

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9617 Metro Parkway West Suite 2214, Phoenix, AZ 85051

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	Alternative School
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Evaluated
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 Overview

Principal/Administrator : Mrs. Carolyn C. Kelly
 Schedule : 8:00 AM to 4:00 PM
 Grades : 10-12
 2004 Enrollment : 80
 Web Address : guhsd.k12.az.us/~macademy/
 Phone Number : (602) 864-3980
 Fax Number : (602) 864-3988
 E-mail : cckelly@guhsdaz.org

Mission

The mission of Metrocenter Academy is to offer older students who have dropped out of school with the opportunity to resume their studies and earn their high school diploma. Graduates will demonstrate the following exit outcomes: achievement of high academic standards, effective communication skills, respect for self and others, and involvement in community service.

School / Academic Goals

- ü Increase the overall graduation rate and decrease the dropout rate. Provide all students with career exploration opportunities.
- ü At least 90% of the students will indicate that they are satisfied with their academic program at Metrocenter Academy.
- ü At least 80% of our students will participate in community service activities.
- ü Improve the overall percentage of students that are successful on the AIMS tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 79
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 21

Instructional Programs

- ü Programs Target Students Age 17-21
- ü Computer-Assisted and Individual Instr.
- ü Extended School Year
- ü Computer Skills
- ü Career Exploration Activities

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	8 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

The Metrocenter Academy enforces a zero-tolerance policy for drugs, alcohol, smoking, harassment and violence. The Academy requires a minimum of 80% competency in relation to school outcomes for students to earn credit. Handbooks and school policies are provided for students and parents at mandatory orientation meetings. Metrocenter Academy encourages communication with parents through written correspondence and phone calls to verify student progress and attendance.

Parents

The majority of students that enroll at Metrocenter Academy are over 18 years old. As a result, each student is responsible for attending school daily, and behaving appropriately, and making adequate academic progress. Parents are encouraged to stress the value of a quality education and high school diploma, and support their students in their studies. Parents can encourage students to attend school daily and monitor their academic progress through communication with the school.

Transportation Policy

Metrocenter Academy does not provide any transportation for students; however, we are located on major city bus routes.

School Honors

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

Award/Honor	Year
ü Recognition from State Superintendent at Open House	2003
ü Recommended Alternative School by Military Recruiters	2004
ü Scholarships Donated by Honeywell Corp.	2004
ü Scholarships Donated by Pinnacle West/APS	2004

