



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10211 E. Madero Ave., 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Jean Woods
 Schedule : 7:00 AM to 4:00 PM
 Grades : 7-8
 2004 Enrollment : 988
 Web Address : gilbert.k12.az.us/info/schools/drjhs/drjhs.ht
 Phone Number : (480) 635-2025
 Fax Number : (480) 625-2044
 E-mail : jean_woods@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.

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 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 848
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 96

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

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.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü Orchestra Rec'd Rating of Superior w/ Distinction-ABODA	2004
ü Band Rec'd Rating of Excellent at the ABODA Festival	2004
ü First teacher at DRJHS to be National Board Certified	2003
ü American Legion Teacher of the Year Award	2003

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	437	2882	75001	100	100	99	479	487	468	26	19	37	40	42	36	21	25	16	13	14	10
All Students (Prior Year)	350	2602	71167	100	98	99	478	483	463	22	19	38	54	49	41	15	21	14	9	11	7
Female	215	1458	36846	99	100	99	475	487	468	28	18	36	41	44	38	21	25	16	9	12	10
Male	222	1404	37974	100	100	99	483	486	467	25	21	39	39	40	34	20	24	16	16	15	11
African American	32	116	3720	97	99	98	442	456	446	50	40	53	41	44	33	9	13	9	0	4	4
Hispanic	77	381	26675	100	99	98	472	470	448	27	30	52	47	46	34	19	18	10	6	6	4
Asian/Pacific Islander	13	97	1575	100	99	99	505	510	504	9	10	18	45	34	33	18	29	20	27	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	314	2204	37785	99	99	99	484	490	482	25	17	25	39	42	39	22	26	21	15	15	15
Students with Disabilities	55	331	8802	100	100	100	422	439	418	73	61	79	24	29	16	4	6	3	0	3	1
Students without Disabilities	382	2551	66199	99	99	99	487	490	472	20	16	34	43	43	38	23	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	53	245	29814				470	469	448	34	33	53	38	41	33	17	18	10	11	8	4
Non-Economically Disadvantaged	384	2637	45170				480	488	479	25	18	28	41	42	38	21	25	20	13	14	14

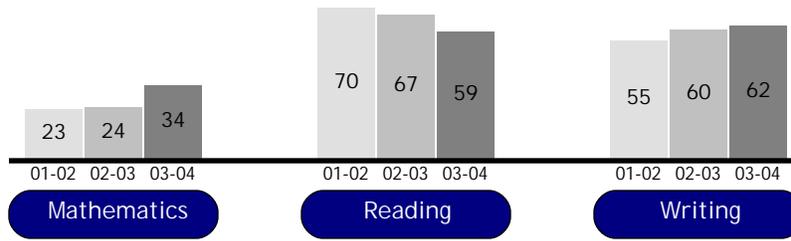
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	441	2881	74918	100	100	99	508	509	497	22	21	32	20	18	19	40	43	35	19	19	15
All Students (Prior Year)	351	2617	71100	100	98	99	514	513	502	10	14	25	24	20	21	50	48	40	17	18	15
Female	218	1461	36805	100	100	99	507	512	501	23	18	28	21	19	19	37	44	37	20	20	16
Male	223	1397	37936	100	100	99	508	507	493	21	24	35	19	16	18	43	42	33	18	18	14
African American	33	118	3719	100	100	98	481	487	481	39	37	43	21	22	21	33	31	29	6	10	7
Hispanic	77	380	26645	100	99	98	499	496	478	23	30	46	29	22	20	38	38	27	10	11	6
Asian/Pacific Islander	13	97	1571	100	99	99	514	522	521	9	17	18	36	14	15	36	38	38	18	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	317	2212	37773	100	99	99	512	512	511	20	18	20	17	17	18	41	45	41	22	20	21
Students with Disabilities	57	332	8801	100	100	100	454	460	448	63	67	75	21	17	13	14	13	10	2	3	2
Students without Disabilities	384	2549	66117	100	99	99	516	514	501	16	17	28	19	18	19	44	46	37	21	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	55	250	29785				502	495	477	15	29	47	33	24	20	45	36	26	7	11	6
Non-Economically Disadvantaged	386	2631	45115				508	511	508	23	20	23	18	17	18	39	44	39	20	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	440	2861	74503	100	100	99	496	508	491	7	6	9	31	28	32	54	58	51	8	9	8
All Students (Prior Year)	347	2574	69001	100	97	96	501	499	490	6	8	17	34	36	37	59	56	45	1	0	1
Female	218	1452	36686	100	99	99	514	524	506	4	2	5	24	23	29	64	65	57	8	11	9
Male	222	1389	37644	100	99	98	479	492	476	10	9	13	38	33	36	44	50	45	7	7	6
African American	32	117	3677	97	100	97	469	486	475	9	6	12	41	37	36	50	53	46	0	4	5
Hispanic	77	377	26500	100	98	97	497	494	467	4	6	13	30	33	39	60	54	44	6	7	4
Asian/Pacific Islander	13	97	1566	100	99	99	515	542	537	0	2	5	18	22	23	73	57	55	9	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	317	2199	37606	100	98	99	498	511	508	8	6	6	31	27	28	53	59	56	8	9	10
Students with Disabilities	55	327	8662	100	100	100	405	423	409	35	31	37	53	43	42	13	23	20	0	2	1
Students without Disabilities	385	2534	65841	100	99	98	510	516	499	3	3	7	28	26	32	60	61	53	9	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	55	245	29587				495	483	465	4	9	14	35	32	40	56	54	43	5	4	4
Non-Economically Disadvantaged	385	2616	44898				497	511	507	8	5	7	31	27	28	54	58	55	8	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 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	69	69	48	100	67	70	51	99	63	NA	54
	Language	96	73	70	51	99	71	73	54	100	67	74	58
	Mathematics	98	74	73	54	100	73	76	58	100	75	78	62
8	Reading	98	65	64	49	100	64	65	53	99	63	NA	55
	Language	99	66	63	46	99	65	65	49	98	64	64	52
	Mathematics	99	69	73	54	100	70	74	58	99	74	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

- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.50
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46.5
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- ü Library Resource Center
- ü Athletic/Gymnasium
- ü Four computer labs

Extracurricular Activities

- ü Student Government
- ü Performing/Visual Arts
- ü Athletics/Spirit Squad
- ü Vocational Student Organizations
- ü National Junior Honor Society

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü DRJH has grown from 550 to almost 1000 students over the past three years. Our academic classes include honors and inclusion classes and block scheduling for all 7th grade Language Arts classes.
- ü Every Language Arts teacher at Desert Ridge Junior High School has participated in an organized plan supported by the District to improve our students' written communication skills.
- ü All teachers embrace our schoolwide 301 Goal of improving student achievement in math with an emphasis on problem solving.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	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 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

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) :

4

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	Lani Ivey	(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 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.

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

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.

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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.