

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

437 S High Street, Globe, AZ 85501

Globe 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

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status ^(b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Suzanne Morgan
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 635
 Web Address :
 Phone Number : (928) 425-3211
 Fax Number : (928) 425-8909
 E-mail : smorgan@globe.k12.az.us

Mission

Promoting high academic achievement in a safe and supportive environment.

School / Academic Goals

- ü Students are focused on increasing AIMS scores, particularly in Math. AIMS Prep classes and Math Lab classes assist students who desire more preparation time during the school day.
- ü Students are continuing to increase AIMS Writing scores. Teachers are implementing 6 + 1 Traits into all subjects. This school year, focus is on the traits of Organization and Ideas.
- ü Students are working to improve their study skills. Teachers are organized into committees to help plan, implement and assess school wide study skills strategies.

Enrollment

October 1, 2004 School Year Student Enrollment : 719
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 136

Instructional Programs

- ü Honors Classes
- ü Alternative Education
- ü Dual Credit College
- ü Fine Arts
- ü Career and Technical Education
- ü Tutoring
- ü JROTC

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 42 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

- GHS administrators and teaching staff accept the following responsibilities:
1. Provide well-planned lessons that are aligned with Arizona State Standards
 2. Communicate student progress to parents and students
 3. Respond to students' efforts and express confidence in student abilities
 4. Use a variety of teaching strategies to address a variety of learning styles
 5. Protect the rights of students
 6. Collect, review and evaluate student work
 7. Provide a safe and positive school environment

Parents

- Parents will
1. Encourage good study habits
 2. Provide safe place for students to complete homework
 3. Ensure that students come to school every day
 4. Ensure that students have adequate rest and nutrition
 5. Support staff in their efforts to promote appropriate behavior in school
 6. Limit the time students spend with non-educational media
 7. Communicate with teachers
 8. Attend parent-teacher conferences
 9. Encourage students to obey school rules.

Transportation Policy

Transportation is provided for students living within the district who must be transported more than one mile to school.

School Honors

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

Award/Honor	Year
ü Yearbook: Gold Metal Certificate Columbia Scholastic	2005
ü Media Class : General Excellence 1st Place	2005
ü Mock Trial: Region II Second Place	2005
ü JROTC Honor Unit	2004

10th 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	153	153	69846	96	96	100	666	666	699	34	34	21	19	19	11	41	41	49	5	5	18
All Students (Prior Year)	147	147	65934	93	93	100	484	484	492	56	56	43	18	18	18	17	17	24	9	9	15
Female	74	74	34328	94	94	99	677	677	702	32	32	19	21	21	12	42	42	51	6	6	18
Male	79	79	35509	98	98	100	655	655	696	36	36	23	18	18	11	41	41	48	5	5	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	44	44	23363	94	94	100	677	677	680	41	41	32	24	24	16	32	32	45	2	2	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	42	42	4785	98	98	100	672	672	671	54	54	39	17	17	17	24	24	39	5	5	5
White	67	67	36421	96	96	99	656	656	714	17	17	12	17	17	8	58	58	54	8	8	26
Students with Disabilities	20	20	7690	100	100	100	495	495	593	65	65	64	29	29	14	6	6	21	0	0	2
Students without Disabilities	133	133	62220	95	95	99	689	689	712	30	30	16	18	18	11	46	46	53	6	6	20
Limited English Proficient Students	10	10	5834	100	100	100	384	384	612	70	70	46	20	20	20	10	10	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	61	61	21421	91	91	92	674	674	686	46	46	35	22	22	15	29	29	43	3	3	7
Non-Economically Disadvantaged	92	92	48489	99	99	100	661	661	704	26	26	15	17	17	10	49	49	52	7	7	23

