

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Camelback High School

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

Phoenix Union High School District  
4612 N. 28th Street, Phoenix, AZ 85016-4999

**Principal:** Dr. Thomas E. Allen  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [www.globalc.org/puhsd/camelback/](http://www.globalc.org/puhsd/camelback/)  
**E-mail:** [thomas.allen@qm.phxhs.k12.az.us](mailto:thomas.allen@qm.phxhs.k12.az.us)

**Grades:** 9-12  
**2002 Enrollment:** 2366  
**Phone:** (602) 764-7000  
**Fax:** (602) 271-2295

### ∨ School Overview ∨

#### Mission

Camelback High School's mission is to produce quality graduates, capable of making sound, informed judgements about practical, civic, economic, moral, scientific, ethical and esthetic issues. To achieve this mission, the Camelback community is committed to: Challenging all students by establishing and maintaining high academic and behavioral standards; providing an educational environment that fosters the growth and development of all students.

#### Organization and Philosophy

- w Emphasis on Teaching
- w Quality Education, Standard Based
- w Safe Learning Environment
- w Culturally Diverse

#### School/Academic Goals

- w Students will increase reading proficiency as measured by the Stanford 9 (one year for every year in school) and AIMS.
- w Students will successfully work multi-paragraph compositions as measured by the ACT, AIMS and other tests. Teachers will be in-serviced and employ the Dressler model across the curriculum.
- w Students will improve their ability to gather and analyze data as measured on the Stanford 9, AIMS and other tests.
- w Students will demonstrate appropriate planning skills by developing a career focus plan in conjunction with academic plans leading to graduation.

#### Instructional Programs

- w School-to-Work/Career Focus
- w Advanced Placement
- w Gifted
- w Honors Classes
- w On-site Special Education
- w National Award Winning JROTC
- w Site-based Shared Decision Making

#### Enrollment

October 1, 2001 School Year Student Enrollment:	2346
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

<sup>2</sup> 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**

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

**Council Duties**

- w School Grounds
- w School Calendar
- w Parent Involvement
- w Testing and Student Scores
- w Student Behavior
- w Facilities Construction

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	130.00
Other Professional Staff	68.00	Teacher Aide	15.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	10	5	0	1
7 to 9 years	13	8	0	0
10 or more years	9	70	2	0

∨ **Shared Responsibilities** ∨

**School**

Responsibilities of Teachers: Teachers are to communicate clearly and regularly with students and parents about academic progress. Teachers are to provide interventions for students who need extra help. Teachers are to assess all students fairly and on the basis of clearly defined performance standards. Responsibilities of Administration: Administrators have the responsibility to ensure safety, order, and a sound instructional program for all students.

**Parents**

Camelback has an active parent organization (PIC), an effective parenting program and English classes for limited English families.

∨ **Transportation Policy** ∨

Camelback utilizes traditional school buses and provides cost-free access to public bus transportation to comply with school district policy to transport needy, handicapped, magnet, vocational and transfer students. Inquiries about service and eligibility should be directed to the Coordinator of Transportation Services.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/7/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/23/03
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### Additional Calendar/Report Card Information

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## ∨ Resources Available at School Site ∨

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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### Special Facilities

W All-weather Track	W Indoor Shooting Range
W TV Studio	W Mac/IBM Lab

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### Extracurricular Activities

W Boys Varsity/Sub-varsity Sports	W Band
W Girls Varsity/Sub-varsity Sports	W JROTC
W DECA	W Electric Car
W Hispanic Club/Native American Club	W Partnership with Community & Businesses

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### School/Community Resources

W Counseling Services	W Recreational Activities
W Health Services	W Crisis Intervention
W Care Center	W Opportunity Room
W Dropout Prevention	W NCTI - Parenting Classes

## ∨ 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 JROTC Statewide Ranger and Marksmanship Award Winners.</p>               | <p>w Athletic champions in volleyball, football, boys basketball, boys soccer, and baseball.</p> |
| <p>w Partnership with ASU, Gateway Community College, and Arcadia Rotary.</p> | <p>w Nationally recognized DECA program.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	26.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.9 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	8.3 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	4.3 %			6.0 %

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

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Arizona Science Teacher of the Year	1999
Fulbright Scholars	2001
Winner of the Rotarian of the Year Award	2002

## ∨ 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 <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	465	487	26%	32%	37%	5%
	State	49803	512	15%	23%	48%	14%
Writing	School	515	444	38%	30%	32%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	481	461	70%	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

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	58	32	44	70	28	43	68	31	43	61	27	43	50	30	43
	Language	61	27	39	74	23	39	72	26	40	64	27	41	52	28	42
	Mathematics	61	44	57	75	42	57	73	47	59	64	47	61	52	51	62
10	Reading	60	32	42	70	26	42	62	28	42	--	--	--	--	--	--
	Language	62	32	43	72	27	44	64	28	44	--	--	--	--	--	--
	Mathematics	63	39	47	75	35	49	67	37	50	--	--	--	--	--	--
11	Reading	60	34	46	72	33	44	57	33	45	--	--	--	--	--	--
	Language	62	32	43	76	29	42	59	31	44	--	--	--	--	--	--
	Mathematics	63	43	51	76	40	52	63	40	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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

Students must wear their IDs at all times on campus. Students must abide by the school dress code. Students may not wear any gang related, profane or defamatory clothing on campus. Closed campus.

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	\$3,855	\$8,514,699
Classroom Supplies	\$24	\$53,393
Administration	\$676	\$1,493,554
Support Services-Students	\$500	\$1,104,988
Other Support Services and Operations	\$1,068	\$2,360,064
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$6,124</b>	<b>\$13,526,698</b>

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
<b>School Site Council</b>	Thomas E. Allen	(602) 764-7001	
<b>Transportation Policy</b>	Tom Piowarsy	(602) 764-1612	
<b>Community Resources</b>	Norma Jean Duran	(602) 764-7058	
<b>School Nutrition Programs</b>	Delora Cornelius	(602) 271-3320	
<b>Parent Organization</b>	Eddie Mares	(602) 231-9440	
<b>Student Health/Nurse</b>	Michelle Charles	(602) 764-7113	

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.

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