

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7402 W. Catalina, Phoenix, AZ 85033

Phoenix 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Dr. Virginia Corder  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 Web Address :  
 Phone Number : (602) 764-8500  
 Fax Number : (602) 440-6803  
 E-mail : corder@phxhs.k12.az.us

### 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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

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 Students will improve reading comprehension, interpretation and evaluation of a wide range of expository texts while implementing research-based literacy strategies.
- ü Students will write effectively for a variety of purposes including persuasive essay, literary analysis, research document, narrative and formal communications.
- ü TGB has incorporated the Read 180 Programs to improve literacy achievement levels across the curriculum.
- ü TGB has incorporated the use of new math teaching strategies to enhance student achievement across the curriculum.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2774  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü Honors Classes
- ü Advanced Placement
- ü Special Education Inclusion Classes
- ü Co-enrollment with Community Colleges
- ü ELL Instructional Classes
- ü College Summit Classes for Seniors
- ü Business and Vocational Technology
- ü Read 180 Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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.

Parents

Parents are to ensure that students attend class daily and to ensure that students are emotionally and physically able to learn. Parents are to be involved with their child's education and to alert appropriate staff members of personal problems that may significantly impact student learning.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü Eight Dorrance Scholars were Nominated 2004-2005	2005
ü \$1.5 million was earned in student scholarships	2006
ü Women's JROTC Drill Team	2006
ü 1 Baird Scholarship Awarded	2005

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	714	5965	71130	99	100	95	681	683	701	34	36	23	20	17	13	43	43	51	3	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	358	3050	35465	99	100	96	682	684	702	33	32	21	20	19	13	45	45	53	3	4	13
Male	356	2915	35648	99	100	94	681	681	701	36	40	24	20	16	12	41	40	50	3	5	14
African American	47	576	3868	98	100	95	672	676	686	51	42	33	17	18	17	30	37	45	2	4	6
Hispanic	589	4559	25103	99	100	95	681	680	685	34	37	34	20	18	16	43	42	45	3	3	5
Asian/Pacific Islander	NC	82	1805	NC	100	98	NC	713	731	NC	16	9	NC	9	7	NC	55	50	NC	21	34
American Indian/Alaskan Native	13	214	4241	100	100	90	680	686	679	38	32	39	15	15	19	46	49	39	NA	4	3
White	58	534	36075	98	100	95	695	704	715	24	21	12	17	13	9	52	51	58	7	15	21
Students with Disabilities	80	683	5862	100	100	71	647	648	658	75	72	63	11	13	15	13	13	20	1	2	2
Students without Disabilities	634	5282	65268	99	100	98	685	686	705	29	31	19	21	18	12	47	46	54	3	5	15
Limited English Proficient Students	121	1115	4859	98	100	93	659	661	662	63	66	64	23	16	15	14	17	20	NA	0	1
Migrant Students	NC	14	786	NC	100	95	NC	695	681	NC	21	38	NC	36	18	NC	36	41	NC	7	4
Economically Disadvantaged	516	4233	22957	99	99	93	680	681	685	35	37	34	22	18	17	41	42	44	3	3	5
Non-Economically Disadvantaged	198	1732	48173	99	100	96	686	688	709	33	34	17	16	16	11	48	43	55	3	8	18

