

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6602 N. 75th Avenue, Glendale, AZ 85303

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 : Mr. Mark E Farison
 Schedule : 7:15 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 1701
 Web Address : www.guhsdaz.org/schools/independence.asp
 Phone Number : (623) 435-6100
 Fax Number : (623) 435-6157
 E-mail : mefariso@guhsdaz.org

Mission

Independence High School's mission is to empower all students for the choices and challenges of the 21st Century.

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 **READING:** All students will demonstrate improved/increased comprehension through a variety of tests in diverse curricula.
- ü **ACHIEVEMENT:** All students will demonstrate increased achievement on district, state and national assessments.
- ü **COMMUNICATION:** Independence High School will implement improved methods of communication to and with parents.
- ü **EXTRACURRICULAR ACTIVITIES:** Independence High School will develop and implement strategies to encourage increased student participation in extracurricular activities.

Enrollment

October 1, 2003 School Year Student Enrollment : 1706
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 57

Instructional Programs

- ü Advanced Placement/Fine Arts Programs
- ü School-to-Career Transition Experiences
- ü NJROTC/Special Services/ELL
- ü Extended Opportunity Courses
- ü App. Tech/Business/Fam.Cons. Sciences
- ü Foreign Lang./Lang. Arts/Mathematics
- ü Science/Soc. Studies/Visual Arts
- ü Physical Education/CNA Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our school maintains a learning environment that is safe, orderly, productive and committed to quality instruction. Independence strives for continuous improvement in programs and practices resulting in success for all students.

Parents

Parents should reinforce all school/classroom policies and expectations. They should encourage academic and extracurricular endeavors and work with the school on all matters related to their student.

Transportation Policy

Students within the district who reside more than 1 1/2 miles from school may ride the school bus. Students who are physically handicapped and live closer to the school may apply for a permit to ride the bus (Policy #8321).

School Honors

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

Award/Honor	Year
ü IHS Senior Receives an Appointment to USAF Academy	2004
ü IHS Senior Receives a Scholarship to Harvard University	2004
ü 13 Varsity Football Players Make All Region Team	2003
ü Band Rated 'Excellent' at ASU Band Festival	2002

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	397	3443	65934	100	99	100	490	500	492	45	33	43	24	20	18	21	29	24	11	19	15
All Students (Prior Year)	401	3309	57534	99	99	91	488	501	491	51	34	46	19	19	16	17	28	23	13	19	15
Female	205	1680	32586	100	99	100	490	500	491	47	33	44	23	20	19	18	30	24	11	17	14
Male	191	1755	33226	97	98	99	490	501	493	42	33	42	24	19	18	24	27	24	10	20	16
African American	62	251	3042	97	99	98	485	488	478	50	46	58	26	23	19	17	21	17	7	10	6
Hispanic	209	1194	21740	100	99	100	487	487	475	48	47	63	23	21	17	20	22	15	8	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	111	1802	34819	100	99	99	500	510	505	37	22	27	23	18	20	22	34	31	17	26	22
Students with Disabilities	39	318	6507	100	98	100	459	462	456	100	82	83	0	10	9	0	8	6	0	0	2
Students without Disabilities	358	3125	59427	99	99	100	491	501	494	44	32	41	24	20	19	22	29	25	11	19	16
Limited English Proficient Students	45	315	6793	100	100	100	470	468	464	74	72	79	14	14	11	7	10	8	5	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	103	642	18745				483	486	475	55	50	64	21	20	16	17	20	15	7	10	5
Non-Economically Disadvantaged	294	2801	47182				493	504	499	41	29	35	24	19	19	23	31	27	12	21	19

