

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4612 N. 28th Street, Phoenix, AZ 85016

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 LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Pete Garcia
 Schedule : 07:00 AM to 11:00 PM
 Grades : 9-12
 2005 Enrollment : 2378
 Web Address : www.globalc.org/puhsd/camelback
 Phone Number : (602) 764-7000
 Fax Number : (602) 271-2295
 E-mail : pgarcia1@phxhs.k12.az.us

Mission

The mission of Camelback High School is to provide the best education possible for all students to achieve their maximum potential. To accomplish this mission we will utilize research and data and involve all stakeholder groups in formulating and implementing strong school-wide instructional plans with clearly stated and measurable goals.

School / Academic Goals

- ü Students will increase reading proficiency as measured by AIMS.
- ü Students will successfully work multi-paragraph compositions as measured by the ACT, AIMS and other tests. Teachers will be in-serviced and employ the Collins model across the curriculum.
- ü Improve math scores and raise student performance on standardized tests through alignment of curriculum assessment and lessons.

Enrollment

October 1, 2004 School Year Student Enrollment : 2373
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Freshman Core
- ü Advanced Placement
- ü Gifted
- ü Honors Classes
- ü Read 180 Program
- ü ASPIRE Gifted Special Program
- ü Rodel Program
- ü Corrective Reading & E2 Math

Calendar Information

Number of Instruction Days :	18
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Teachers will communicate clearly and regularly with students and parents about academic progress. 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.

School Honors

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

Award/Honor	Year
ü Rifle Team & Ranger Team State Champs	2004
ü Fulbright Scholars	2001
ü Winner of the Rotarian of the Year Award	2002
ü DECA National 1st Place finish Marketing Competition	2004

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	556	5659	69846	100	100	100	678	681	699	34	32	21	20	18	11	42	43	49	4	7	18
All Students (Prior Year)	585	5348	65934	100	99	100	479	477	492	59	63	43	19	17	18	15	15	24	7	6	15
Female	276	2812	34328	100	100	99	680	684	702	30	29	19	21	18	12	45	45	51	4	7	18
Male	281	2854	35509	100	100	100	676	678	696	38	34	23	19	17	11	39	41	48	4	7	18
African American	55	556	3535	100	100	100	681	677	677	41	39	31	16	17	15	35	37	46	8	6	8
Hispanic	383	4210	23363	100	100	100	673	679	680	36	33	32	22	19	16	40	42	45	2	5	7
Asian/Pacific Islander	NC	78	1742	NC	96	99	NC	706	733	NC	17	8	NC	13	7	NC	45	46	NC	25	38
American Indian/Alaskan Native	27	205	4785	96	100	100	685	674	671	30	34	39	26	16	17	39	46	39	4	4	5
White	84	610	36421	99	100	99	698	692	714	21	17	12	14	10	8	56	52	54	10	20	26
Students with Disabilities	61	655	7690	100	100	100	608	598	593	72	72	64	11	13	14	18	13	21	0	3	2
Students without Disabilities	497	5013	62220	100	100	99	687	691	712	29	27	16	21	18	11	45	47	53	4	8	20
Limited English Proficient Students	166	1240	5834	100	100	100	657	649	612	49	46	46	22	22	20	29	31	31	0	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	347	3457	21421	97	96	92	679	683	686	39	35	35	20	18	15	39	42	43	2	6	7
Non-Economically Disadvantaged	211	2211	48489	100	100	100	677	677	704	26	28	15	20	17	10	47	45	52	7	10	23

