

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6216 W. Glendale Avenue, Glendale, AZ 85301

Glendale Union High School 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>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing Plus
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 <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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

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

### School Overview

Principal/Administrator : Ms. Deborah J Jordan  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 2005 Enrollment : 1674  
 Web Address : [www.guhsdaz.org/schools/glendale.asp](http://www.guhsdaz.org/schools/glendale.asp)  
 Phone Number : (623) 435-6200  
 Fax Number : (623) 435-6270  
 E-mail : [djjordan@guhsdaz.org](mailto:djjordan@guhsdaz.org)

### 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.

### School / Academic Goals

- ü All student achievement levels will continue to improve on state and national standardized tests.
- ü All students will continue to increase reading comprehension by reading across all content areas and making more use of leisure time reading.
- ü All students will show improvement on district assessments which are aligned to state standards.
- ü All students will continue to increase their math abilities by taking at least three years of math in order to improve their achievement levels on state and district assessments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1542  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 59

Instructional Programs

- ü Honors/AP/Accelerated Classes
- ü Fine Arts Programs
- ü NJROTC Program
- ü Aligned Curriculum to State Standards
- ü Fire Science Program
- ü Aspire to Teach
- ü Criminal Justice Program
- ü Technology Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Quarterly newsletters; quarterly reports on students' academic progress mailed; students' absence reports; state test data; teacher communication on a one-to-one basis with parents; and 4 year educational plan for all students.

Parents

We believe all students can learn. Schools and parents working together can control the conditions for success of all students. Parents can participate in clubs, plan on-site councils, attend parent-teacher conferences and support school policies.

Transportation Policy

According to Policy 8321, students within the district who reside more than 1 1/2 miles from school may ride the school buses. Students with physical handicaps living closer to the school may apply with the Assistant Principal's office for a permit to ride.

School Honors

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

Award/Honor	Year
ü Wal-Mart - Arizona Teacher of the Year	2005
ü Arizona SEI Teacher of the Year	2005
ü Outstanding Teacher Recognition	2004
ü National Merit Finalist	2003

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	328	3552	69846	100	100	100	680	706	699	26	16	21	13	9	11	48	48	49	14	27	18
All Students (Prior Year)	363	3443	65934	99	99	100	487	500	492	45	33	43	23	20	18	20	29	24	11	19	15
Female	158	1740	34328	99	100	99	689	709	702	26	14	19	10	9	12	47	49	51	17	27	18
Male	170	1815	35509	100	100	100	672	704	696	25	18	23	15	9	11	49	46	48	10	27	18
African American	38	268	3535	100	100	100	672	663	677	48	28	31	15	14	15	33	45	46	3	13	8
Hispanic	199	1283	23363	100	100	100	681	692	680	23	22	32	16	14	16	49	48	45	11	16	7
Asian/Pacific Islander	12	123	1742	100	100	99	745	737	733	8	11	8	0	4	7	50	46	46	42	40	38
American Indian/Alaskan Native	NC	93	4785	NC	100	100	NC	692	671	NC	16	39	NC	7	17	NC	49	39	NC	27	5
White	70	1785	36421	100	100	99	678	721	714	23	10	12	6	6	8	47	48	54	23	37	26
Students with Disabilities	39	398	7690	100	100	100	475	556	593	56	58	64	28	16	14	16	23	21	0	3	2
Students without Disabilities	292	3160	62220	100	100	99	705	725	712	22	11	16	11	8	11	52	51	53	15	30	20
Limited English Proficient Students	70	387	5834	100	100	100	608	604	612	48	38	46	17	18	20	32	37	31	3	7	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	186	1149	21421	93	93	92	695	701	686	29	26	35	15	11	15	46	47	43	10	15	7
Non-Economically Disadvantaged	145	2409	48489	100	100	100	659	709	704	20	11	15	11	8	10	50	48	52	19	34	23

