



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

101 South Greenfield Road, Gilbert, AZ 85296

Gilbert Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

### School Overview

Principal/Administrator : Ms. Jill Bowers  
 Schedule : 7:00 AM to 4:30 PM  
 Grades : 7-8  
 2004 Enrollment : 908  
 Web Address : gilbert.k12.az.us/info/schools/grjhs/grjhs.ht  
 Phone Number : (480) 813-1770  
 Fax Number : (480) 813-7279  
 E-mail : Jill\_Bowers@gilbert.k12.az.us

### Mission

It is the mission of Greenfield Junior High School to create a community of lifelong learners, responsible decision makers and productive citizens who are able to work cooperatively in a rapidly changing world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Students will complete core curriculum and pass the district exams with a competency of 80 percent or above.
- ü Greenfield Junior High will improve students ability to write in all academic areas.
- ü Greenfield Junior High will strive to complete its goal of 'Success for all, whatever it takes!'

### Enrollment

October 1, 2003 School Year Student Enrollment : 1472  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Alternative Education
- Ü Honors Classes
- Ü On-site Special Education
- Ü Elective Program
- Ü Responsibility Program
- Ü Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 48 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

GRJHS adheres to high academic standards for all students and assists them in reaching these goals through various programs. GRJHS provides a safe environment with supervision before, during and after school hours.

Parents

Parents are responsible for the health and well-being of their children, to see that they report to school on time; ready to learn, with materials and homework; to report any health issues to the school that might impact the child's ability to learn.

Transportation Policy

Students may ride a bus if they live one and one half (1.5) miles or more from Greenfield Junior High School ( 9 square miles; 8 buses are provided.)

School Honors

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

Award/Honor	Year
Ü Tribute to Spec/Ed Teacher of the Year	2003
Ü CMLA Teacher of the Year 1994-2003	2003
Ü Excelling School	2004

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	716	2882	75001	99	100	99	488	487	468	18	19	37	42	42	36	26	25	16	13	14	10
All Students (Prior Year)	676	2602	71167	98	98	99	492	483	463	12	19	38	50	49	41	24	21	14	14	11	7
Female	370	1458	36846	99	100	99	487	487	468	17	18	36	45	44	38	24	25	16	13	12	10
Male	346	1404	37974	100	100	99	489	486	467	19	21	39	39	40	34	28	24	16	14	15	11
African American	26	116	3720	96	99	98	469	456	446	32	40	53	44	44	33	16	13	9	8	4	4
Hispanic	73	381	26675	97	99	98	471	470	448	27	30	52	47	46	34	18	18	10	8	6	4
Asian/Pacific Islander	26	97	1575	100	99	99	516	510	504	4	10	18	30	34	33	35	29	20	30	27	29
American Indian/Alaskan Native	NC	24	4731	NC	100	98	NC	466	438	NC	32	61	NC	36	30	NC	27	7	NC	5	2
White	588	2204	37785	100	99	99	489	490	482	17	17	25	42	42	39	27	26	21	14	15	15
Students with Disabilities	80	331	8802	100	100	100	446	439	418	51	61	79	43	29	16	3	6	3	3	3	1
Students without Disabilities	636	2551	66199	99	99	99	490	490	472	16	16	34	42	43	38	28	26	17	14	14	11
Limited English Proficient Students	NC	32	11710	NC	100	100	NC	446	429	NC	43	70	NC	57	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	37	245	29814				472	469	448	34	33	53	31	41	33	31	18	10	3	8	4
Non-Economically Disadvantaged	679	2637	45170				489	488	479	17	18	28	43	42	38	26	25	20	14	14	14

