

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8045 N. 47th Avenue, Glendale, AZ 85302

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)

2005-06	Highly Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Brian Capistran
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.guhsdaz.org/schools/apollo.asp
 Phone Number : (623) 435-6300
 Fax Number : (623) 435-6369
 E-mail : bpcapist@guhsdaz.org

Mission

Mission: To empower all students for the choices and challenges of the 21st Century. Vision: All students will graduate with set exit outcomes.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü To increase the number of students who pass AIMS by their senior year in math, reading and writing. To increase the percentage of students who pass district assessments. To increase the amount of reading and writing taught across the curriculum.
- ü To improve student attendance and punctuality. To reduce the number of students that have been absent or tardy a combination of 13 times. To decrease the number of students retained in the tardy center.
- ü Continue to increase the number of students that participate in co- and extra-curricular activities, including athletics.
- ü To increase parent and family involvement at school events. To improve communication with our parents, families and community.

Enrollment

October 1, 2005 School Year Student Enrollment : 1800
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 190

Instructional Programs

- ü Advanced Placement/Accelerated Classes
- ü On-site Special Ed/ELL/Title I Programs
- ü Fine Arts/Vocational Education Classes
- ü Community College Partnerships
- ü Fire Science Classes
- ü READ 180
- ü ELL READ 180
- ü Dual Enrollment Classes

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 :	5/24/2006

Shared Responsibilities

School

We publish a quarterly newsletter that is mailed to each home. Learning Centers for academic assistance are provided on Wednesday mornings. We mail interim reports every four weeks tracking academic progress. We strive to communicate with parents in a variety of ways such as email, mail and auto-caller. Four-year educational plans are an integral part of planning for each student's successful academic career.

Parents

Parents should be aware of, and abide by all policies and procedures for attendance, behavior and dress for their child. Communicating with teachers, counselors and office staff is imperative. Support and participation in parent organizations and school activities is appreciated.

Transportation Policy

Students in the district who reside more than 1.5 miles from school may ride our school buses. Students with disabilities who live closer to the school may apply at the school office for a permit to ride or receive specialized transportation.

School Honors

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

Award/Honor	Year
ü 2 Victory with honor nominees	2005
ü NJROTC Nat'l Recognition Honor Unit & Achievement Award	2005
ü Congressional Art Award Winner	2005
ü 4A State Boys Basketball Champions	2005

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	383	3339	71130	92	92	95	710	716	701	13	11	23	10	9	13	60	60	51	16	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1706	35465	95	94	96	711	716	702	13	10	21	11	9	13	62	61	53	14	19	13
Male	184	1632	35648	89	89	94	710	717	701	14	12	24	10	8	12	58	59	50	18	20	14
African American	36	273	3868	90	90	95	695	700	686	25	18	33	8	13	17	58	60	45	8	9	6
Hispanic	178	1360	25103	92	92	95	703	703	685	15	17	34	16	11	16	60	61	45	9	11	5
Asian/Pacific Islander	15	111	1805	100	99	98	708	723	731	13	12	9	7	7	7	67	52	50	13	29	34
American Indian/Alaskan Native	NC	107	4241	NC	95	90	NC	712	679	NC	8	39	NC	13	19	NC	68	39	NC	10	3
White	145	1488	36075	92	91	95	725	731	715	8	5	12	3	5	9	60	60	58	28	30	21
Students with Disabilities	NC	91	5862	NC	24	71	NC	686	658	NC	20	63	NC	22	15	NC	56	20	NC	2	2
Students without Disabilities	378	3248	65268	100	100	98	710	717	705	13	11	19	11	8	12	60	61	54	16	20	15
Limited English Proficient Students	27	258	4859	96	91	93	666	669	662	67	50	64	4	18	15	30	31	20	NA	1	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	160	1490	22957	89	89	93	703	705	685	19	16	34	11	11	17	58	61	44	12	12	5
Non-Economically Disadvantaged	223	1849	48173	95	94	96	716	726	709	9	7	17	10	7	11	61	60	55	19	27	18

