

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

728 E. McDowell Rd., Phoenix, AZ 85006

Summit Public Charter High School

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	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 : Dr. Michael A. Little
 Schedule : 07:00 AM to 09:30 PM
 Grades : 9-12
 Web Address :
 Phone Number : (602) 258-8959
 Fax Number : (602) 258-8953
 E-mail : Michael.Little@leonagroup.com

Mission

Summit High School's mission is to provide students with the academic and personal skills needed to be successful, productive citizens.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Not 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 focus on the improvement of reading and math skills for all student groups. To increase the number of students having met or exceeded the AIMS standards in Reading and Math by 15%.
- ü To improve upon the number of students approaching the AIMS standards in reading and math by 15%.

Enrollment

October 1, 2005 School Year Student Enrollment : 421
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 462

Instructional Programs

- ü Quality Classroom Instruction Protocol
- ü Renaissance Math Program
- ü On-site Special Education
- ü The College Connection Program
- ü School-to-Work
- ü Scholastic Reading Inventory
- ü Schoolwide Reading Program/Rdg Counts

Calendar Information

Number of Instruction Days : 145
Average Daily Instruction Time : 5 hours 22 minutes
First Day of School : 8/8/2005
Last Day of School : 5/25/2006

Shared Responsibilities

School

Provide a curriculum that is aligned with state standards, is rigorous, challenging and based on the needs of students. To provide an environment free of drugs and violence. To create an environment of mutual respect, openness and trust.

Parents

To build a relationship with the school for the benefit of their children, which includes the assurance of maintaining regular attendance.

Transportation Policy

Summit High School will provide bus tokens for students who qualify according to Title I guidelines.

School Honors

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

Award/Honor	Year
ü 16 Presidential Scholarship Award Recipients	2005
ü Gateway Community College Upward Bound Program	2003
ü 21st Century Community Education Grant	2001
ü Hon Kachina Award	2001

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	103	103	71130	100	100	95	664	664	701	55	55	23	23	23	13	20	20	51	1	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	35465	100	100	96	665	665	702	56	56	21	23	23	13	21	21	53	NA	NA	13
Male	55	55	35648	100	100	94	664	664	701	55	55	24	24	24	12	20	20	50	2	2	14
African American	11	11	3868	100	100	95	646	646	686	91	91	33	9	9	17	NA	NA	45	NA	NA	6
Hispanic	83	83	25103	100	100	95	665	665	685	53	53	34	25	25	16	20	20	45	1	1	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	99	99	65268	100	100	98	665	665	705	55	55	19	23	23	12	21	21	54	1	1	15
Limited English Proficient Students	32	32	4859	100	100	93	647	647	662	78	78	64	13	13	15	9	9	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	54	54	22957	93	93	93	668	668	685	43	43	34	30	30	17	28	28	44	NA	NA	5
Non-Economically Disadvantaged	49	49	48173	100	100	96	661	661	709	69	69	17	16	16	11	12	12	55	2	2	18

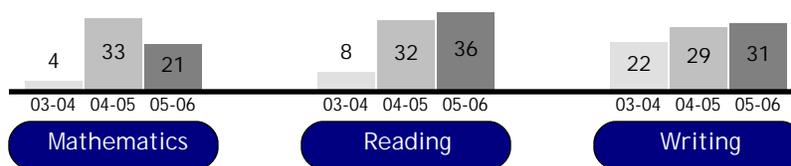
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	96	73018	96	96	97	661	661	703	17	17	6	47	47	23	36	36	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	36181	98	98	97	663	663	708	8	8	4	54	54	21	38	38	65	NA	NA	9
Male	46	46	36816	94	94	96	660	660	699	26	26	7	39	39	24	35	35	62	NA	NA	7
African American	10	10	3976	100	100	96	NA	NA	689	NA	NA	8	NA	NA	29	NA	NA	59	NA	NA	3
Hispanic	77	77	25801	95	95	96	663	663	683	17	17	10	45	45	34	38	38	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	89	89	65848	96	96	98	663	663	708	16	16	4	45	45	20	39	39	67	NA	NA	9
Limited English Proficient Students	33	33	5099	94	94	95	636	636	641	30	30	29	64	64	59	6	6	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	56	56	23912	95	95	94	666	666	681	16	16	10	41	41	36	43	43	52	NA	NA	2
Non-Economically Disadvantaged	40	40	49106	98	98	98	656	656	714	18	18	4	55	55	16	28	28	69	NA	NA	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	98	98	72810	98	98	96	637	637	685	22	22	6	47	47	30	31	31	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	36111	100	100	97	645	645	695	21	21	4	40	40	23	38	38	65	NA	NA	8
Male	46	46	36678	94	94	95	627	627	674	24	24	9	54	54	36	22	22	52	NA	NA	3
African American	10	10	3962	100	100	96	NA	NA	675	NA	NA	8	NA	NA	33	NA	NA	55	NA	NA	3
Hispanic	79	79	25735	98	98	96	640	640	669	20	20	10	48	48	41	32	32	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	91	91	65739	98	98	98	637	637	689	22	22	4	46	46	27	32	32	62	NA	NA	6
Limited English Proficient Students	34	34	5046	97	97	94	586	586	621	53	53	31	47	47	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	57	57	23814	97	97	94	642	642	667	21	21	10	49	49	41	30	30	47	NA	NA	2
Non-Economically Disadvantaged	41	41	48996	100	100	97	629	629	693	24	24	4	44	44	24	32	32	64	NA	NA	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.

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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	78	17	NA	42	87	23	23	51	91	17	17	52
	Language	80	12	12	42	87	26	26	50	91	18	18	50
	Mathematics	80	27	27	63	88	24	24	50	91	20	20	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

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

Council Duties

- Ü Instructional Improvement
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	17.00
Other Professional Staff	6.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Art Studio

Extracurricular Activities

- Ü College Courses
- Ü Newspaper and Yearbook
- Ü Leadership Training
- Ü Hiking Trips

Social Services

- Ü Referral to Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Currently all students are involved in a school-wide reading and math program. Pre- and Post-testing are provided for all students. Students with the greatest needs in reading and math are provided supplemental, intensive remediation.

- ü School Improvement Plan has led to Summit High School making AYP for the 2004-2005 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	43	89	88	73
Graduation Rate ⁶	26	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

Summit High continues its policy of zero tolerance towards gangs, violence and drugs. We are proactive in preventing unsafe incidents by carefully explaining our school rules and policies to each student upon admission, posting these rules in each classroom and by reinforcing them throughout the school year. Teachers are trained to recognize diversity and various learning styles.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michael A. Little	(602) 258-8959
Transportation Policy	Marlene Kaye	(602) 258-8959
Community Resources	Heidi Bonfante	(602) 258-8959
School Nutrition Programs	Marlene Kaye	(602) 258-8959
Parent Organization	Heidi Bonfante	(602) 258-8959
Student Health/Nurse	Christina Enriquez	(602) 258-8959

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.