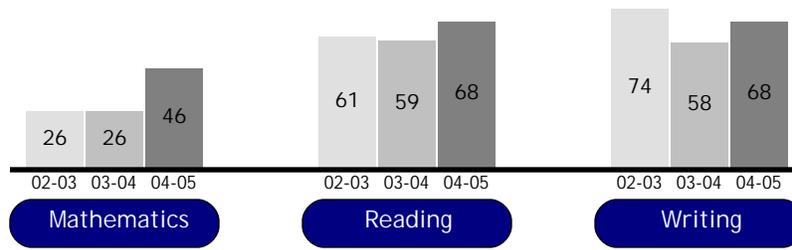
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	71311	97	97	100	679	679	694	5	5	7	27	27	21	61	61	63	7	7	9
All Students (Prior Year)	160	160	68162	98	98	100	503	503	509	16	16	18	24	24	24	55	55	51	4	4	8
Female	75	75	34899	96	96	100	694	694	700	1	1	5	21	21	19	69	69	66	8	8	10
Male	82	82	36430	99	99	100	665	665	688	9	9	9	33	33	22	53	53	61	5	5	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	47	47	24056	98	98	100	692	692	672	2	2	13	33	33	31	56	56	53	9	9	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	41	41	5110	93	93	100	675	675	661	10	10	14	41	41	38	49	49	46	0	0	2
White	68	68	36841	99	99	99	672	672	713	5	5	3	14	14	12	72	72	72	9	9	13
Students with Disabilities	20	20	8021	95	95	100	494	494	590	24	24	27	65	65	42	12	12	29	0	0	1
Students without Disabilities	137	137	63379	98	98	100	703	703	707	3	3	5	23	23	18	67	67	68	8	8	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	61	61	22243	88	88	93	679	679	677	7	7	14	41	41	32	50	50	51	2	2	3
Non-Economically Disadvantaged	96	96	49157	100	100	100	679	679	702	4	4	4	18	18	16	67	67	69	10	10	11

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	152	152	70868	94	94	100	669	669	688	3	3	5	29	29	23	66	66	63	2	2	9
All Students (Prior Year)	156	156	67629	96	96	100	508	508	524	21	21	22	20	20	16	58	58	59	0	0	3
Female	74	74	34710	95	95	99	688	688	697	0	0	3	19	19	19	78	78	66	3	3	12
Male	79	79	36176	95	95	100	651	651	678	5	5	7	39	39	27	55	55	59	1	1	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	46	46	23868	96	96	100	683	683	670	5	5	9	27	27	33	66	66	55	2	2	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	41	41	5001	93	93	100	678	678	661	2	2	9	37	37	41	59	59	48	2	2	2
White	65	65	36710	94	94	99	653	653	702	2	2	2	26	26	15	71	71	69	2	2	13
Students with Disabilities	20	20	7900	95	95	100	502	502	580	12	12	22	53	53	49	35	35	28	0	0	1
Students without Disabilities	133	133	63054	95	95	99	691	691	701	2	2	3	26	26	20	70	70	67	2	2	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	60	60	21994	87	87	92	675	675	673	3	3	10	41	41	36	55	55	52	0	0	3
Non-Economically Disadvantaged	93	93	48960	100	100	100	666	666	694	2	2	3	21	21	18	73	73	67	3	3	12

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)

10th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	39	39	41	90	35	NA	42	95	49	49	51
	Language	98	37	37	42	91	37	37	42	95	46	46	50
	Mathematics	99	51	51	60	92	52	52	63	95	42	42	50

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü AIMS preparation
- Ü Use of Data
- Ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	3	5	0	0
7 to 9 years	9	1	0	0
10 or more years	16	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	136
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Cisco Networking Lab
- Ü Media Journalism Studio
- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü FCCLA, FBLA
- Ü Drama Club
- Ü National Honor Society
- Ü Multiple Sports Throughout the School Yr
- Ü Yearbook
- Ü Newspaper
- Ü Student Council
- Ü Native American Club

Social Services

- Ü Recreational Facilities
- Ü Crisis Intervention - Peer Mediation
- Ü Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students participated in reseach projects and utilized information from traditional and technological resources.

- ü Students experienced "Writing Across the Curriculum". They were instructed in use of 6 + 1 Traits of Writing and focused primarily on the traits of Organization and Word Choice.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	52	96	95	81
Retention Rate ⁹	32	1	1	3
Dropout Rate ¹⁰	8	0	1	6
Status Unknown ¹¹	7	0	1	4
Graduation Rate ¹²	80	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

Globe H.S. is committed to providing a safe and orderly climate for learning. The staff works closely with law enforcement and probation officers, and offers a law-related curriculum taught by an instructor from the Gila County Probation Department.

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) :

38

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	Suzanne Morgan	(928) 425-3211
Transportation Policy	Joe Mercer	(928) 425-8955
Community Resources	Suzanne Morgan	(928) 425-3211
School Nutrition Programs	Olga Rogers/Sharon Peterson	(928) 425-3211
Parent Organization	Suzanne Morgan	(928) 425-3211
Student Health/Nurse	Rebecca Mesa	(928) 425-3211

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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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.