

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2217 W. Glendale Ave., Phoenix, AZ 85021

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 LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Virginia A. Gibney
 Schedule : 7:15 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 1530
 Web Address : www.guhsdaz.org/schools/washington.asp
 Phone Number : (623) 915-8400
 Fax Number : (623) 915-8437
 E-mail : vagibney@guhsdaz.org

Mission

Empower students for the choices and challenges of the 21st Century. To participate in a rapidly-changing society, communicate effectively, respect self, others and the environment, apply problem-solving processes, use learning strategies and set and meet high standards.

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 Increase the percentage of students who pass the AIMS tests in reading, writing and math by focusing on specific areas for improvement and providing extra opportunities for students who need them.
- ü Continue to maintain a high graduation rate and a low dropout rate.
- ü Increase/maintain high percentage of students in AP/Honors program.
- ü Increase school-parent communication.

Enrollment

October 1, 2003 School Year Student Enrollment : 1511
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 284

Instructional Programs

- ü AP/Honors Classes
- ü Computer Technology Program
- ü Learning Support Centers
- ü Fine Arts Program
- ü Career Education
- ü At Risk Program
- ü ELL Instruction
- ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Washington High School recognizes that our staff works in conjunction with parents to ensure the best education for our students. The school's responsibilities include: maintaining high standards/expectations for all students; ensuring a safe and orderly campus; providing all students with due process; communicating with parents on a regular basis; providing students with a diverse choice of extracurricular opportunities; using instructional strategies that enable all students to learn.

Parents

To assist the Washington High School staff in ensuring the best education possible for all students, parental responsibilities include: ensuring that students arrive to school on time; ensuring that students attend school regularly; supporting school policies; providing support with homework; involving themselves in school decision-making and activities; holding high expectations for academics and behavior; communicating possible problems/issues to school staff; attending school events.

Transportation Policy

Students who reside more than one and one-half miles from school may ride the school buses. Physically handicapped students may apply at the school principal's office for a permit to ride. Policy # 8321.

School Honors

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

Award/Honor	Year
ü Earned \$2 Million in Scholarships (Value Over 4 Years)	2004
ü 88% of Graduates Continue Studies	2004
ü Two National Merit Scholars	2004
ü 127 AP Students Tested for College Credit	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	384	3443	65934	99	99	100	498	500	492	33	33	43	21	20	18	31	29	24	15	19	15
All Students (Prior Year)	359	3309	57534	99	99	91	496	501	491	40	34	46	18	19	16	26	28	23	16	19	15
Female	196	1680	32586	100	99	100	501	500	491	27	33	44	22	20	19	37	30	24	14	17	14
Male	188	1755	33226	98	98	99	494	501	493	40	33	42	20	19	18	25	27	24	15	20	16
African American	44	251	3042	100	99	98	482	488	478	49	46	58	28	23	19	18	21	17	5	10	6
Hispanic	119	1194	21740	100	99	100	485	487	475	49	47	63	22	21	17	23	22	15	6	10	5
Asian/Pacific Islander	NC	102	1643	NC	99	99	NC	511	519	NC	25	23	NC	14	13	NC	33	30	NC	28	34
American Indian/Alaskan Native	NC	86	4351	NC	95	99	NC	499	472	NC	27	68	NC	22	16	NC	36	13	NC	15	4
White	205	1802	34819	99	99	99	508	510	505	22	22	27	20	18	20	39	34	31	20	26	22
Students with Disabilities	34	318	6507	92	98	100	422	462	456	100	82	83	0	10	9	0	8	6	0	0	2
Students without Disabilities	350	3125	59427	100	99	100	498	501	494	33	32	41	21	20	19	31	29	25	15	19	16
Limited English Proficient Students	24	315	6793	96	100	100	463	468	464	70	72	79	17	14	11	13	10	8	0	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	642	18745				NC	486	475	NC	50	64	NC	20	16	NC	20	15	NC	10	5
Non-Economically Disadvantaged	375	2801	47182				498	504	499	33	29	35	21	19	19	31	31	27	15	21	19

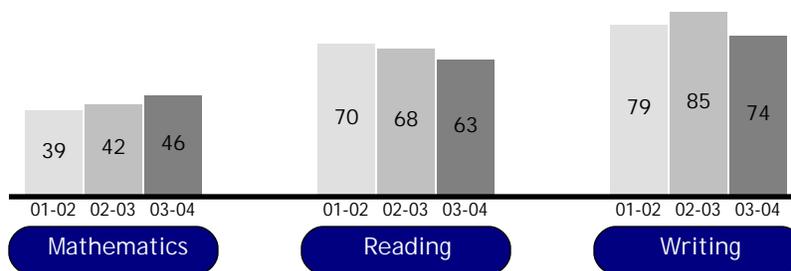
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	398	3592	68162	100	100	100	512	514	509	13	14	18	25	22	24	57	56	51	6	8	8
All Students (Prior Year)	359	3301	56700	99	99	89	517	521	512	9	8	15	22	20	23	56	60	52	12	12	10
Female	202	1735	33509	100	100	100	519	517	513	9	13	15	21	20	23	63	58	52	8	9	9
Male	196	1854	34521	100	99	100	504	510	505	17	16	20	29	23	24	51	55	49	3	7	7
African American	46	269	3163	100	100	99	498	499	497	24	20	22	39	33	30	35	45	46	2	3	3
Hispanic	124	1263	22624	100	99	100	498	496	487	19	24	32	30	27	31	48	46	35	2	3	2
Asian/Pacific Islander	10	109	1666	100	100	100	504	502	523	20	17	11	20	29	17	60	50	60	0	5	12
American Indian/Alaskan Native	NC	90	4592	NC	97	100	NC	499	484	NC	15	32	NC	33	37	NC	51	30	NC	1	1
White	211	1853	35727	100	99	100	525	529	526	6	6	7	19	16	17	67	66	64	9	12	12
Students with Disabilities	41	340	6845	100	100	100	469	472	468	49	47	53	35	33	29	16	19	18	0	1	1
Students without Disabilities	357	3252	61317	100	99	100	516	516	512	9	12	15	24	21	23	61	59	53	6	8	8
Limited English Proficient Students	24	337	7152	96	100	100	458	460	464	71	65	57	29	25	31	0	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	10	700	19528				483	495	487	20	25	31	60	30	32	20	43	34	0	2	2
Non-Economically Disadvantaged	388	2892	48595				513	518	518	13	12	13	24	20	20	58	60	57	6	9	10