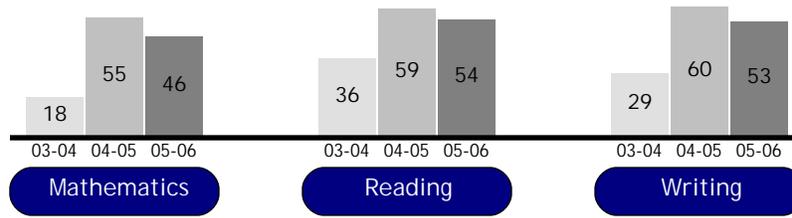
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	736	6161	73018	100	100	97	682	680	703	10	10	6	35	36	23	52	51	64	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	365	3143	36181	99	100	97	686	684	708	8	8	4	35	34	21	53	55	65	3	3	9
Male	369	3015	36816	100	100	96	677	676	699	12	13	7	36	39	24	51	47	62	1	2	7
African American	50	601	3976	98	100	96	684	680	689	6	10	8	42	34	29	48	53	59	4	3	3
Hispanic	607	4709	25801	100	100	96	678	676	683	11	11	10	37	39	34	50	49	53	1	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	98	NC	708	722	NC	2	3	NC	25	15	NC	63	66	NC	10	16
American Indian/Alaskan Native	13	219	4389	100	100	93	688	686	675	15	7	9	23	33	42	62	59	47	NA	1	1
White	59	548	37024	100	100	97	709	711	721	3	4	2	22	21	12	66	61	73	8	13	13
Students with Disabilities	84	721	7170	100	100	85	637	639	654	35	31	23	49	50	47	15	17	29	1	2	1
Students without Disabilities	652	5440	65848	100	100	98	686	684	708	7	8	4	34	34	20	57	55	67	2	3	9
Limited English Proficient Students	127	1166	5099	100	100	95	638	639	641	28	30	29	66	61	59	6	9	12	NA	0	0
Migrant Students	NC	14	817	NC	100	96	NC	671	667	NC	14	15	NC	43	44	NC	43	39	NC	NA	1
Economically Disadvantaged	528	4384	23912	100	100	94	677	676	681	11	11	10	37	39	36	51	49	52	2	2	2
Non-Economically Disadvantaged	208	1777	49106	100	100	98	692	690	714	9	8	4	31	30	16	56	56	69	4	6	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	737	6157	72810	100	100	96	669	667	685	10	9	6	37	42	30	51	46	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	366	3142	36111	100	100	97	681	676	695	7	6	4	30	36	23	60	55	65	3	3	8
Male	370	3013	36678	100	100	95	658	657	674	13	13	9	44	49	36	43	38	52	0	1	3
African American	51	602	3962	100	100	96	677	667	675	10	10	8	25	37	33	61	50	55	4	2	3
Hispanic	607	4705	25735	100	100	96	667	664	669	11	10	10	38	45	41	50	44	48	1	1	2
Asian/Pacific Islander	NC	84	1809	NC	100	97	NC	693	704	NC	5	4	NC	30	19	NC	61	65	NC	5	13
American Indian/Alaskan Native	13	220	4370	100	100	92	677	679	670	NA	7	9	46	34	39	54	55	50	NA	4	2
White	59	546	36915	100	100	97	680	687	697	5	5	3	36	32	21	58	57	67	2	6	8
Students with Disabilities	84	717	7071	100	100	84	617	626	634	32	26	24	54	55	53	13	16	21	1	3	1
Students without Disabilities	653	5440	65739	100	100	98	675	672	689	7	7	4	35	40	27	56	50	62	2	2	6
Limited English Proficient Students	127	1164	5046	100	100	94	624	622	621	30	29	31	59	61	56	11	10	12	NA	0	0
Migrant Students	NC	14	812	NC	100	96	NC	655	654	NC	14	15	NC	36	51	NC	50	34	NC	NA	0
Economically Disadvantaged	529	4383	23814	100	100	94	665	664	667	11	10	10	37	44	41	50	44	47	1	1	2
Non-Economically Disadvantaged	208	1774	48996	100	100	97	679	675	693	6	8	4	37	37	24	53	51	64	4	4	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?	N
	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	87	26	NA	42	93	42	40	51	93	35	37	52
	Language	91	25	26	42	93	42	40	50	93	37	37	50
	Mathematics	92	45	44	63	93	40	38	50	93	35	35	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/](http://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

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

Council Duties

- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Community Issues
- Ü School Improvement/Parent Compact
- Ü Community College Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	132.00
Other Professional Staff	18.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	14	3	0	0
7 to 9 years	9	5	0	0
10 or more years	43	51	5	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	468
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 4 Computer Labs
- Ü CBT Instructional Program
- Ü JROTC Shooting Range
- Ü Media Studio

Extracurricular Activities

- Ü Vocational Clubs--DECA and COE
- Ü Student Government
- Ü Close-up
- Ü National Honor Society
- Ü Races United Club
- Ü BSU Club
- Ü AIA 5A Comprehensive Athletic Program
- Ü Interact Service Club

Social Services

- Ü Crisis Intervention
- Ü Counseling Services
- Ü Recreational Activities
- Ü Support Groups for troubled youth
- Ü Adult Ed ELL Classes
- Ü Quality Time Supervision
- Ü University and Community College Partner
- Ü Private Partnerships

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The absence rate has declined for the past five years, down to 3.9%. A focus at Browne has been to look at students' on time behavior in class; the school has implemented a new tardy policy to complement the attendance improvement efforts.
  
- ü The trend for academic dropouts has continued to decrease to a low of 4.4%.
  
- ü Trevor Browne has earned a Performing Plus school status for the past 2 years.
  
- ü TGB attained 95% AIMS participation in all 7 categories for sophomores.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	85	89	88	73
Graduation Rate <sup>6</sup>	82	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

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. There is a crisis team in place. There is a crisis management plan. There are video surveillance cameras to support security.

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) :

2

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	Virginia Corder	(602) 764-8516
Transportation Policy	Gene Moore	(602) 980-1550
Community Resources	Yvonne Serna	(602) 764-8567
School Nutrition Programs	Beverly Whitlock	(602) 764-8646
Parent Organization	Linda Bauer	(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](http://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](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.

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](http://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.