

# Desert Ridge Junior High School

## ARIZONA SCHOOL REPORT CARD 2003-04

10211 E. Madero Street, Mesa, AZ 85212

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 \*

New School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Ms. Jean H. Woods  
Schedule : 7:00 AM to 4:00 PM  
Grades : 7-8  
2003 Enrollment : 841  
Web Address : www.gilbert.k12.az.us  
Phone Number : (480) 635-2025  
Fax Number : (480) 635-2044  
E-mail : drjhs@gilbert.k12.az.us

### Mission

DRJH, students, parents, and educators share responsibility for quality education, academic excellence, and character. DRJH provides a positive environment empowering students in all academic, social, and physical pursuits.

### School / Academic Goals

ü An on-going program, (Character Counts) will be merged with our curriculum areas to enhance social skills and address diversity among all students.

ü DRJH will improve student achievement in Math with an emphasis on problem solving.

### Instructional Programs

ü Language Arts Block (Accelerated Reader)  
ü On-site Special Education  
ü Honors Classes  
ü ELL Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 731  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 46

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 5 minutes  
First Day of School : 8/14/2003  
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Desert Ridge Junior High School

## School Site Council

### Council Composition

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

### Council Duties

- ü Curriculum
- ü Enrichment Programs
- ü Extra Curricular Activities

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	42.75
Other Professional Staff	3.00	Teacher Aide	7.50

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	7	5	0	0
7 to 9 years	4	6	0	0
10 or more years	5	8	0	0

## Shared Responsibilities

### School

DRJH adheres to high academic standards. Programs include honors ed, special ed, vocational ed, ELL and tutoring. School calendars, course books, and handbooks are available. District policies are mailed to each household yearly.

### Parents

Parents are responsible for students arriving on time, dressed appropriately, ready to learn with completed homework. Absences should be reported daily. Any health issues are to be reported immediately.

## Resources Available at School Site

### Special Facilities

- ü Library Resource Center
- ü Athletic/Gymnasium

### Extracurricular Activities

- ü Student Government
- ü Performing/Visual Arts
- ü Athletics/Spirit Squad
- ü Vocational Student Organizations

### Social Services

- ü Health Services
- ü Counseling Services
- ü Breakfast/Lunch Programs
- ü Citizenship Classes

## Transportation Policy

Desert Ridge Junior High uses sixteen buses to transport students who live outside a one-mile range to and from school each day. DRJH boundaries are approximately 19 square miles.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Desert Ridge Junior High School experienced a successful first year. Our academic classes included honors, advanced, and block scheduling.
- ü Every teacher at Desert Ridge Junior High School participated in an organized plan supported by the District to improve our students written communication skills.

School Honors

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

Award/Honor	Year
ü Orchestra Received Rating of Excellent - ABODA Festival	2003
ü Band Received Rating of Excellent at the ABODA Festival	2003
ü Two 1st Place Finishes in Math Competition	2003
ü American Legion Teacher of the Year Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	100	95	94	96
Transfers Out <sup>3</sup>	15	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	73	70
Grades 7-8	66	69

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 2002-03. 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 2003. 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. 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).

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	350	2602	71167	101	98	99	478	483	463	22	19	38	54	49	41	15	21	14	9	11	7
All Students (Prior Year)	213	2477	66213	NA	NA	NA	478	489	459	18	13	39	58	49	40	16	24	14	7	13	7
Female	172	1254	34825	102	98	99	476	482	462	22	20	38	61	50	42	8	20	14	9	10	6
Male	178	1347	36047	100	98	99	480	484	464	21	19	38	47	47	39	22	21	15	10	12	8
African American	17	82	3225	81	80	95	442	455	441	59	45	57	35	41	34	6	12	6	0	3	2
Hispanic	55	392	23643	110	100	97	470	467	445	25	34	53	57	48	37	10	11	8	8	7	2
Asian/Pacific Islander	NC	97	1503	NC	102	100	NC	502	493	NC	7	18	NC	54	40	NC	16	23	NC	23	19
American Indian/Alaskan Native	NC	16	5161	NC	89	103	NC	461	435	NC	15	63	NC	85	30	NC	0	5	NC	0	2
White	260	1830	35245	98	89	95	481	487	476	19	16	26	54	49	45	16	23	19	11	12	10
Students with Disabilities	43	235	8095	105	100	104	434	436	426	67	60	69	33	38	25	0	0	5	0	2	1
Students without Disabilities	307	2367	63072	100	98	99	481	484	464	18	19	37	55	49	41	16	21	15	10	11	7
Limited English Proficient Students	--	29	10317	--	94	111	--	509	426	--	0	72	--	0	25	--	100	2	--	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	NC	17057				--	NC	440	--	NC	58	--	NC	34	--	NC	6	--	NC	2
Non-Economically Disadvantaged	350	2601	54110				478	483	468	22	19	33	54	49	43	15	21	16	9	11	8

