ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Highland Jr High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6915 E. Guadalupe Rd., Mesa, AZ 85212

Gilbert Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Excelling
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	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.

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.

School Overview

Principal/Administrator :	Mr. George Bowers
Schedule :	07:00 AM to 04:30 PM
Grades :	7-8
2005 Enrollment :	1278
Web Address :	gilbert.k12.az.us/info/schools/hjhs/hjhs.html
Phone Number :	(480) 632-4739
Fax Number :	(480) 632-4729
E-mail :	george_bowers@gilbert.k12.az.us

Mission

HJHS is a community of educators, parents and students working to create an accepting/respectful atmosphere, where all experience a curriculum that strives for excellence, promotes leadership, stimulates involvement and encourages lifelong learning.

School / Academic Goals

- Students will complete core curriculum and pass the district exams with a competency of 80 percent or above.
- Students will be responsible learners by reporting to class with their homework completed each day (100%).
- All HJHS teachers have implemented a plan to target the improvement of reading skills as our #1 goal.
- All HJHS teachers use training in the Six Traits of Writing to help all students become effective/skilled writers.

Enrollment

October 1, 2004 School Year Student Enrollment :	1285
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	75

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Gifted
- Alternative Education-JSP
- Comprehensive Special Education Program
- English as a Second Language Support

Calendar Information

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

Shared Responsibilities

School

HJHS adheres to high academic/behavioral standards for all students. A yearly school calendar, course description books and student handbooks are available. HJHS provides supervision before, during and after school to provide a safe environment.

Parents

Parents should see that students are on time to school, ready to learn and with necessary books, materials and completed homework each day. Parents should report any health or learning issues to school personnel in a timely manner.

Transportation Policy

Students who live one mile or more from HJHS are provided with bus service. Consult the district web site for our atttendance boundaries.

School Honors

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

Award/Honor	Year
CAMLE Teacher of the Year	2005
American Legion Gilbert District Teacher of the Year	2001
American Legion Gilbert District Teacher of the Year	2004
2 HJHS Teachers Have Earned National Board Cert.	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	627	2920	78250	100	100	99	593	580	548	4	7	21	9	11	18	56	58	48	32	25	13
All Students (Prior Year)	619	2882	75001	100	100	99	496	487	468	13	19	37	42	42	36	27	25	16	18	14	10
Female	284	1402	38071	100	100	99	594	581	549	4	5	20	6	10	19	60	61	49	31	23	12
Male	343	1518	40126	100	100	99	592	578	547	3	8	23	11	11	17	52	55	46	34	26	14
African American	24	128	4058	96	100	99	525	541	523	11	16	32	32	24	22	47	49	41	11	10	5
Hispanic	59	414	29129	100	100	99	577	559	527	2	9	32	19	18	23	58	60	40	21	13	6
Asian/Pacific Islander	18	124	1747	100	100	100	620	602	589	0	6	9	6	6	9	44	44	50	50	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	524	2238	38320	100	99	99	596	584	568	4	6	12	7	9	14	56	58	55	34	27	19
Students with Disabilities	43	267	9329	100	100	100	466	459	454	36	48	64	26	22	18	38	28	16	0	2	2
Students without Disabilities	584	2653	68996	99	100	99	602	592	561	1	3	16	7	9	18	57	61	52	35	27	14
Limited English Proficient Students	11	59	10133	100	100	100	292	315	488	22	32	45	56	32	25	22	35	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	60	444	33388	100	100	94	577	562	530	8	13	32	16	17	22	52	56	40	24	14	5
Non-Economically Disadvantaged	567	2476	44937	95	93	100	594	583	561	3	6	13	8	9	15	56	58	54	33	27	18

