

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Trevor Browne High School

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

Phoenix Union High School District
7402 W. Catalina Drive, Phoenix, AZ 85033-5599

Principal: Mr. Joe Montes, Jr.
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: 9-12
2002 Enrollment: 2527
Phone: (602) 764-8500
Fax: (602) 440-6803

∨ School Overview ∨

Mission

The mission of Trevor G. Browne High School: The graduates of this school will possess skills for a productive and fulfilling life, a respect for democratic ideals and a lifelong appreciation of knowledge and learning.

Organization and Philosophy

- w Departmentalized Classrooms
- w Algebra/Language Arts--Full Year Blocks
- w School Improvement Team
- w Site-based Shared Decision Making

Instructional Programs

- w Honors Classes
- w Advanced Placement
- w On-site Special Education
- w Co-enrollment with Community Colleges
- w Cooperative Education--COE/DECA
- w ESL Programs

School/Academic Goals

- w Students will improve reading comprehension, interpretation and evaluation of a wide range of texts including fiction, nonfiction, classic and contemporary works.
- w Students will write effectively for a variety of purposes including persuasive essay, literary analysis, research document, narrative and formal communications.
- w Students will apply math knowledge and concepts to solve real-life problems in the areas of number sense; data analysis and probability; patterns, algebra and functions; geometry; measurement and discrete mathematics; mathematical structure/logic.
- w Students will demonstrate their understanding and application of science in the areas of scientific inquiry; uses of technology; life science; physical science; earth and space science.

Enrollment

October 1, 2001 School Year Student Enrollment:	2693
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	51

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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- w Extracurricular Activities
- w Parent/Educator Relations
- w School Safety Issues
- w Community Issues
- w School Improvement/Parent Compact

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	5.00	Teacher	137.00
Other Professional Staff	75.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	61	10	0	0
4 to 6 years	20	11	1	0
7 to 9 years	15	7	0	0
10 or more years	8	2	2	0

∨ **Shared Responsibilities** ∨

School

To provide and implement a literacy program to significantly increase the reading proficiency of all students. Provide a curriculum that is based on state standards to address academic needs for all students. Create a climate where leadership for change means creating and sustaining student academic growth and academic achievement.

Parents

Parents are to ensure that students attend class daily. To ensure that students are emotionally and physically able to learn.

∨ **Transportation Policy** ∨

Transportation is provided by the Valley Metro. Laidlaw provides transportation to Metro Tech High School. ESP transportation provides students with special needs. Laidlaw provides transportation for all extracurricular activities.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/7/02
Average Daily Instruction Time:	6 hrs. 40 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/20/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 14 Computer Labs	W CBT Instructional Program
W Prof. Quality Performing Arts Facilities	W Library has TV Studio and 400-seat Cap.

Extracurricular Activities

W Vocational Clubs--DECA and COE	W Student Government
W Close-up	W National Honor Society
W MECHA	W Skateboard Club
W Races United	W Interact Club

School/Community Resources

W Crisis Intervention	W Counseling Services
W Recreational Activities	W Spanish Language Radio Parent Program
W Parent Resource Center	W Phoenix Police School Resource Officer

∨ 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 The absence rate has declined for the past five years, down to 5.6%.</p> | <p>w The trend for dropouts has continued to decrease to a low of 3.6%.</p> |
| <p>w The graduation rate has remained steady for the past four years at 66.2%.</p> | <p>w The Trevor G. Browne JROTC women's drill team became the first team in Phoenix Union High School's district to receive a National Championship Award.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	3.9 %			9.5 %
Status Unknown ⁹	1.1 %			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
CoEd Regional Teacher of the Year	1998
NABT Teacher of the Year	1998
Coaches Hall of Fame	1998
State Cross Country Champions	2000

∨ 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 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	469	491	22%	32%	41%	5%
	State	49803	512	15%	23%	48%	14%
Writing	School	529	449	34%	33%	33%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	500	464	69%	14%	14%	3%
	State	50429	480	48%	19%	22%	10%

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												
9	Reading	60	30	44	84	33	43	79	30	43	71	26	43	58	27	43
	Language	61	25	39	84	26	39	82	26	40	75	25	41	63	26	42
	Mathematics	61	42	57	84	45	57	83	43	59	76	47	61	63	41	62
10	Reading	63	26	42	80	29	42	75	27	42	--	--	--	--	--	--
	Language	64	27	43	81	29	44	78	26	44	--	--	--	--	--	--
	Mathematics	64	36	47	81	37	49	78	34	50	--	--	--	--	--	--
11	Reading	63	34	46	80	34	44	71	33	45	--	--	--	--	--	--
	Language	64	34	43	78	30	42	73	30	44	--	--	--	--	--	--
	Mathematics	64	39	51	78	35	52	75	39	55	--	--	--	--	--	--

∨ 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; therefore, no data to report.

∨ 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

One of the goals of Trevor G. Browne is to provide a safe and orderly environment for the student population. There is a School Resource Officer along with ten security personnel. They work as a proactive unit to prevent violence and promote a safe environment. A strict Discipline Code with due process is in effect to ensure that student rights are protected. There is a Crisis Team, as well as a Crisis Plan, to ensure the safety of students and staff for any emergency.

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).

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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	\$2,966	\$7,998,278
Classroom Supplies	\$30	\$80,939
Administration	\$608	\$1,639,437
Support Services-Students	\$412	\$1,110,627
Other Support Services and Operations	\$1,084	\$2,923,354
Total Expenditures- All Categories 2000-2001	\$5,100	\$13,752,635

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	Joe Montes, Jr.	(602) 764-8516	
Transportation Policy	Tom Piowarsy, Sr.	(602) 764-1612	
Community Resources	Yvonne Serna	(602) 764-8500	
School Nutrition Programs	Beverly Whitlock	(602) 764-8646	
Parent Organization	Pauline Viscelli	(602) 764-8500	
Student Health/Nurse	Evonne Garbarsky	(602) 764-8697	

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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