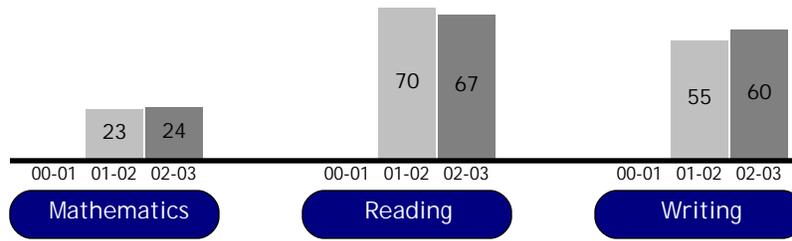
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	351	2617	71100	101	98	99	514	513	502	10	14	25	24	20	21	50	48	40	17	18	15
All Students (Prior Year)	211	2475	66144	NA	NA	NA	520	520	504	11	10	24	20	18	20	50	51	40	20	21	16
Female	172	1260	34801	102	98	99	516	517	505	5	10	21	29	21	22	48	49	42	17	20	15
Male	179	1356	36010	101	98	99	513	510	499	14	17	28	19	19	20	51	47	38	17	16	14
African American	18	83	3219	86	81	95	496	491	486	29	29	38	35	32	24	18	30	31	18	10	7
Hispanic	55	395	23630	110	101	96	508	502	485	8	20	37	36	29	25	46	40	32	10	10	6
Asian/Pacific Islander	NC	97	1509	NC	102	100	NC	528	522	NC	3	12	NC	11	14	NC	59	46	NC	26	28
American Indian/Alaskan Native	NC	17	5144	NC	94	102	NC	487	478	NC	23	46	NC	31	24	NC	46	25	NC	0	5
White	259	1836	35198	98	89	95	518	516	515	9	12	15	19	18	18	52	51	47	19	20	21
Students with Disabilities	43	236	8121	105	100	105	476	468	470	47	56	55	24	26	20	29	14	21	0	5	4
Students without Disabilities	308	2381	62979	101	98	99	517	514	503	7	13	23	24	20	21	51	49	41	18	18	15
Limited English Proficient Students	--	28	10304	--	90	110	--	470	462	--	100	63	--	0	23	--	0	13	--	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	NC	17040				--	NC	483	--	NC	40	--	NC	25	--	NC	29	--	NC	6
Non-Economically Disadvantaged	351	2616	54060				514	513	507	10	14	20	24	20	20	50	48	43	17	18	17

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	347	2574	69001	100	97	96	501	499	490	6	8	17	34	36	37	59	56	45	1	0	1
All Students (Prior Year)	212	2447	63579	NA	NA	NA	503	506	493	8	6	15	37	36	42	54	55	41	1	2	2
Female	171	1243	34086	101	97	97	508	507	496	1	4	13	32	31	36	65	64	51	2	1	1
Male	176	1330	34644	99	97	95	494	492	484	11	12	22	36	40	39	52	47	38	1	0	0
African American	18	81	3115	86	79	92	490	484	478	6	15	25	53	53	44	41	32	31	0	0	0
Hispanic	54	390	22656	108	100	92	500	488	476	2	13	27	36	46	43	62	40	30	0	0	0
Asian/Pacific Islander	NC	95	1472	NC	100	98	NC	505	507	NC	3	8	NC	34	30	NC	62	60	NC	0	2
American Indian/Alaskan Native	NC	16	4940	NC	89	98	NC	480	469	NC	17	34	NC	50	43	NC	33	23	NC	0	0
White	256	1806	34501	97	88	93	502	502	500	7	7	10	31	32	34	60	60	55	2	1	1
Students with Disabilities	42	223	7386	102	94	95	459	455	459	44	48	46	39	39	37	17	14	17	0	0	0
Students without Disabilities	305	2351	61615	100	97	97	504	500	491	4	8	16	34	36	37	61	56	45	1	0	1
Limited English Proficient Students	--	28	9662	--	90	104	--	451	454	--	100	51	--	0	40	--	0	9	--	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	NC	16383				--	NC	472	--	NC	30	--	NC	43	--	NC	26	--	NC	0
Non-Economically Disadvantaged	347	2573	52618				501	499	494	6	8	14	34	36	36	59	56	49	1	0	1

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?	NA
	Made AYP?	Yes

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	71	53	96	69	69	48	100	67	70	51
	Language	--	--	74	55	96	73	70	51	99	71	73	54
	Mathematics	--	--	76	57	98	74	73	54	100	73	76	58
8	Reading	--	--	69	55	98	65	64	49	100	64	65	53
	Language	--	--	67	50	99	66	63	46	99	65	65	49
	Mathematics	--	--	75	57	99	69	73	54	100	70	74	58

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 Safety

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

DRJH has adopted Character Counts as a foundation for promoting a safe and respectful environment for all. Through a grant, we have a full-time Transition Specialist who identifies at-risk students and develops effective programs for future success.

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) :

36
----

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	Kay King	(480) 635-2025
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Jean Woods	(480) 635-2025
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	T. Warren	(480) 354-3369
Student Health/Nurse	Sherri Shinn	(480) 497-3459

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. 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).

11 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)