480) 892-6908
Parent Organization	Chuck Sema	(480) 892-6908
Student Health/Nurse	Jean Ethridge	(480) 892-6908

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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