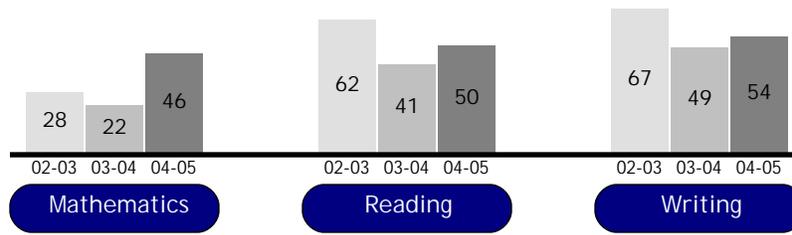
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	579	5841	71311	100	100	100	669	673	694	14	13	7	35	31	21	49	54	63	1	3	9
All Students (Prior Year)	606	5530	68162	100	99	100	491	489	509	26	29	18	33	33	24	38	36	51	3	2	8
Female	290	2883	34899	100	100	100	673	678	700	13	10	5	33	29	19	52	58	66	2	3	10
Male	291	2972	36430	100	100	100	665	668	688	16	15	9	37	33	22	47	49	61	1	3	8
African American	55	571	3573	100	100	100	675	675	676	18	12	9	30	30	26	52	57	60	0	1	4
Hispanic	403	4351	24056	100	100	100	661	670	672	16	14	13	39	34	31	44	51	53	1	2	3
Asian/Pacific Islander	NC	79	1731	NC	99	98	NC	693	717	NC	7	3	NC	17	13	NC	69	68	NC	7	16
American Indian/Alaskan Native	30	216	5110	100	100	100	681	670	661	8	10	14	31	26	38	62	62	46	0	2	2
White	82	624	36841	98	100	99	700	694	713	5	6	3	21	16	12	69	66	72	4	12	13
Students with Disabilities	67	695	8021	100	100	100	612	593	590	25	35	27	57	42	42	17	22	29	0	1	1
Students without Disabilities	515	5166	63379	100	100	100	676	684	707	13	10	5	32	29	18	53	58	68	1	3	10
Limited English Proficient Students	174	1305	6402	100	100	100	635	629	596	29	25	25	48	45	44	23	29	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	360	3605	22243	98	97	93	667	672	677	18	15	14	38	34	32	43	49	51	1	2	3
Non-Economically Disadvantaged	222	2256	49157	100	100	100	672	674	702	8	9	4	32	27	16	58	60	69	2	5	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	577	5827	70868	100	100	100	665	672	688	13	8	5	33	33	23	52	56	63	2	3	9
All Students (Prior Year)	604	5522	67629	100	99	100	497	485	524	34	39	22	18	20	16	47	39	59	2	1	3
Female	290	2880	34710	100	100	99	671	680	697	11	6	3	32	27	19	53	62	66	4	4	12
Male	289	2962	36176	100	100	100	659	663	678	14	10	7	34	38	27	51	50	59	1	3	7
African American	55	570	3557	100	100	99	661	677	675	22	8	7	14	27	25	62	62	62	2	3	6
Hispanic	401	4345	23868	100	100	100	658	669	670	13	9	9	39	35	33	47	54	55	1	2	4
Asian/Pacific Islander	NC	79	1732	NC	99	98	NC	691	713	NC	4	2	NC	19	12	NC	63	64	NC	14	22
American Indian/Alaskan Native	30	215	5001	100	100	100	693	671	661	4	6	9	27	33	41	62	54	48	8	6	2
White	82	618	36710	98	99	99	694	685	702	7	4	2	21	18	15	67	67	69	5	11	13
Students with Disabilities	67	694	7900	100	100	100	599	580	580	29	26	22	46	53	49	25	20	28	0	1	1
Students without Disabilities	513	5154	63054	100	100	99	674	684	701	10	6	3	32	30	20	56	60	67	2	4	10
Limited English Proficient Students	172	1301	6308	100	100	100	623	626	591	25	18	19	53	49	47	21	31	33	0	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	357	3594	21994	97	96	92	660	671	673	18	10	10	34	36	36	46	52	52	2	2	3
Non-Economically Disadvantaged	223	2254	48960	100	100	100	673	673	694	4	6	3	32	27	18	61	61	67	3	6	12

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?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	24	23	41	84	26	NA	42	92	39	40	51
	Language	98	24	24	42	89	27	26	42	92	38	40	50
	Mathematics	98	45	42	60	89	42	44	63	92	38	38	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	148.60
Other Professional Staff	68.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	0	0	0
4 to 6 years	10	12	0	0
7 to 9 years	15	9	0	0
10 or more years	17	69	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	531
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü All-weather Track
- Ü Indoor Shooting Range
- Ü Seven Computer Labs
- Ü Five Reading Labs

Extracurricular Activities

- Ü Boys Varsity/Sub-varsity Sports
- Ü Band
- Ü Girls Varsity/Sub-varsity Sports
- Ü JROTC
- Ü Academic Decathlon
- Ü Mock Trial
- Ü COE
- Ü DECA

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Health Services
- Ü Crisis Intervention
- Ü Freshman Mentoring
- Ü Adopt a Senior Program

School Achievements/Accomplishments 2004-05

- ü Maintained annual yearly progress as measured by No Child Left Behind.

- ü Over 99% of sophomore students took AIMS reading, writing and math; surpassing the required 95% attendance.

- ü Continued success of the Read 180 program. Reading scores for nearly every student in the program continue to rise.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	24	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	75	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	8	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	73	NA	NA	79

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

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. Comprehensive Student Support Team including social worker, probation officer, dean of students and a full-time school police resource officer and nine full-time security staff members. The support team meets on a monthly basis and designs activities aimed at prevention and intervention.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Pete Garcia	(602) 764-7001
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	To Be Hired	(602) 764-7058
School Nutrition Programs	Delora Cornelius	(602) 764-7900
Parent Organization	To Be Announced	(602) -
Student Health/Nurse	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 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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

** 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.