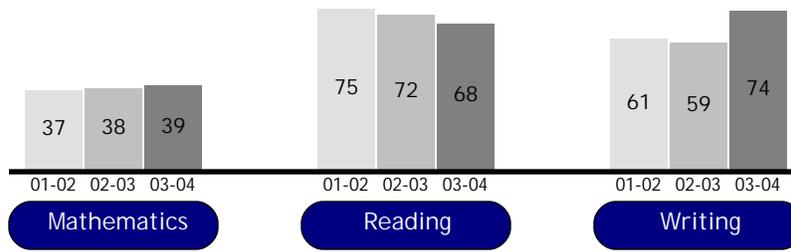
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	719	2881	74918	100	100	99	515	509	497	16	21	32	16	18	19	47	43	35	21	19	15
All Students (Prior Year)	680	2617	71100	98	98	99	519	513	502	11	14	25	17	20	21	51	48	40	21	18	15
Female	371	1461	36805	99	100	99	517	512	501	15	18	28	18	19	19	45	44	37	21	20	16
Male	348	1397	37936	100	100	99	513	507	493	17	24	35	13	16	18	49	42	33	21	18	14
African American	27	118	3719	100	100	98	510	487	481	25	37	43	13	22	21	46	31	29	17	10	7
Hispanic	74	380	26645	99	99	98	504	496	478	21	30	46	22	22	20	44	38	27	13	11	6
Asian/Pacific Islander	26	97	1571	100	99	99	529	522	521	22	17	18	4	14	15	26	38	38	48	32	30
American Indian/Alaskan Native	NC	24	4729	NC	100	98	NC	493	468	NC	35	57	NC	26	19	NC	26	19	NC	13	4
White	589	2212	37773	100	99	99	516	512	511	15	18	20	16	17	18	48	45	41	21	20	21
Students with Disabilities	82	332	8801	100	100	100	462	460	448	69	67	75	21	17	13	7	13	10	3	3	2
Students without Disabilities	637	2549	66117	99	99	99	517	514	501	13	17	28	16	18	19	49	46	37	22	20	16
Limited English Proficient Students	NC	32	11706	NC	100	100	NC	465	454	NC	63	71	NC	13	16	NC	25	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	37	250	29785				504	495	477	24	29	47	17	24	20	45	36	26	14	11	6
Non-Economically Disadvantaged	682	2631	45115				516	511	508	15	20	23	16	17	18	47	44	39	22	19	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	715	2861	74503	99	100	99	528	508	491	3	6	9	23	28	32	63	58	51	11	9	8
All Students (Prior Year)	673	2574	69001	97	97	96	503	499	490	5	8	17	36	36	37	59	56	45	0	0	1
Female	369	1452	36686	99	99	99	541	524	506	1	2	5	17	23	29	68	65	57	15	11	9
Male	346	1389	37644	100	99	98	513	492	476	5	9	13	29	33	36	58	50	45	8	7	6
African American	27	117	3677	100	100	97	529	486	475	4	6	12	21	37	36	63	53	46	13	4	5
Hispanic	74	377	26500	99	98	97	520	494	467	2	6	13	32	33	39	56	54	44	11	7	4
Asian/Pacific Islander	26	97	1566	100	99	99	575	542	537	0	2	5	13	22	23	65	57	55	22	18	18
American Indian/Alaskan Native	NC	23	4695	NC	100	97	NC	472	464	NC	9	14	NC	39	39	NC	43	44	NC	9	3
White	585	2199	37606	99	98	99	526	511	508	3	6	6	22	27	28	64	59	56	11	9	10
Students with Disabilities	81	327	8662	100	100	100	449	423	409	24	31	37	28	43	42	48	23	20	0	2	1
Students without Disabilities	634	2534	65841	99	99	98	531	516	499	2	3	7	22	26	32	64	61	53	12	9	8
Limited English Proficient Students	NC	32	11608	NC	100	100	NC	457	430	NC	25	23	NC	38	47	NC	38	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	37	245	29587				498	483	465	3	9	14	31	32	40	66	54	43	0	4	4
Non-Economically Disadvantaged	678	2616	44898				529	511	507	3	5	7	22	27	28	63	58	55	12	9	10

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

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

8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	71	69	48	96	70	70	51	99	71	NA	54
	Language	96	73	70	51	95	75	73	54	99	78	74	58
	Mathematics	96	74	73	54	97	76	76	58	100	79	78	62
8	Reading	98	65	64	49	96	68	65	53	99	66	NA	55
	Language	98	65	63	46	97	68	65	49	99	67	64	52
	Mathematics	98	73	73	54	97	78	74	58	99	77	75	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Textbook Selection
- Ü Student Discipline
- Ü Budget Distribution
- Ü Extracurricular Activities
- Ü School Improvement Plan
- Ü Pay For Performance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	7	0	0
4 to 6 years	9	21	0	0
7 to 9 years	3	7	0	0
10 or more years	1	4	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	55
Core academic classes taught by Highly Qualified (NCLB) teachers.	166
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Weight Room or Library

Extracurricular Activities

- Ü Junior High Athletic Program
- Ü National Junior Honor Society
- Ü VICA
- Ü Chess Club
- Ü Student Council
- Ü FBLA
- Ü Math Counts

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Literacy Classes
- Ü On Site SAT Tutoring
- Ü Responsibility Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Seventh and eighth grade students achieved above the 77th percentile in math, 66th percentile in reading and 67th percentile in language on the 2004 Stanford 9 tests.
- ü The five junior high schools in Gilbert lead the East Valley in achieving the top scores on the reading, math and writing Stanford 9 tests.
- ü Our 2004 AIMS scores resulted in an excelling label for Greenfield Junior High.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	66	62
Grades 7-8	63	75

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We have a part-time SRO on our campus. Emergency and crisis plans are in place for our school. We also have a Transition Spec. and two counselors on our campus. Monthly drills for safety and fire alarm procedures are held to assure that safety remains a priority.

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

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.

Contacts

	Name	Phone Number
School Site Council	Barb Dwyer	(480) 813-1770
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Barb Venard	(480) 497-3351
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Kendra Julian	(480) 813-1770
Student Health/Nurse	Renee Dull	(480) 813-1770

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

\*\* 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.