

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

130 W. Mesquite St., Gilbert, AZ 85233

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	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not 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 Overview

Principal/Administrator : Mr. Ron Izzett
 Schedule : 07:00 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 991
 Web Address : www.gilbert.k12.az.us/info/schools/mjhs/mjhs.
 Phone Number : (480) 926-1433
 Fax Number : (480) 813-9002
 E-mail : ron_izzett@gilbert.k12.az.us

Mission

MJHS has provided the community and students with an established institution of education. With a balance of academic programs, and extracurricular, our students are prepared for the challenges. Parent involvement provides; experience and knowledge.

School / Academic Goals

- ü Prop 301 alignment, and School Improvement - Unit goal consists of: MJHS students will be exposed to strategies to demonstrate growth in their reading skills.
- ü School Improvement - Unit goal consists of students increasing their level of personal responsibility. Character Education will be provided; trustworthiness, fairness, respect, caring, responsibility and citizenship.
- ü As all students of GPS they will excel academically with an emphasis on mathematics, writing, and reading.
- ü MJHS will continue to focus on responsibility, achievement, technology, awareness, tolerance, independence, motivation, and achievement in all aspects of learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 1033
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 138

Instructional Programs

- Honors Classes
- On-site Special Education
- ELL
- Language Arts Block (7th & 8th Grades)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

MJHS academic standards and goals. A daily stamp program ensures responsibility of the teachers, students, and parents. MJHS provides a safe environment with supervision before, after and during school hours.

Parents

Parents are responsible for students arriving on time, dressed appropriately, with completed homework. Parents are responsible for the health and for reporting to the school any health issues which may impact their child's ability to learn.

Transportation Policy

MJHS uses 17 buses to transport students who live outside a one-mile range to and from the school each day. MJHS boundaries are approximately 10 square miles.

School Honors

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

Award/Honor	Year
• Grant--Desert Botanical Gardens	1992
• Ecoquest Program	1999
• Gilbert Education Foundation	1999
• Character Counts Education	2001

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	500	2920	78250	100	100	99	583	580	548	8	7	21	11	11	18	55	58	48	27	25	13
All Students (Prior Year)	531	2882	75001	100	100	99	493	487	468	12	19	37	46	42	36	29	25	16	13	14	10
Female	239	1402	38071	100	100	99	587	581	549	4	5	20	10	10	19	61	61	49	25	23	12
Male	261	1518	40126	100	100	99	579	578	547	11	8	23	12	11	17	49	55	46	28	26	14
African American	16	128	4058	100	100	99	557	541	523	14	16	32	29	24	22	36	49	41	21	10	5
Hispanic	72	414	29129	99	100	99	571	559	527	4	9	32	16	18	23	65	60	40	14	13	6
Asian/Pacific Islander	36	124	1747	100	100	100	628	602	589	6	6	9	6	6	9	31	44	50	57	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	373	2238	38320	98	99	99	582	584	568	8	6	12	10	9	14	56	58	55	26	27	19
Students with Disabilities	59	267	9329	98	100	100	486	459	454	46	48	64	28	22	18	23	28	16	4	2	2
Students without Disabilities	441	2653	68996	100	100	99	596	592	561	3	3	16	9	9	18	59	61	52	30	27	14
Limited English Proficient Students	NC	59	10133	NC	100	100	NC	315	488	NC	32	45	NC	32	25	NC	35	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	78	444	33388	100	100	94	565	562	530	15	13	32	15	17	22	55	56	40	15	14	5
Non-Economically Disadvantaged	422	2476	44937	91	93	100	586	583	561	6	6	13	10	9	15	55	58	54	29	27	18

