

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4525 N. Central Ave, Phoenix, AZ 85012

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)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

School Overview

Principal/Administrator : Ms. Nancy Kloss
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 2118
 Web Address : www.central.phxhs.k12.az.us
 Phone Number : (602) 764-7500
 Fax Number : (602) 271-2385
 E-mail : kloss@phxhs.k12.az.us

Mission

Our mission is to provide each student with innovative learning experiences that develop positive intellectual, social and physical outcomes of significance, promoting self-directed, lifelong learning, and the ability to make responsible decisions.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 2
2001-02	N/A

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

School / Academic Goals

- ü Successful completion of AIMS proficiencies in reading, writing, mathematics for all students.
- ü Increase enrollment of students from under-represented groups participating in and completing: Honors and Advanced Placement courses; upper level mathematics and science courses; the National Honor Society; co-curricular activities.
- ü Unfold our newest academic program, AP Central, to the Class of 2008. This Honors/AP Program is designed for college-bound students.

Enrollment

October 1, 2003 School Year Student Enrollment : 2177
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 681

Instructional Programs

- ü Honors Classes
- ü Advanced Placement
- ü English Language Learners
- ü Gifted Program
- ü Special Education
- ü World Languages (5)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide on-going communication regarding student achievement, attendance, credits toward graduation, and discipline referrals. Maintain communication regarding school activities and events. Create and maintain a supportive campus environment.

Parents

Support school goals, policies and procedures. Support student learning. Keep school updated on pertinent information. Maintain on-going communication through attendance at school events and meetings.

Transportation Policy

If students qualify for free lunch and live at least one and one-half miles from school, they will receive free transportation. Magnet students also are provided transportation if they live in a sister school's attendance zone.

School Honors

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

Award/Honor	Year
ü Flinn Scholar Recipient	2003
ü AZ Board of Regents Honors Endorsement Program	2002
ü National Merit Scholarship Recipient	2002
ü University Cup (U of A) for Academic Excellence	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	493	5348	65934	97	99	100	485	477	492	53	63	43	18	17	18	22	15	24	8	6	15
All Students (Prior Year)	445	4808	57534	92	91	91	490	478	491	51	64	46	18	15	16	21	15	23	11	6	15
Female	248	2722	32586	97	99	100	485	476	491	54	66	44	19	16	19	21	13	24	7	4	14
Male	244	2618	33226	96	99	99	486	478	493	51	60	42	17	17	18	24	16	24	9	7	16
African American	50	545	3042	96	99	98	469	473	478	69	68	58	16	16	19	10	11	17	4	5	6
Hispanic	290	3916	21740	96	99	100	481	473	475	59	68	63	15	16	17	20	13	15	5	3	5
Asian/Pacific Islander	11	82	1643	100	100	99	499	500	519	36	34	23	9	16	13	45	29	30	9	21	34
American Indian/Alaskan Native	33	167	4351	94	100	99	477	479	472	53	55	68	22	27	16	22	11	13	3	7	4
White	106	617	34819	97	99	99	506	499	505	27	35	27	25	21	20	30	25	31	18	19	22
Students with Disabilities	44	560	6507	81	100	100	442	450	456	93	92	83	3	6	9	3	3	6	0	0	2
Students without Disabilities	449	4788	59427	99	99	100	488	478	494	50	61	41	19	18	19	23	15	25	8	6	16
Limited English Proficient Students	108	1385	6793	100	100	100	470	461	464	77	85	79	8	10	11	12	5	8	3	1	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	337	3865	18745				477	474	475	60	66	64	17	17	16	20	13	15	3	4	5
Non-Economically Disadvantaged	156	1483	47182				501	485	499	36	55	35	19	17	19	26	17	27	19	11	19

