

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Glendale High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Glendale Union High School District  
6216 W. Glendale Avenue, Glendale, AZ 85301-2397

Principal: Ms. Deborah Jordan  
Schedule: 7:00 AM to 4:30 PM  
Web Address: [guhsd.k12.az.us](http://guhsd.k12.az.us)  
E-mail: [djjordan@smtp.guhsd.k12.az.us](mailto:djjordan@smtp.guhsd.k12.az.us)

Grades: 9-12  
2002 Enrollment: 1571  
Phone: (623) 435-6200  
Fax: (623) 435-6270

## ∨ School Overview ∨

### Mission

Our mission is to empower all students for the choices and challenges of the 21st Century by ensuring opportunity and excellence in their educational experience.

### Organization and Philosophy

- w Comprehensive Secondary High School
- w Accountability for Learning
- w Positive and Safe Climate
- w High Expectations for Students and Staff

### Instructional Programs

- w Honors/AP/Accelerated Classes
- w Fine Arts/Technology Programs
- w NJROTC Program
- w Math Modules
- w Business Partnerships
- w Alternative Sch./Dual College Crdt. Opt.
- w Community College Partnerships
- w School-to-Career Program

### School/Academic Goals

- w All student achievement levels will continue to improve on state and national standardized tests.
- w All students will continue to increase reading comprehension by reading across all content areas.
- w Dropout rate will stay below 5%. Postsecondary enrollment will continue to increase.
- w Students will learn new and advanced technological skills in order to compete in future job markets.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1385
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	96

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Instructional Strategies
- w Parent/Educator Relations
- w Future Planning For School
- w Establish Annual Goals
- w Accountability To Community
- w Explore Educational Innovations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	71.60
Other Professional Staff	8.00	Teacher Aide	20.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	13	5	0	0
7 to 9 years	8	4	0	0
10 or more years	12	21	1	0

∨ **Shared Responsibilities** ∨

**School**

Quarterly newsletters; interim reports mailed which give academic information regarding a student's academic progress; students' absence reports; state test data; individual teacher communication on a one-to-one basis with parents; and four-year educational planning for all students.

**Parents**

We believe all students can learn, and both schools and parents working together can control the conditions for success of all students. All parents and students are given district and local school policies with regard to attendance, dress and appropriate behavior. Parents are asked to participate in clubs, plan on-site councils and attend parent-teacher conferences, as well as supervise homework.

∨ **Transportation Policy** ∨

According to Policy 8321, students within the district who reside more than one and one-half miles from school may ride the school buses. Students with physical handicaps who live closer to the school may apply at the school principal's office for a permit to ride.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 180                      **First Day of School:** 8/19/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/29/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/25/02                      12/20/02                      3/28/03                      5/29/03

**Additional Calendar/Report Card Information**

In addition to report cards, phone calls are made to parents reporting unexcused absences, Academic Interim reports, Athletic Eligibility reports and curriculum update information are also mailed to parents.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - No                      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Computer Labs/ESL Classrooms
- W Before/After School Learning Centers
- W Multimedia Ctr./CAD and Introtech Labs
- W Comprehensive Sports and Facilities

**Extracurricular Activities**

- W National Honor Society
- W Interscholastic Athletics
- W Theatre/Dance
- W Art
- W Vocal/Instrumental Music
- W Diversified Education Coop
- W 37 Extracurricular (Yearbook/Stud. Cncl)
- W Co-curricular/Vocational Programs

**School/Community Resources**

- W Counseling Services
- W Peer Tutors
- W Career Center
- W Community College/Business Partnerships
- W Social Worker/Psychologist
- W Adult Education/ESL--Community Classes
- W Crisis Intervention
- W Active Booster Clubs

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W In an effort to assist all students in their futures, GHS boasts 69% of its students enrolled in postsecondary schooling. \$1,554,877 in scholarships and/or financial aid was received.</p> | <p>W There is continuous improvement on AP state and district tests.</p> |
| <p>W The partnership with CISCO is in its fourth year assisting students who desire to major in technology programs for their futures.</p>  | <p>W The student graduation rate continues to increase.</p>              |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	32.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	3.4 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	0.2 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Superior Ratings Band	2002
National Merit Semi Finalist	2002
ACE Plus Students College Credits	2002
AP Scholars	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	313	504	16%	31%	45%	8%
	State	49803	512	15%	23%	48%	14%
Writing	School	306	472	19%	14%	66%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	313	477	52%	21%	20%	7%
	State	50429	480	48%	19%	22%	10%

#### Legend

MS -	The Mean Scale 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.
FFB -	Percent of students who Fell Far Below the standard
A -	Percent of students who Approached the standard
M -	Percent of students who Met the standard
E -	Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	74	34	44	90	34	43	81	34	43	64	30	43	43	34	43
	Language	75	32	39	92	32	39	83	34	40	67	28	41	44	39	42
	Mathematics	76	50	57	92	51	57	83	52	59	67	48	61	44	54	62
10	Reading	79	36	42	99	37	42	88	35	42	--	--	--	--	--	--
	Language	79	40	43	100	39	44	87	37	44	--	--	--	--	--	--
	Mathematics	79	46	47	100	43	49	87	42	50	--	--	--	--	--	--
11	Reading	78	39	46	100	44	44	77	43	45	--	--	--	--	--	--
	Language	78	44	43	100	46	42	77	43	44	--	--	--	--	--	--
	Mathematics	78	50	51	100	53	52	77	49	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

GHS adheres to the discipline policies set forth by the GUHSD Governing Board. Glendale's administrators and faculty maintain a high visibility on campus during the school day. Second, a dress code has been created to ensure clothing does not distract from student learning. Third, students are held accountable for attending classes everyday; students who do not abide by the attendance policies are assigned in-school suspension.

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)

1

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,132	\$4,175,943
Classroom Supplies	\$42	\$56,047
Administration	\$583	\$777,924
Support Services-Students	\$240	\$320,246
Other Support Services and Operations	\$1,117	\$1,488,842
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,114</b>	<b>\$6,819,002</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Deborah Jordan	(623) 435-6200	218
<b>Transportation Policy</b>	Pamela Miller	(623) 435-6084	
<b>Community Resources</b>	Deborah Jordan	(623) 435-6200	218
<b>School Nutrition Programs</b>	Cathy Getz	(623) 435-6000	
<b>Parent Organization</b>	Brian Zufall	(623) 435-6200	
<b>Student Health/Nurse</b>	Christine Blackburn	(623) 435-6200	

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.

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