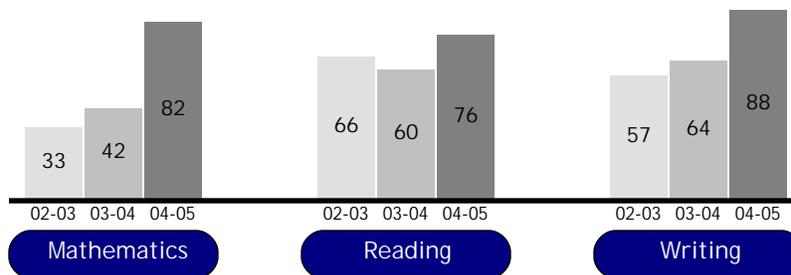
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	500	2908	78302	100	0	99	532	531	512	6	4	11	18	16	25	65	69	57	11	10	7
All Students (Prior Year)	531	2881	74918	100	100	99	508	509	497	21	21	32	18	18	19	42	43	35	18	19	15
Female	239	1399	38082	100	0	99	543	539	518	3	3	8	12	13	24	72	73	61	13	12	7
Male	261	1509	40166	100	0	99	522	524	507	9	6	14	23	20	26	59	65	54	8	9	6
African American	16	128	4064	100	0	100	523	508	498	14	7	14	21	24	29	57	67	54	7	2	3
Hispanic	72	409	29152	99	0	99	526	516	492	7	6	17	16	24	34	68	64	46	9	6	2
Asian/Pacific Islander	36	124	1746	100	0	100	558	545	542	6	7	5	9	11	13	63	65	66	23	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	373	2231	38347	98	0	99	531	535	531	6	4	5	19	15	17	65	70	68	10	11	10
Students with Disabilities	59	262	9353	98	0	100	444	423	429	33	29	40	46	45	38	21	26	22	0	1	1
Students without Disabilities	441	2646	69024	100	0	99	544	542	524	3	2	7	14	13	23	71	73	62	12	11	7
Limited English Proficient Students	NC	59	10140	NC	0	100	NC	280	451	NC	29	28	NC	49	43	NC	21	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	78	441	33398	100	0	94	513	516	495	12	9	18	22	24	35	59	60	46	7	6	2
Non-Economically Disadvantaged	422	2467	44979	91	0	100	536	534	525	5	4	6	17	15	18	66	70	66	11	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	500	2917	78094	100	100	99	569	564	545	3	1	3	10	9	18	84	87	77	4	2	2
All Students (Prior Year)	529	2861	74503	100	100	99	502	508	491	7	6	9	29	28	32	55	58	51	9	9	8
Female	239	1401	38025	100	100	99	585	579	558	2	1	2	5	4	13	89	92	82	4	3	2
Male	261	1516	40013	100	100	99	554	551	534	4	2	5	14	14	23	78	82	71	3	2	1
African American	16	128	4037	100	100	99	564	546	532	7	4	4	7	12	22	86	83	73	0	1	1
Hispanic	72	412	29068	99	100	99	569	554	523	1	2	5	6	11	27	90	86	67	3	2	1
Asian/Pacific Islander	36	123	1743	100	100	100	599	580	577	3	1	2	3	7	9	86	88	82	9	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	373	2238	38265	98	99	99	566	566	564	3	1	2	11	9	11	82	87	84	4	2	3
Students with Disabilities	59	263	9275	98	100	100	464	447	444	19	10	14	46	46	46	35	43	39	0	1	1
Students without Disabilities	441	2654	68892	100	100	98	583	576	559	1	1	2	5	6	14	90	91	82	4	2	2
Limited English Proficient Students	NC	58	10084	NC	100	100	NC	303	474	NC	21	10	NC	35	39	NC	41	50	NC	3	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	78	440	33296	100	100	94	548	550	527	4	2	5	15	15	27	81	82	67	0	1	0
Non-Economically Disadvantaged	422	2477	44871	91	93	100	573	567	559	3	1	2	9	8	12	84	88	84	4	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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	70	70	51	99	70	NA	54	100	62	63	50
	Language	100	72	73	54	99	72	74	58	100	63	66	52
	Mathematics	100	79	76	58	100	80	78	62	100	61	64	50
8	Reading	99	64	65	53	100	64	NA	55	99	59	60	51
	Language	100	64	65	49	100	62	64	52	99	60	60	50
	Mathematics	100	76	74	58	100	77	75	61	99	67	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Reviews Literature and Data
- Ü Recommendation for School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	7	2	0	1
7 to 9 years	2	5	0	0
10 or more years	4	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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	0%

Resources Available at School Site

Special Facilities

- Ü Mesquite Aquatic Center
- Ü Desert Botanical Gardens
- Ü MJHS Auditorium
- Ü MJHS Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Fine Arts
- Ü Athletics/Intramurals
- Ü Vocational (FACS), Ind. Tech., Comp.App)
- Ü Ambassadors
- Ü Peer Mediation
- Ü Chess

Social Services

- Ü Citizenship Classes
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Psychological Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mesquite Junior High School achieved an excelling label according to the state calculation of our achievement criterion.

- ü This year's Academic Night Program, 3.8 GPA average consisted of 25% of our 7th graders and 26% of our 8th graders.

- ü Ambassadors is a student group that will assist with welcoming new students to our school and district. They were recognized by the local media for their effort in Tsunami relief.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	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

The GPS district and Town of Gilbert have collaborated to provide each JHS campus with a Student Resource Officer. A Transition Specialist has been placed on our campus to ensure preventative programs for the students at MJHS.

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) :

2

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

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

Contacts

	Name	Phone Number
School Site Council	Ron Izzett	(480) 926-1433
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Dianne Bowers	(480) 497-3364
School Nutrition Programs	Bonnie Burman	(480) 926-1433
Parent Organization	Mariana Morgan	(480) 633-3021
Student Health/Nurse	Darlene Carroll	(480) 926-1433

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.