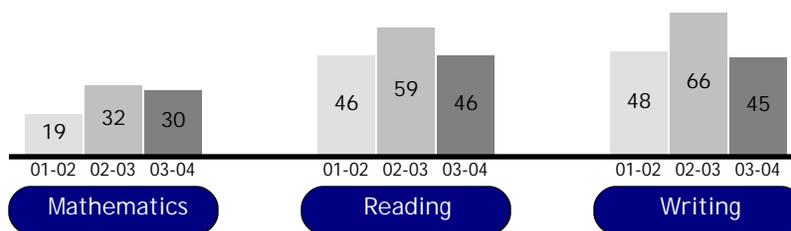
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	514	5530	68162	97	99	100	496	489	509	25	29	18	29	33	24	42	36	51	4	2	8
All Students (Prior Year)	434	4712	56700	89	89	89	511	499	512	16	21	15	26	32	23	46	42	52	13	6	10
Female	256	2799	33509	97	99	100	499	491	513	21	26	15	30	35	23	45	36	52	4	3	9
Male	258	2725	34521	97	99	100	492	486	505	29	32	20	28	31	24	39	35	49	4	2	7
African American	56	565	3163	100	99	99	491	490	497	20	24	22	36	34	30	43	39	46	2	2	3
Hispanic	302	4046	22624	96	98	100	489	483	487	30	33	32	32	35	31	36	31	35	1	1	2
Asian/Pacific Islander	12	82	1666	100	99	100	493	511	523	17	15	11	42	15	17	42	66	60	0	5	12
American Indian/Alaskan Native	33	177	4592	97	100	100	483	492	484	33	25	32	30	32	37	36	40	30	0	2	1
White	109	637	35727	99	99	100	522	517	526	12	11	7	16	21	17	59	57	64	14	10	12
Students with Disabilities	45	571	6845	79	94	100	447	456	468	78	67	53	22	26	29	0	7	18	0	0	1
Students without Disabilities	469	4959	61317	100	100	100	500	491	512	20	26	15	30	33	23	46	38	53	4	2	8
Limited English Proficient Students	114	1443	7152	100	100	100	462	459	464	59	63	57	36	33	31	5	4	12	0	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	354	4005	19528				486	484	487	28	33	31	38	35	32	32	31	34	1	1	2
Non-Economically Disadvantaged	160	1500	48595				518	502	518	18	20	13	9	28	20	63	47	57	9	5	10

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	512	5522	67629	97	99	100	487	485	524	38	39	22	17	20	16	44	39	59	1	1	3
All Students (Prior Year)	445	4717	55090	92	89	87	477	460	479	17	26	16	18	22	13	65	52	70	1	0	0
Female	256	2797	33347	97	99	100	503	493	537	32	35	17	16	21	15	51	43	64	0	1	4
Male	256	2719	34151	97	99	99	471	476	512	45	44	27	17	20	18	37	35	54	2	1	2
African American	56	566	3150	100	99	99	491	496	515	39	34	24	20	21	19	41	43	56	0	1	2
Hispanic	301	4033	22313	95	98	100	474	475	493	44	43	34	16	21	19	40	35	46	0	1	1
Asian/Pacific Islander	12	82	1659	100	99	100	501	522	564	33	20	11	8	15	12	58	65	68	0	1	9
American Indian/Alaskan Native	33	178	4528	97	100	99	486	503	492	39	34	35	18	17	21	42	47	42	0	2	1
White	109	641	35593	99	100	99	519	525	547	23	24	13	17	18	14	56	55	69	4	3	4
Students with Disabilities	45	573	6712	79	95	100	381	410	445	89	81	61	2	11	18	9	8	21	0	0	0
Students without Disabilities	467	4949	60917	99	99	100	497	490	530	33	36	19	18	21	16	48	41	61	1	1	3
Limited English Proficient Students	113	1442	6994	100	100	100	413	421	442	73	71	58	10	17	18	17	12	23	0	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	353	3992	19310				472	476	489	44	43	35	17	20	20	39	36	44	0	0	1
Non-Economically Disadvantaged	159	1503	48278				519	508	538	25	29	17	16	20	15	57	48	65	3	3	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	19	18	37	90	26	23	41	88	32	NA	42
	Language	100	22	20	38	96	27	24	42	93	31	26	42
	Mathematics	100	39	36	56	97	49	42	60	90	55	44	63

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 Bond/Override Election Planning
- Ü School Policies/Procedures
- Ü Renovation Planning
- Ü Academic Program Review
- Ü Community Outreach

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	119.40
Other Professional Staff	17.60	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	6	0	0
4 to 6 years	8	16	1	2
7 to 9 years	3	6	0	0
10 or more years	8	61	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	115
Core academic classes taught by Highly Qualified (NCLB) teachers.	361
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs
- Ü One World Language Lab

Extracurricular Activities

- Ü All Sports (Male and Female)
- Ü Academic Decathlon
- Ü Speech and Debate
- Ü Performing Arts

Social Services

- Ü Breakfast Program
- Ü Digital Divide (Home Computers)
- Ü Numerous Counseling Support Groups
- Ü APS Partnership Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Awarded U of A University Cup for achieving the highest GPA average by the 24 U of A freshmen who graduated from Central High School.
- ü Achieved greatest gains of any PUHSD school on 2003 AIMS exams in Reading, Writing and Math.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	70	NA		77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Central High School students are required to wear identification cards while on campus. Visitors to the campus must also sign in at the main entrance. Central offers a mediation program for students to resolve their disputes constructively.

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) :

5

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.

Contacts

	Name	Phone Number
School Site Council	Nancy L. Kloss	(602) 764-7502
Transportation Policy	Anita Lespron	(602) 764-7585
Community Resources	Freddie Jones	(602) 764-7549
School Nutrition Programs	To be Hired	(602) 764-7900
Parent Organization	Carl & Darlene Wagner	(602) 764-7502
Student Health/Nurse	Linda McDermott	(602) 764-7511

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.