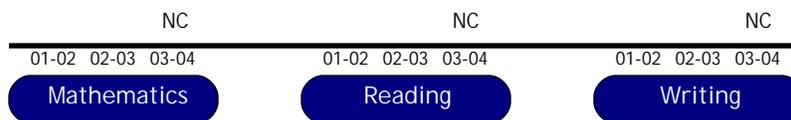
10th Grade

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	NC	3443	65934	NC	99	100	NC	500	492	NC	33	43	NC	20	18	NC	29	24	NC	19	15
All Students (Prior Year)	--	3309	57534	--	99	91	--	501	491	--	34	46	--	19	16	--	28	23	--	19	15
Female	NC	1680	32586	NC	99	100	NC	500	491	NC	33	44	NC	20	19	NC	30	24	NC	17	14
Male	--	1755	33226	--	98	99	--	501	493	--	33	42	--	19	18	--	27	24	--	20	16
African American	--	251	3042	--	99	98	--	488	478	--	46	58	--	23	19	--	21	17	--	10	6
Hispanic	NC	1194	21740	NC	99	100	NC	487	475	NC	47	63	NC	21	17	NC	22	15	NC	10	5
Asian/Pacific Islander	--	102	1643	--	99	99	--	511	519	--	25	23	--	14	13	--	33	30	--	28	34
American Indian/Alaskan Native	--	86	4351	--	95	99	--	499	472	--	27	68	--	22	16	--	36	13	--	15	4
White	--	1802	34819	--	99	99	--	510	505	--	22	27	--	18	20	--	34	31	--	26	22
Students with Disabilities	--	318	6507	--	98	100	--	462	456	--	82	83	--	10	9	--	8	6	--	0	2
Students without Disabilities	NC	3125	59427	NC	99	100	NC	501	494	NC	32	41	NC	20	19	NC	29	25	NC	19	16
Limited English Proficient Students	--	315	6793	--	100	100	--	468	464	--	72	79	--	14	11	--	10	8	--	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	--	642	18745				--	486	475	--	50	64	--	20	16	--	20	15	--	10	5
Non-Economically Disadvantaged	NC	2801	47182				NC	504	499	NC	29	35	NC	19	19	NC	31	27	NC	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	NC	3592	68162	NC	100	100	NC	514	509	NC	14	18	NC	22	24	NC	56	51	NC	8	8
All Students (Prior Year)	--	3301	56700	--	99	89	--	521	512	--	8	15	--	20	23	--	60	52	--	12	10
Female	NC	1735	33509	NC	100	100	NC	517	513	NC	13	15	NC	20	23	NC	58	52	NC	9	9
Male	--	1854	34521	--	99	100	--	510	505	--	16	20	--	23	24	--	55	49	--	7	7
African American	NC	269	3163	NC	100	99	NC	499	497	NC	20	22	NC	33	30	NC	45	46	NC	3	3
Hispanic	NC	1263	22624	NC	99	100	NC	496	487	NC	24	32	NC	27	31	NC	46	35	NC	3	2
Asian/Pacific Islander	--	109	1666	--	100	100	--	502	523	--	17	11	--	29	17	--	50	60	--	5	12
American Indian/Alaskan Native	--	90	4592	--	97	100	--	499	484	--	15	32	--	33	37	--	51	30	--	1	1
White	NC	1853	35727	NC	99	100	NC	529	526	NC	6	7	NC	16	17	NC	66	64	NC	12	12
Students with Disabilities	--	340	6845	--	100	100	--	472	468	--	47	53	--	33	29	--	19	18	--	1	1
Students without Disabilities	NC	3252	61317	NC	99	100	NC	516	512	NC	12	15	NC	21	23	NC	59	53	NC	8	8
Limited English Proficient Students	--	337	7152	--	100	100	--	460	464	--	65	57	--	25	31	--	10	12	--	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	--	700	19528				--	495	487	--	25	31	--	30	32	--	43	34	--	2	2
Non-Economically Disadvantaged	NC	2892	48595				NC	518	518	NC	12	13	NC	20	20	NC	60	57	NC	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	NC	3575	67629	NC	99	100	NC	545	524	NC	16	22	NC	16	16	NC	62	59	NC	6	3
All Students (Prior Year)	--	3233	55090	--	97	87	--	494	479	--	8	16	--	6	13	--	86	70	--	1	0
Female	NC	1728	33347	NC	99	100	NC	559	537	NC	13	17	NC	14	15	NC	66	64	NC	8	4
Male	--	1844	34151	--	99	99	--	531	512	--	20	27	--	18	18	--	58	54	--	4	2
African American	NC	268	3150	NC	100	99	NC	523	515	NC	22	24	NC	23	19	NC	53	56	NC	2	2
Hispanic	NC	1257	22313	NC	99	100	NC	515	493	NC	26	34	NC	18	19	NC	53	46	NC	3	1
Asian/Pacific Islander	--	106	1659	--	97	100	--	553	564	--	15	11	--	13	12	--	64	68	--	8	9
American Indian/Alaskan Native	--	90	4528	--	97	99	--	530	492	--	14	35	--	28	21	--	58	42	--	0	1
White	NC	1846	35593	NC	99	99	NC	569	547	NC	9	13	NC	13	14	NC	69	69	NC	9	4
Students with Disabilities	--	332	6712	--	99	100	--	445	445	--	61	61	--	23	18	--	17	21	--	0	0
Students without Disabilities	NC	3243	60917	NC	99	100	NC	548	530	NC	15	19	NC	16	16	NC	63	61	NC	6	3
Limited English Proficient Students	--	329	6994	--	100	100	--	426	442	--	65	58	--	16	18	--	19	23	--	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	--	700	19310				--	508	489	--	28	35	--	21	20	--	50	44	--	2	1
Non-Economically Disadvantaged	NC	2875	48278				NC	553	538	NC	14	17	NC	15	15	NC	65	65	NC	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



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

No SAT-9 test data found for this school.
The SAT-9 is only administered to Grades 2-9.

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

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

Council Duties

- Ü Discuss School Policies
- Ü Support Safe and Orderly Climate
- Ü Set Annual School Goals
- Ü Address Student/Teacher Relations
- Ü Address Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 3
- Core academic classes taught by Highly Qualified (NCLB) teachers. 3
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Media/Library Room
- Ü Conference Room

Extracurricular Activities

- Ü College Site Visits
- Ü Job Shadows
- Ü Speakers From Industry
- Ü Community Service Projects
- Ü Field Trips to Businesses
- Ü Programs from Social Service Agencies
- Ü Cultural Events

Social Services

- Ü Career Resource Development
- Ü Communities in Schools of Arizona
- Ü Bus Reimbursement Program
- Ü Health Care/Social Service Referrals

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Two students received college scholarships from Honeywell to attend a Maricopa Community College. Two students received community college scholarships from APS/Pinnacle West. One student received a college scholarship from Simon Youth Foundation.
- ü 77 students who had previously dropped out of high school graduated from Metrocenter Academy in 2003-04.
- ü A student wrote and was awarded a City of Phoenix grant to support a community service project.
- ü Approximately 94% of Metrocenter Academy students are satisfied with the attention that they receive from teachers and the overall quality of instruction, while 91% are satisfied with what they have learned as a result of attending the school.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	87	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	57			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

Students are required to sign a behavior contract upon entering Metrocenter Academy. The Academy enforces a zero-tolerance policy for drugs, alcohol, smoking, harassment and violence. We have a strict dress code and require all students to wear ID badges. Our school is located in the Metrocenter Mall and all students must comply with mall regulations. School security is provided by the Metrocenter Mall security staff.

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

1

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	Nancy VanderArk	(602) 864-3980
Transportation Policy	Pam Miller	(602) 435-6084
Community Resources	Kelly Mullock	(602) 433-1613
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

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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** 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.