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	396	3575	67629	100	99	100	559	545	524	14	16	22	11	16	16	68	62	59	6	6	3
All Students (Prior Year)	360	3233	55090	99	97	87	492	494	479	9	8	16	5	6	13	84	86	70	1	1	0
Female	201	1728	33347	100	99	100	581	559	537	10	13	17	8	14	15	72	66	64	9	8	4
Male	195	1844	34151	100	99	99	534	531	512	18	20	27	15	18	18	64	58	54	3	4	2
African American	46	268	3150	100	100	99	511	523	515	34	22	24	22	23	19	44	53	56	0	2	2
Hispanic	124	1257	22313	100	99	100	529	515	493	23	26	34	13	18	19	59	53	46	4	3	1
Asian/Pacific Islander	10	106	1659	100	97	100	575	553	564	11	15	11	11	13	12	78	64	68	0	8	9
American Indian/Alaskan Native	NC	90	4528	NC	97	99	NC	530	492	NC	14	35	NC	28	21	NC	58	42	NC	0	1
White	209	1846	35593	100	99	99	586	569	547	4	9	13	7	13	14	79	69	69	9	9	4
Students with Disabilities	39	332	6712	100	99	100	331	445	445	100	61	61	0	23	18	0	17	21	0	0	0
Students without Disabilities	357	3243	60917	100	99	100	561	548	530	13	15	19	11	16	16	69	63	61	6	6	3
Limited English Proficient Students	24	329	6994	96	100	100	415	426	442	70	65	58	17	16	18	13	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	10	700	19310				468	508	489	50	28	35	30	21	20	20	50	44	0	2	1
Non-Economically Disadvantaged	386	2875	48278				562	553	538	13	14	17	11	15	15	70	65	65	7	7	4

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. 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?	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 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
9	Reading	100	38	40	37	97	41	40	41	93	41	NA	42
	Language	100	48	46	38	98	49	45	42	94	51	50	42
	Mathematics	100	71	65	56	98	77	66	60	94	77	71	63

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

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

Council Duties

- Ü Provide leadership and vision
- Ü Examine data on student performance
- Ü Develop performance & improvement goals
- Ü Participate on committees/design teams
- Ü Communicate information to stakeholders
- Ü Distribute non-designated tax donations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	69.70
Other Professional Staff	6.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	1
4 to 6 years	7	5	0	0
7 to 9 years	5	6	0	0
10 or more years	12	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 55
 Core academic classes taught by Highly Qualified (NCLB) teachers. 247
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Six Computer Labs/CAD Lab/Wireless Labs
- Ü Weight Room
- Ü Multimedia Center/Internet Access
- Ü Title I Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Fine Arts Clubs
- Ü Student Government
- Ü DECA, COE, HERO
- Ü Interact (Service Club)
- Ü Foreign Language Clubs
- Ü Ramsworld (Tolerance Program)
- Ü All Sports

Social Services

- Ü Free and Reduced Lunch
- Ü Counseling Groups
- Ü Crisis Intervention
- Ü Refugee Assistance
- Ü Social Worker
- Ü Access to Medical Clinic
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Approximately 20% of the senior class is enrolled in one or more Advanced Placement classes.

- ü A high percentage of Washington High School seniors have passed the AIMS test before they graduate. Efforts are ongoing to increase that number.

- ü Washington High School students perform well on district assessments which measure student attainment of district-determined course outcomes. Scores are analyzed each year and school improvement plans are developed.

- ü Washington High School's Interact Club, sponsored by Rotary International, is the largest in the world, and provides countless hours of community service to the community.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	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	83			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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

Administrators & teachers hold students accountable for following school rules. Administrators are highly visible. WHS has a program that promotes tolerance & a peer mediation program. A School Resource Officer assists our students & the community.

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) :

0

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	Virginia A. Gibney	(623) 915-8405
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Michielle Fenton	(623) 915-8454
School Nutrition Programs	Virginia Rodriguez	(623) 915-8410
Parent Organization	Paul Yarnevich	(623) 915-8436
Student Health/Nurse	Rachael Hedrick	(623) 915-8403

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

** 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.