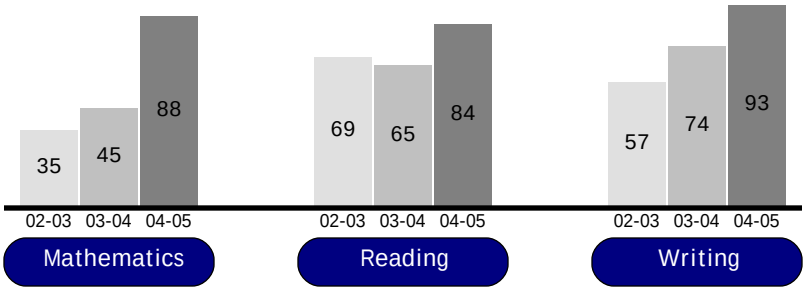
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	625	2908	78302	99	0	99	539	531	512	3	4	11	13	16	25	73	69	57	11	10	7
All Students (Prior Year)	618	2881	74918	100	100	99	513	509	497	19	21	32	16	18	19	44	43	35	21	19	15
Female	284	1399	38082	100	0	99	543	539	518	2	3	8	10	13	24	76	73	61	11	12	7
Male	341	1509	40166	99	0	99	535	524	507	3	6	14	16	20	26	69	65	54	12	9	6
African American	24	128	4064	96	0	100	484	508	498	5	7	14	37	24	29	58	67	54	0	2	3
Hispanic	58	409	29152	98	0	99	526	516	492	6	6	17	23	24	34	66	64	46	6	6	2
Asian/Pacific Islander	18	124	1746	100	0	100	548	545	542	6	7	5	17	11	13	72	65	66	6	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	523	2231	38347	100	0	99	542	535	531	2	4	5	11	15	17	74	70	68	13	11	10
Students with Disabilities	41	262	9353	100	0	100	424	423	429	24	29	40	45	45	38	32	26	22	0	1	1
Students without Disabilities	584	2646	69024	99	0	99	546	542	524	1	2	7	11	13	23	75	73	62	12	11	7
Limited English Proficient Students	11	59	10140	100	0	100	261	280	451	33	29	28	44	49	43	22	21	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	60	441	33398	100	0	94	525	516	495	6	9	18	22	24	35	64	60	46	8	6	2
Non-Economically Disadvantaged	565	2467	44979	94	0	100	540	534	525	2	4	6	12	15	18	73	70	66	12	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	627	2917	78094	100	100	99	574	564	545	1	1	3	6	9	18	90	87	77	3	2	2
All Students (Prior Year)	619	2861	74503	100	100	99	519	508	491	4	6	9	23	28	32	65	58	51	9	9	8
Female	284	1401	38025	100	100	99	585	579	558	0	1	2	4	4	13	93	92	82	3	3	2
Male	343	1516	40013	100	100	99	564	551	534	2	2	5	8	14	23	88	82	71	3	2	1
African American	24	128	4037	96	100	99	528	546	532	0	4	4	11	12	22	89	83	73	0	1	1
Hispanic	59	412	29068	100	100	99	565	554	523	2	2	5	8	11	27	91	86	67	0	2	1
Asian/Pacific Islander	18	123	1743	100	100	100	580	580	577	0	1	2	6	7	9	94	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	524	2238	38265	100	99	99	576	566	564	1	1	2	6	9	11	90	87	84	3	2	3
Students with Disabilities	43	263	9275	100	100	100	457	447	444	8	10	14	33	46	46	59	43	39	0	1	1
Students without Disabilities	584	2654	68892	99	100	98	582	576	559	1	1	2	4	6	14	92	91	82	3	2	2
Limited English Proficient Students	11	58	10084	100	100	100	290	303	474	11	21	10	44	35	39	44	41	50	0	3	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	60	440	33296	100	100	94	559	550	527	2	2	5	8	15	27	90	82	67	0	1	0
Non-Economically Disadvantaged	567	2477	44871	95	93	100	575	567	559	1	1	2	6	8	12	90	88	84	3	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	73	70	51	99	73	NA	54	100	67	63	50
	Language	97	77	73	54	100	80	74	58	100	70	66	52
	Mathematics	98	78	76	58	100	83	78	62	100	67	64	50
8	Reading	99	68	65	53	99	69	NA	55	99	63	60	51
	Language	97	69	65	49	99	71	64	52	99	63	60	50
	Mathematics	97	77	74	58	99	78	75	61	99	72	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	Council Duties
2 School Administrator(s)	ü School Safety Issues
0 Non-certified Employee(s)	ü Parent/Educator Relations
2 Teacher(s)	ü Extracurricular Activities
7 Parent(s)	ü Textbook Selection
0 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	64.50
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	9	6	0	0
7 to 9 years	7	8	0	0
10 or more years	6	22	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü Five Computer Labs With Internet
- ü Over 300 Computers Available on Campus

Extracurricular Activities

- ü Junior High Athletic Program
- ü VICA
- ü SHO Club--Students Helping Others
- ü National Junior Honor Society
- ü Newspaper
- ü Student Council
- ü Odyssey of the Mind

Social Services

- ü Recreational Activities
- ü Citizenship Classes
- ü Counseling Services
- ü Health Services
- ü Tobacco Prevention
- ü Free/Reduced Lunch Program
- ü Transition Specialist
- ü JSP Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Since opening in 1998 HJHS has matured into a premier academic leader among sister schools. Our students traditionally score near the top of SAT-9/Aims tests. Our students excel at Highland High, which sets the standard for Arizona high schools.

- Highland Junior High was named an "Excelling School" by the Arizona State Department of Education in 2003-2004 and again in 2004-2005.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	5	12	12	17
Transfers In Rate [6]	9	28	28	37
Stability Rate [7]	94	87	87	82
Promotion Rate [8]	99	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

HJHS has a full-time Security Guard and an on-site half-time School Resource Police Officer. We have an emphasis on positive behavior programs some of which are: a Responsibility Center, Cultural Diversity, Anti-Bullying Program, Junior High Success Program and Character Counts.

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	Linda Taylor	(480) 632-4739
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Karen Warhus	(480) 632-4739
Parent Organization	Linda Taylor	(480) 632-4739
Student Health/Nurse	Twila Gottlieb	(480) 632-4739

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.