

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3333 W. Roosevelt, Phoenix, AZ 85009

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. Stephen A Ybarra
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 2328
 Web Address : www.hayden.edu
 Phone Number : (602) 764-3035
 Fax Number : (602) 229-8387
 E-mail : sybarra@phxhs.k12.az.us

Mission

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

School / Academic Goals

- ü Develop and implement a literacy program to significantly increase the percentage of students who are proficient readers as reflected by Terra Nova and AIMS test scores.
- ü Implement a comprehensive standards-based teaching approach which incorporates strategies for active teaching and learning resulting in increased student achievement as reflected by AIMS and Terra Nova scores.
- ü Create a school culture that supports and promotes student engagement in all lessons daily.
- ü Develop, implement and nurture a Professional Learning Community that will increase the capacity of our teaching staff.

Enrollment

October 1, 2004 School Year Student Enrollment : 2248
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 106

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a safe and orderly environment where students can work to their full potential. The school will be staffed by highly qualified and dedicated staff.

Parents

Support the school in application of attendance, discipline, 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, students with special needs and Riverside School District students.

School Honors

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

Award/Honor	Year
ü CSPA - Silver Medalist to Cornerstone Newspaper	2004
ü FIRST Robotics - AZ Regional - Chairmans Award	2005
ü National ROV Champions	2004
ü AIPA - 1st Place Newspaper Award	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	551	5659	69846	98	100	100	681	681	699	33	32	21	19	18	11	41	43	49	7	7	18
All Students (Prior Year)	501	5348	65934	99	99	100	474	477	492	66	63	43	19	17	18	13	15	24	3	6	15
Female	268	2812	34328	96	100	99	682	684	702	33	29	19	19	18	12	41	45	51	6	7	18
Male	283	2854	35509	99	100	100	681	678	696	33	34	23	18	17	11	42	41	48	7	7	18
African American	12	556	3535	86	100	100	690	677	677	45	39	31	18	17	15	18	37	46	18	6	8
Hispanic	520	4210	23363	98	100	100	680	679	680	33	33	32	19	19	16	42	42	45	6	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	NC	205	4785	NC	100	100	NC	674	671	NC	34	39	NC	16	17	NC	46	39	NC	4	5
White	13	610	36421	100	100	99	706	692	714	33	17	12	8	10	8	25	52	54	33	20	26
Students with Disabilities	59	655	7690	100	100	100	654	598	593	40	72	64	10	13	14	31	13	21	19	3	2
Students without Disabilities	492	5013	62220	98	100	99	685	691	712	32	27	16	20	18	11	43	47	53	5	8	20
Limited English Proficient Students	212	1240	5834	97	100	100	665	649	612	45	46	46	21	22	20	33	31	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	434	3457	21421	98	96	92	686	683	686	33	35	35	18	18	15	42	42	43	7	6	7
Non-Economically Disadvantaged	117	2211	48489	98	100	100	664	677	704	32	28	15	21	17	10	40	45	52	6	10	23

