

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Glassford Hill Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Humboldt Unified District
6901 Panther Path, Prescott Valley, AZ 86314

Principal: Ms. Kristen DeAnne Rex
Schedule: 7:15 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: krex@humboldt.k12.az.us

Grades: 6-8
2002 Enrollment: 658
Phone: (928) 759-4600
Fax: (928) 759-4620

∨ School Overview ∨

Mission

GHMS Envisions: Growth, Harmony, Maturity, Self-discipline. The mission of Glassford Hill Middle School is to: Promote academic growth; foster respect and acceptance of others; ease the transition from primary to high school; encourage the development of individual responsibility all in a developmentally diverse setting.

Organization and Philosophy

- w Middle School Concept
- w Team Teaching
- w Transition to High School
- w Integrated Curriculum

Instructional Programs

- w Alternative Learning Classroom
- w Learning for Success
- w LRE Law-related Education
- w Gifted Education
- w GREAT Program
- w Level 1 Vocational Education
- w Algebra/Geometry with High School Credit
- w Gr. 6-7 Honors Pre-Algebra/8th Hon. Eng.

School/Academic Goals

- w **GHMS GOALS:** Continue to promote a positive and safe school. Continue to create and implement incentives for academic success and attendance. Improve student performance on standards. Create and implement integrated units of study.
- w **STUDENTS' GOALS TO EXPECT SUCCESS:** Everyone has the right to learn! Everyone will respect the property of others and the school district. Everyone will try their best.
- w Intellectual achievement and respect for self and others are equally important. Derogatory remarks made by students or staff will not be tolerated.
- w **TEACHER GOALS TO EXPECT SUCCESS:** I will care about students. I will be of assistance to all of my students. I will expect students to care about themselves and others. I will expect students to care about my subject and classroom.

Enrollment

October 1, 2001 School Year Student Enrollment:	723
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	69

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Parent/Educator Relations
- w Textbook Selection
- w Student Discipline
- w Extracurricular Activities
- w School Safety Issues
- w Instructional Strategies

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	10	0	0	0
7 to 9 years	6	2	0	0
10 or more years	12	6	0	0

∨ **Shared Responsibilities** ∨

School

GHMS distributes a parent/student handbook/agenda containing school rules and regulations. Through our Silent Witness Program, students provide information regarding school crime and vandalism. Other forms of communication include Parent/Teacher Conferences twice-yearly; progress reports--given at mid-quarter; Principal's Newsletter--produced monthly. Each team sets up individual prescriptions for success with students in need, as well as parents are contacted and met with based on request.

Parents

Parents are asked to call the attendance line when their child is absent. If a phone is not available, a note will suffice. The administration and faculty have an obligation to ensure that standards of decency, health and safety, and a positive learning environment are maintained. Therefore, a dress and discipline code is strictly enforced. Parents are encouraged to get involved in their students' learning so they can be well-informed about activities and policies at Glassford Hill Middle School.

∨ **Transportation Policy** ∨

GHMS is a 'closed' campus. Over 80 percent of the students are transported daily. Students must make arrangement for bus passes in the A.M. of the day they intend on riding a different bus. This is done through the front office. Also, a shuttle bus is provided for students who are involved in afterschool athletics, enrichment, detention and/or use of the Learning Center.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W GHMS promotes a positive, nurturing and safe school environment with the Milestones Program. To assist the school and community in the early detection and assistance of children prone to violent behaviors.</p> | <p>W Staff trainers for Spalding, IDEA, Conflict Resolution, Six Trait Writing Rubric, and mathematic problem solving.</p> |
|--|--|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.5 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Yavapai County Teacher of Year	1997
CAMLA Middle Level Teacher of Year	1997
CAMLA Middle Level Teacher of Year	1998
CAMLA Middle Level Teacher of Year	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	197	507	13%	26%	49%	12%
	State	57484	504	24%	20%	40%	16%
Writing	School	190	488	12%	53%	35%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	200	457	36%	48%	11%	5%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	97	55	53	100	56	54	94	55	53	88	56	54	92	58	56
	Language	98	44	41	100	48	44	92	50	44	86	43	45	90	48	47
	Mathematics	98	62	57	100	63	59	93	65	60	86	62	63	90	64	65
7	Reading	95	63	52	100	60	53	90	59	52	83	57	53	92	57	55
	Language	94	61	52	100	62	54	90	65	54	83	60	55	93	59	58
	Mathematics	95	56	53	100	57	55	91	63	56	84	58	58	90	59	60
8	Reading	97	61	54	100	60	54	95	59	53	91	59	55	79	57	56
	Language	97	55	46	100	58	49	95	61	49	90	57	50	80	53	52
	Mathematics	96	57	52	100	58	54	95	59	56	90	59	58	78	54	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	69	70
Grades 6-7	74	61
Grades 7-8	66	58

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Site developed School Safety Committee for crisis response, school education opportunities, and parent-community relations. District-wide School Safety Handbook developed for entire district needs. Peer mediation established at GHMS to provide students opportunity to mediate their differences. School Resource Officer offers both GREAT and LRE lessons to students to help develop positive life skills.

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).

3

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,521	\$1,831,850
Classroom Supplies	\$37	\$26,572
Administration	\$460	\$334,324
Support Services-Students	\$271	\$196,943
Other Support Services and Operations	\$522	\$379,180
Total Expenditures- All Categories 2000-2001	\$3,810	\$2,768,869

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Sandra Clark	(928) 759-4600	
Transportation Policy	Tom Rozum	(928) 775-4346	
Community Resources	Sylvia Ducharme	(928) 759-4500	
School Nutrition Programs	Clarie Wright	(928) 759-4600	
Parent Organization	Jackie Kemsley	(928) 759-4300	
Student Health/Nurse	Nancy Vallely	(928) 759-4600	

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.

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