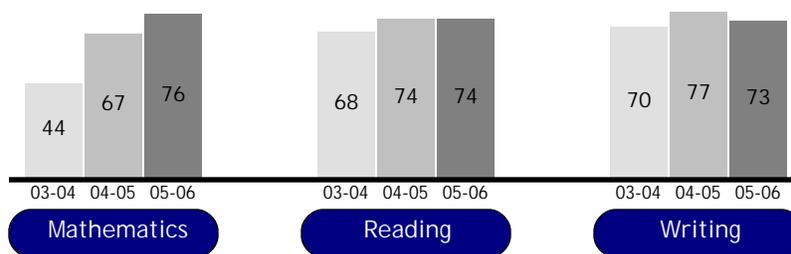
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	3571	73018	94	96	97	705	706	703	4	4	6	21	22	23	67	66	64	7	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	206	1797	36181	96	97	97	709	710	708	2	3	4	19	21	21	69	66	65	9	10	9
Male	197	1773	36816	92	96	96	700	702	699	6	5	7	23	23	24	65	66	62	6	6	7
African American	39	302	3976	89	96	96	685	690	689	5	6	8	36	31	29	56	60	59	3	3	3
Hispanic	188	1431	25801	94	95	96	696	691	683	5	6	10	23	31	34	67	59	53	4	4	3
Asian/Pacific Islander	14	112	1812	88	97	98	691	710	722	NA	4	3	36	20	15	64	65	66	NA	11	16
American Indian/Alaskan Native	10	117	4389	100	100	93	NA	696	675	NA	3	9	NA	29	42	NA	65	47	NA	3	1
White	151	1607	37024	94	97	97	723	722	721	2	2	2	13	12	12	72	73	73	13	13	13
Students with Disabilities	11	263	7170	26	66	85	655	659	654	27	16	23	27	48	47	45	35	29	NA	0	1
Students without Disabilities	392	3308	65848	100	100	98	705	709	708	4	3	4	21	20	20	68	69	67	7	8	9
Limited English Proficient Students	28	274	5099	100	94	95	641	640	641	21	25	29	71	66	59	7	9	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	174	1639	23912	92	95	94	689	689	681	7	6	10	32	33	36	56	58	52	5	3	2
Non-Economically Disadvantaged	229	1932	49106	95	98	98	716	720	714	2	2	4	13	13	16	76	73	69	9	12	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	413	3545	72810	96	96	96	695	692	685	4	4	6	23	25	30	65	64	58	8	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	1796	36111	98	97	97	708	701	695	1	3	4	16	18	23	72	69	65	11	10	8
Male	203	1748	36678	95	94	95	681	682	674	7	5	9	31	32	36	57	59	52	4	4	3
African American	40	298	3962	91	95	96	678	681	675	10	7	8	33	27	33	50	62	55	8	4	3
Hispanic	194	1435	25735	97	96	96	690	682	669	3	6	10	28	33	41	66	58	48	3	4	2
Asian/Pacific Islander	14	111	1809	88	97	97	668	691	704	14	9	4	36	13	19	43	68	65	7	10	13
American Indian/Alaskan Native	10	115	4370	100	98	92	NA	690	670	NA	3	9	NA	28	39	NA	61	50	NA	8	2
White	154	1584	36915	96	96	97	709	703	697	3	2	3	12	18	21	70	69	67	14	10	8
Students with Disabilities	21	240	7071	50	60	84	670	647	634	5	13	24	57	56	53	38	30	21	NA	1	1
Students without Disabilities	392	3305	65739	100	100	98	696	694	689	4	4	4	21	23	27	66	66	62	8	7	6
Limited English Proficient Students	28	276	5046	100	95	94	610	617	621	29	31	31	61	54	56	11	15	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	179	1624	23814	95	94	94	680	678	667	6	7	10	36	33	41	55	57	47	3	3	2
Non-Economically Disadvantaged	234	1921	48996	98	97	97	706	703	693	3	2	4	14	18	24	72	70	64	12	10	7

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	42	NA	42	97	49	50	51	93	50	50	52
	Language	89	49	50	42	97	47	50	50	93	52	50	50
	Mathematics	89	62	71	63	97	49	50	50	93	52	52	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

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

Council Duties

- Ü Planning Team--Visionary
- Ü School Goals
- Ü Cultural Diversity
- Ü Accountability
- Ü North Central Association Accreditation
- Ü Parent/Educator Relationships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	82.00
Other Professional Staff	10.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	7	1	0
4 to 6 years	9	3	1	0
7 to 9 years	2	5	0	0
10 or more years	6	24	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	268
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer-Wireless Labs/Multimedia Center
- Ü Intro Tech/CAD Labs
- Ü READ 180/PLATO Labs
- Ü Culinary Arts Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Art/Theatre/Music Organizations
- Ü Co-Curricular Clubs/NJROTC
- Ü Interscholastic Athletics
- Ü Literary Magazine
- Ü Speech & Debate/Academic Decathlon
- Ü Hawktown/Anytown

Social Services

- Ü Community Classes/Seminars
- Ü Parent Booster Clubs
- Ü Crisis Intervention/Health Services
- Ü Social Worker
- Ü C.O.O.P. Preschool
- Ü School Psychologist
- Ü Adult English Classes
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The 2005-06 graduation rate was 93% with 87% of our seniors enrolling in postsecondary education. Nearly \$1,000,000 in scholarships, grants or other financial aid were received by our seniors. The dropout rate was 2.7% for 2005-06.
- ü Many students received college credit with advanced placement classes and community partnerships such as ACE+, Aspire to Teach, Criminal Justice, Fire Science and Child Development.
- ü We continue to have strong participation in extra-curricular activities. We believe involvement in extra-curricular activities assists with a well-rounded educational experience for our students.
- ü Our students continue to excel with their district assessments with a better than 80% success rate.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	92	NA	NA	81

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

Apollo provides cultural diversity programs such as Hawktown and Community Builders. To prevent school conflict, the campus is closed during the school day and administrators provide a high level of visibility and supervision. Apollo High School has a school resource officer and provides conflict resolution meetings to prevent incidents from occurring.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

66

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	Hal Anders	(623) 435-6300
Transportation Policy	Sandi Gregory	(623) 435-6084
Community Resources	Kim Mesquita	(623) 435-6019
School Nutrition Programs	Dung (Yome) Gokool	(623) 435-6018
Parent Organization	Don DeBusk	(602) 978-1002
Student Health/Nurse	Sallie Cristiani	(623) 435-6303

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 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.

6 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.