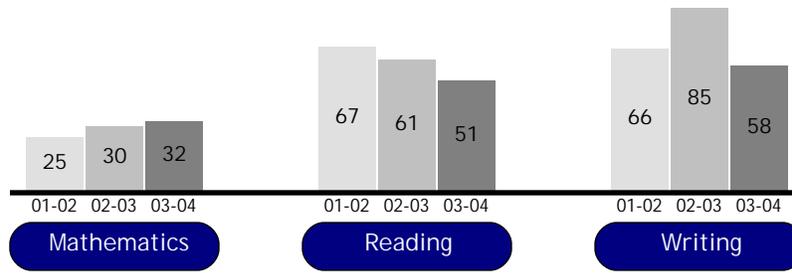
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	3592	68162	100	100	100	498	514	509	21	14	18	29	22	24	49	56	51	2	8	8
All Students (Prior Year)	399	3301	56700	99	99	89	509	521	512	11	8	15	28	20	23	56	60	52	5	12	10
Female	215	1735	33509	100	100	100	501	517	513	17	13	15	32	20	23	49	58	52	3	9	9
Male	206	1854	34521	99	99	100	494	510	505	25	16	20	26	23	24	49	55	49	0	7	7
African American	64	269	3163	100	100	99	500	499	497	17	20	22	33	33	30	50	45	46	0	3	3
Hispanic	224	1263	22624	99	99	100	490	496	487	27	24	32	29	27	31	42	46	35	2	3	2
Asian/Pacific Islander	NC	109	1666	NC	100	100	NC	502	523	NC	17	11	NC	29	17	NC	50	60	NC	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	117	1853	35727	100	99	100	511	529	526	9	6	7	28	16	17	60	66	64	3	12	12
Students with Disabilities	44	340	6845	100	100	100	460	472	468	70	47	53	14	33	29	16	19	18	0	1	1
Students without Disabilities	377	3252	61317	98	99	100	502	516	512	15	12	15	31	21	23	53	59	53	2	8	8
Limited English Proficient Students	49	337	7152	100	100	100	461	460	464	65	65	57	22	25	31	12	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	109	700	19528				490	495	487	27	25	31	38	30	32	35	43	34	1	2	2
Non-Economically Disadvantaged	312	2892	48595				500	518	518	19	12	13	26	20	20	54	60	57	2	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	421	3575	67629	100	99	100	518	545	524	25	16	22	17	16	16	57	62	59	1	6	3
All Students (Prior Year)	374	3233	55090	92	97	87	483	494	479	10	8	16	6	6	13	85	86	70	0	1	0
Female	215	1728	33347	100	99	100	530	559	537	19	13	17	17	14	15	62	66	64	2	8	4
Male	206	1844	34151	99	99	99	507	531	512	31	20	27	17	18	18	52	58	54	0	4	2
African American	64	268	3150	100	100	99	525	523	515	19	22	24	20	23	19	61	53	56	0	2	2
Hispanic	225	1257	22313	99	99	100	506	515	493	30	26	34	16	18	19	52	53	46	1	3	1
Asian/Pacific Islander	NC	106	1659	NC	97	100	NC	553	564	NC	15	11	NC	13	12	NC	64	68	NC	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	117	1846	35593	100	99	99	540	569	547	18	9	13	17	13	14	63	69	69	2	9	4
Students with Disabilities	44	332	6712	100	99	100	435	445	445	70	61	61	21	23	18	9	17	21	0	0	0
Students without Disabilities	377	3243	60917	98	99	100	528	548	530	19	15	19	17	16	16	63	63	61	1	6	3
Limited English Proficient Students	49	329	6994	100	100	100	434	426	442	65	65	58	12	16	18	22	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	109	700	19310				506	508	489	32	28	35	17	21	20	51	50	44	0	2	1
Non-Economically Disadvantaged	312	2875	48278				523	553	538	22	14	17	17	15	15	59	65	65	2	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	96	35	40	37	96	33	40	41	85	42	NA	42
	Language	96	43	46	38	99	36	45	42	85	42	50	42
	Mathematics	99	55	65	56	99	57	66	60	85	63	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

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

Council Duties

- Ü Enhance/Improve Student Achievement
- Ü Communication With Students/Staff/Parent
- Ü Planning Students'/School's Future Focus
- Ü Maintain High Grad Rate/Low Dropout Rate
- Ü Analyze School Effectiveness
- Ü Explore Educational Innovations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	90.60
Other Professional Staff	8.40	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	12	0	0	0
7 to 9 years	10	4	0	0
10 or more years	18	26	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 56
 Core academic classes taught by Highly Qualified (NCLB) teachers. 256
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü 8 Computer Labs/Media Center/Theatre
- Ü Computer-assisted Drafting/Introtech Lab
- Ü Vocal/Instrumental Music Center
- Ü Media Productions Studio

Extracurricular Activities

- Ü Service Clubs (i.e., Key Club, NHS)
- Ü Academic (Decathlon/Speech) Clubs
- Ü Athletic Support Clubs (i.e., Spiritline)
- Ü Special Interest Clubs (i.e., Young Environmentalist Club)

Social Services

- Ü School Nurse/School-Based Clinic
- Ü Counseling Services/Social Worker
- Ü Emergency Response Program
- Ü Free Health Exams
- Ü Federal School Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The number of students taking AP exams increased by 26.3 percent from the previous year. Students who received a three or higher on the AP exams improved by 16.5 percent.
- ü Local survey results indicate that 91 percent of Independence High School parents are satisfied with the school.
- ü Last year, students demonstrated an overall improvement of 13 percent in their Stanford 9 scores.
- ü Sixty-five percent of all Independence High School students participated in at least one extracurricular activity during the school year.

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	91			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

IHS promotes a safe climate through high visibility of school personnel, monitored campus access, ID badges, dress/behavior guidelines, student accountability, closed campus, sweeps, support and resources for students, and a clearly defined emergency response plan.

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) :

25

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	Ann Flaata	(623) 435-6100
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Mary Ellen Naughton	(623) 435-6170
School Nutrition Programs	Dung (Yome) Gokool	(623) 435-6016
Parent Organization	Jeannie Newbill	(623) 435-6100
Student Health/Nurse	Linda Keeler	(623) 435-6103

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.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.