

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Carl Hayden Community High School

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

Phoenix Union High School District  
3333 W. Roosevelt Street, Phoenix, AZ 85009

**Principal:** Mr. Stephen A. Ybarra  
**Schedule:** 7:00 AM to 4:30 PM  
**Web Address:** [www.hayden.edu](http://www.hayden.edu)  
**E-mail:** [sybarra@phxhs.k12.az.us](mailto:sybarra@phxhs.k12.az.us)

**Grades:** 9-12  
**2002 Enrollment:** 2355  
**Phone:** (602) 764-3035 x 3034  
**Fax:** (602) 229-8387

## ∨ School Overview ∨

### Mission

Prepare students to be lifelong learners to meet the challenges of a multicultural and technological society.

### Organization and Philosophy

- w Comprehensive Community High School
- w Magnet and Alternative Programs
- w Supplemental Programs
- w Instructional Cabinet/Site Council

### Instructional Programs

- w Computer Program
- w Gifted Classes
- w Honors Classes
- w Marine Science Program
- w On-site Special Education
- w Advanced Placement
- w English as a Second Language (ESL)
- w Vocational Education

### School/Academic Goals

- w Develop and implement a literacy program to significantly increase the percentage of students who are proficient readers as selected by Stanford 9 and AIMS test scores.
- w Implement a comprehensive standards-based teaching approach, which incorporates strategies for active teaching and active learning and results in increased student achievement as reflected by AIMS and Stanford 9 scores.
- w Create a school culture that supports and promotes a commitment to active teaching/active learning and teacher-led conversation.

### Enrollment

October 1, 2001 School Year Student Enrollment:	2356
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2355

<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**

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

**Council Duties**

- W Parent/Educator Relations
- W Safety and Security Implementation
- W Extracurricular Activities
- W Program Review and Implementation
- W School Policy and Procedure Review
- W School Calendar/School Schedule Review

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	5.00	Teacher	131.00
Other Professional Staff	20.00	Teacher Aide	20.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	40	38	0	2
4 to 6 years	6	10	0	0
7 to 9 years	2	8	2	0
10 or more years	10	17	1	0

∨ **Shared Responsibilities** ∨

**School**

Provide a safe and orderly environment where students can work to their potential.

**Parents**

Support the school in application of attendance, discipline, and academic regulations and guidelines.

∨ **Transportation Policy** ∨

Transportation is provided to those students who live more than one and one-half miles from the school. There are special bus runs for magnet students, reservation students and Laveen District students because of distances and/or lack of public transportation. Transportation is also provided for students with special needs through our Special Education Department.

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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. 0 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	12/19/02	3/7/03	5/21/03
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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 Fourteen Computer Labs	W Ham-radio Program and Equipment
W Marine Biology Labs	W Multimedia Library

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#### Extracurricular Activities

W Vocational Education - COE/WE	W National Honor Society/AP Program
W Student Government	W Jobs for Arizona Graduates (JAG)
W ACE/MECHA/New Americans Close-up	W Academic Decathlon
W Band/Chorus/Orchestra	W Athletics

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#### School/Community Resources

W Adult Computer Classes	W Job Placement Services (JAG)
W Counseling Services	W Crisis Intervention/Open Gym
W Adult Education/English Classes	W Literacy Classes
W Summer Recreational Activities	W ESL 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 Implementation of a schoolwide resource/tutorial center for students before school, lunch time, and after school. All subjects will be covered with an emphasis in the areas of math, science, and language arts.</p> | <p>W Problem Solving/Making Responsible Choices: Students are participating in social programs such as Project Ignite, Unitown, Intramurals, KKIS, Dropout Prevention, student tutors, and student support groups.</p> |
| <p>W Working Cooperatively: SMART mentoring, Project Ignite, New America Close-Up, School Improvement Team, Project Excel, Robotics Team, MESA-ASU program, and Technology Cadre.</p>                                      | <p>W Writing: Usage of Dressel/Five types of writing programs in all curricular areas, Technology Cadre and Special Education Cadre.</p>   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.7 %	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	4.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.7 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	12.4 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	5.6 %			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
CSPA - Silver Medalist to Cornerstone Newspaper	2001
Ham Radio National School Roundup - 1st place	2001
Academic Decathlon/Regional--1st Super Quiz; 2nd Overall	2001
5A Final Four - Boys Varsity Basketball	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	423	478	35%	36%	26%	3%
	State	49803	512	15%	23%	48%	14%
Writing	School	429	432	49%	29%	21%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	440	456	75%	12%	10%	2%
	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	50	22	44	78	22	43	62	22	43	59	21	43	40	21	43
	Language	54	19	39	79	18	39	62	21	40	61	21	41	43	22	42
	Mathematics	54	33	57	79	35	57	69	39	59	66	39	61	43	36	62
10	Reading	47	21	42	65	19	42	60	20	42	--	--	--	--	--	--
	Language	50	24	43	65	19	44	59	21	44	--	--	--	--	--	--
	Mathematics	50	31	47	65	29	49	69	31	50	--	--	--	--	--	--
11	Reading	53	27	46	71	29	44	54	26	45	--	--	--	--	--	--
	Language	55	29	43	72	27	42	53	25	44	--	--	--	--	--	--
	Mathematics	55	33	51	72	33	52	60	35	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

A new Crisis Management Plan addresses Campus Crisis Response Guidelines; General Hazard Response Procedures; training and Specific Response Actions. The Crisis Management Plan delineates possible evacuation or lock-down procedures associated with security issues, natural disasters, fire, utility/computer/communication failure, and non-evacuation procedures related to health/medical emergencies, vehicle/transportation accidents, and crisis intervention and counseling.

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	\$4,297	\$9,064,783
Classroom Supplies	\$54	\$113,246
Administration	\$591	\$1,245,999
Support Services-Students	\$340	\$717,175
Other Support Services and Operations	\$1,177	\$2,481,839
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$6,458</b>	<b>\$13,623,042</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>	Stephen A. Ybarra	(602) 764-3000	3035
<b>Transportation Policy</b>	Manuel E. Calderon	(602) 764-3000	3029
<b>Community Resources</b>	Lloyd Willis	(602) 764-3000	3002
<b>School Nutrition Programs</b>	Theresa Smith	(602) 764-3023	
<b>Parent Organization</b>	Janet MacGregor	(602) 764-3000	3031
<b>Student Health/Nurse</b>	Daria Pacheco	(602) 764-3022	

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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