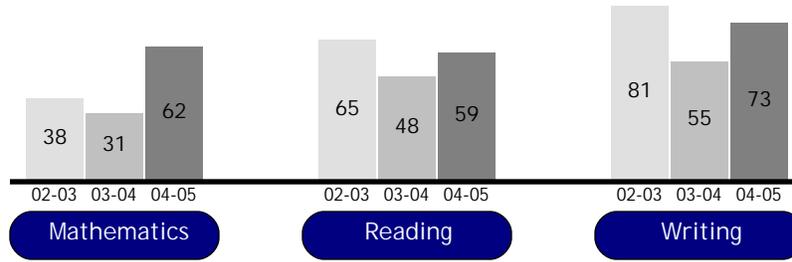
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	3657	71311	100	100	100	666	692	694	12	7	7	29	19	21	53	65	63	6	10	9
All Students (Prior Year)	398	3592	68162	100	100	100	496	514	509	24	14	18	29	22	24	45	56	51	3	8	8
Female	168	1779	34899	99	100	100	677	698	700	10	6	5	25	17	19	58	66	66	7	11	10
Male	175	1875	36430	100	100	100	656	688	688	14	7	9	33	21	22	48	63	61	5	9	8
African American	40	280	3573	98	100	100	657	656	676	29	11	9	34	30	26	37	53	60	0	6	4
Hispanic	204	1315	24056	100	100	100	664	674	672	12	11	13	34	27	31	52	58	53	3	4	3
Asian/Pacific Islander	12	126	1731	100	100	98	707	705	717	8	7	3	8	17	13	83	68	68	0	8	16
American Indian/Alaskan Native	10	102	5110	100	100	100	625	672	661	11	4	14	11	28	38	67	66	46	11	2	2
White	77	1834	36841	100	100	99	675	711	713	7	3	3	20	12	12	55	70	72	17	15	13
Students with Disabilities	43	413	8021	100	100	100	476	555	590	23	20	27	54	47	42	23	31	29	0	2	1
Students without Disabilities	300	3248	63379	100	100	100	690	710	707	11	5	5	26	16	18	57	69	68	6	11	10
Limited English Proficient Students	73	414	6402	100	100	100	585	579	596	33	28	25	41	40	44	26	30	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	198	1201	22243	93	92	93	678	684	677	17	12	14	30	28	32	49	57	51	3	4	3
Non-Economically Disadvantaged	145	2460	49157	100	100	100	648	697	702	5	4	4	27	15	16	58	69	69	10	13	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	340	3635	70868	100	100	100	673	691	688	6	4	5	21	17	23	69	68	63	4	11	9
All Students (Prior Year)	393	3575	67629	99	99	100	508	545	524	25	16	22	20	16	16	54	62	59	1	6	3
Female	169	1776	34710	100	100	99	685	700	697	5	3	3	16	12	19	75	70	66	5	14	12
Male	171	1857	36176	100	100	100	661	682	678	8	5	7	25	21	27	64	67	59	3	8	7
African American	40	278	3557	98	100	99	671	661	675	11	7	7	23	21	25	66	65	62	0	7	6
Hispanic	201	1302	23868	99	99	100	673	678	670	5	6	9	26	23	33	67	65	55	2	6	4
Asian/Pacific Islander	12	126	1732	100	100	98	699	709	713	8	4	2	0	13	12	92	65	64	0	18	22
American Indian/Alaskan Native	10	101	5001	100	100	100	630	674	661	11	4	9	0	20	41	78	70	48	11	7	2
White	77	1828	36710	100	100	99	675	703	702	7	2	2	10	12	15	72	71	69	10	14	13
Students with Disabilities	42	409	7900	100	100	100	481	551	580	24	16	22	35	48	49	41	33	28	0	2	1
Students without Disabilities	298	3229	63054	99	99	99	697	708	701	4	2	3	19	13	20	73	73	67	4	12	10
Limited English Proficient Students	71	408	6308	100	100	100	588	581	591	16	18	19	48	39	47	35	41	33	0	3	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	195	1191	21994	92	91	92	685	686	673	8	8	10	24	24	36	65	63	52	3	5	3
Non-Economically Disadvantaged	145	2447	48960	100	100	100	654	693	694	4	2	3	15	13	18	76	71	67	5	14	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

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	96	26	40	41	88	33	NA	42	98	39	50	51
	Language	99	36	45	42	90	39	50	42	98	39	50	50
	Mathematics	99	52	66	60	90	58	71	63	98	38	50	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/](http://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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	78.60
Other Professional Staff	8.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	9	3	0	0
7 to 9 years	8	7	0	0
10 or more years	15	25	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	239
Teachers with Emergency Certificaton.	22
Percent of teachers in the school with Emergency/Provisional Certification	27%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Labs/ESL Classrooms
- Ü Multimedia Business and Computer Labs
- Ü Read 180 Labs
- Ü CAD and Introtech Labs

Extracurricular Activities

- Ü National Honor Society
- Ü Vocal/Instrumental Music
- Ü Interscholastic Athletics
- Ü Diversified Education Coop
- Ü Service Organizations
- Ü Math Honor Society
- Ü Student Government
- Ü Thespians

Social Services

- Ü Counseling Services
- Ü Social Worker
- Ü Peer Tutors
- Ü Adult Education/ELL - Community Classes
- Ü School Based Clinic
- Ü Psychologist
- Ü School Resource Officer
- Ü Full Time Health Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü In an effort to assist all students in their futures, GHS has 67 percent of its students enrolled in postsecondary schooling. More than \$3 million dollars in scholarships and/or financial aid was received for the Class of 2005.
- ü There is continuous improvement on advanced placement tests as well as an increase in the number of students taking accelerated classes.
- ü Students continue to show improvement on state tests.
- ü Students rank at the top of district assessments which are aligned to state standards and district objectives.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	25	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	74	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	94	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

GHS adheres to the discipline policies set by the Governing Board. Glendale's administrators and faculty maintain high visibility on campus during the school day. Students not abiding by the attendance policies are assigned in-school suspension.

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) :

1

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	Deborah Jordan	(623) 435-6200
Transportation Policy	Eddie Astorga	(623) 435-6000
Community Resources	Kim Mesquita	(623) 435-6000
School Nutrition Programs	Yome Gokool	(623) 435-6000
Parent Organization	Leslie Woods	(623) 435-6200
Student Health/Nurse	Brenda Livengood	(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. "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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* 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.