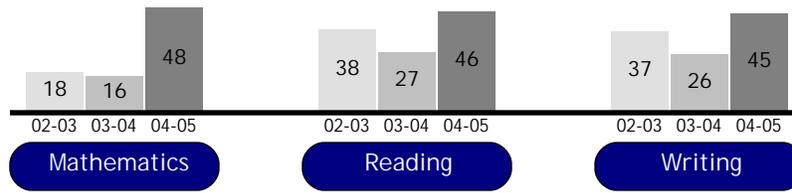
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	578	5841	71311	100	100	100	665	673	694	18	13	7	36	31	21	44	54	63	2	3	9
All Students (Prior Year)	514	5530	68162	97	99	100	478	489	509	41	29	18	33	33	24	26	36	51	1	2	8
Female	279	2883	34899	98	100	100	667	678	700	15	10	5	39	29	19	45	58	66	0	3	10
Male	299	2972	36430	100	100	100	663	668	688	20	15	9	34	33	22	43	49	61	3	3	8
African American	13	571	3573	100	100	100	672	675	676	8	12	9	33	30	26	58	57	60	0	1	4
Hispanic	545	4351	24056	100	100	100	663	670	672	18	14	13	38	34	31	43	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	NC	216	5110	NC	100	100	NC	670	661	NC	10	14	NC	26	38	NC	62	46	NC	2	2
White	14	624	36841	100	100	99	706	694	713	15	6	3	8	16	12	62	66	72	15	12	13
Students with Disabilities	67	695	8021	100	100	100	631	593	590	32	35	27	33	42	42	35	22	29	0	1	1
Students without Disabilities	511	5166	63379	98	100	100	669	684	707	16	10	5	37	29	18	45	58	68	2	3	10
Limited English Proficient Students	224	1305	6402	99	100	100	637	629	596	31	25	25	46	45	44	23	29	30	0	0	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	455	3605	22243	99	97	93	666	672	677	20	15	14	37	34	32	42	49	51	1	2	3
Non-Economically Disadvantaged	123	2256	49157	100	100	100	660	674	702	11	9	4	34	27	16	52	60	69	3	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	574	5827	70868	99	100	100	659	672	688	14	8	5	42	33	23	43	56	63	2	3	9
All Students (Prior Year)	513	5522	67629	96	99	100	463	485	524	50	39	22	24	20	16	26	39	59	0	1	3
Female	280	2880	34710	98	100	99	664	680	697	13	6	3	38	27	19	48	62	66	2	4	12
Male	294	2962	36176	100	100	100	654	663	678	15	10	7	46	38	27	38	50	59	1	3	7
African American	12	570	3557	92	100	99	655	677	675	33	8	7	17	27	25	50	62	62	0	3	6
Hispanic	542	4345	23868	99	100	100	658	669	670	14	9	9	43	35	33	41	54	55	2	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	NC	215	5001	NC	100	100	NC	671	661	NC	6	9	NC	33	41	NC	54	48	NC	6	2
White	14	618	36710	100	99	99	684	685	702	8	4	2	23	18	15	69	67	69	0	11	13
Students with Disabilities	63	694	7900	100	100	100	599	580	580	33	26	22	44	53	49	23	20	28	0	1	1
Students without Disabilities	511	5154	63054	98	100	99	666	684	701	11	6	3	42	30	20	45	60	67	2	4	10
Limited English Proficient Students	225	1301	6308	99	100	100	628	626	591	24	18	19	53	49	47	23	31	33	0	1	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	451	3594	21994	98	96	92	662	671	673	14	10	10	42	36	36	42	52	52	2	2	3
Non-Economically Disadvantaged	123	2254	48960	100	100	100	647	673	694	12	6	3	43	27	18	45	61	67	0	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	89	18	23	41	89	18	NA	42	96	32	40	51
	Language	92	18	24	42	92	20	26	42	96	35	40	50
	Mathematics	97	35	42	60	94	34	44	63	97	33	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	137.00
Other Professional Staff	20.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	1	0
4 to 6 years	4	5	1	0
7 to 9 years	2	8	0	0
10 or more years	30	69	5	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	514
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Fourteen Computer Labs
- Ü Ham-Radio Program and Equipment
- Ü Computer Based Education Program
- Ü Multimedia Library

Extracurricular Activities

- Ü Vocational Education - COE/WE
- Ü National Honor Society
- Ü Student Government/Peer Leadership
- Ü Advanced Placement Program
- Ü Academic Decathlon/Gifted Seminar
- Ü Athletics/JROTC
- Ü Band/Dance
- Ü Robotics Team

Social Services

- Ü Support Group
- Ü Multicultural Activities
- Ü Counseling/ Social Services
- Ü Crisis Intervention
- Ü Adult Education/English Classes
- Ü ESL Summer Classes
- Ü Summer Placement Program
- Ü College Tutoring/Tutoring Lab

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Eight thousand four hundred and twenty seven contracts were made in the resource / tutorial center for students before school, lunch time, and after school.
- ü The percentage of sophomore students who met or exceeded the AIMS Standards in writing increased from 26% to 65%.
- ü The percentage of sophomore students who met or exceeded the AIMS Standards in reading increased from 27% to 67%.
- ü The percentage of sophomore students who met or exceeded the AIMS Standards in mathematics increased from 16% to 61%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	70	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 and staff must wear visible identification at all times. Our Crisis Management Plan delineates possible evacuation or lock-down procedures associated with security issues, natural disasters and non-evacuation procedures.

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) :

15

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	Stephen A. Ybarra	(602) 764-3000
Transportation Policy	Manuel E. Calderon	(602) 764-3029
Community Resources	Chris Jones	(602) 764-3002
School Nutrition Programs	Theresa Smith	(602) 764-3023
Parent Organization	Janet MacGregor	(602) 764-3031
Student Health/Nurse	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 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."

ACHIEVEMENT PROFILES

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.

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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.