

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Stephen A Ybarra  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

### School / Academic Goals

- ü Through the implementation of a comprehensive standards based approach the number of sophomores scoring in the "Meets" or "Exceeds" categories on the 2007 AIMS Reading Test will increase by fifty per cent.
- ü Through active teaching and learning the number of sophomores scoring in the "Meets" or "Exceeds" categories on the 2007 AIMS Writing Test will increase by fifty per cent.
- ü Through a focus on instruction and curriculum the number of sophomores scoring in the "Meets" or "Exceeds" categories on the 2007 AIMS Mathematics Test will increase by fifty per cent.
- ü Develop, implement and nurture a Professional Learning Community that will increase the capacity of our teaching staff.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2227  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 102

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 FIRST Robotics - AZ Regional - Chairmans Award	2005
ü AIPA - 1st Place Newspaper Award	2005
ü National ROV Champions	2004
ü Boys Cross Country Team State Champions	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	5965	71130	100	100	95	677	683	701	41	36	23	17	17	13	40	43	51	1	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	261	3050	35465	100	100	96	678	684	702	38	32	21	20	19	13	39	45	53	2	4	13
Male	290	2915	35648	100	100	94	677	681	701	43	40	24	15	16	12	41	40	50	1	5	14
African American	12	576	3868	100	100	95	673	676	686	42	42	33	8	18	17	50	37	45	NA	4	6
Hispanic	512	4559	25103	100	100	95	677	680	685	42	37	34	17	18	16	40	42	45	1	3	5
Asian/Pacific Islander	NC	82	1805	NC	100	98	NC	713	731	NC	16	9	NC	9	7	NC	55	50	NC	21	34
American Indian/Alaskan Native	NC	214	4241	NC	100	90	NC	686	679	NC	32	39	NC	15	19	NC	49	39	NC	4	3
White	15	534	36075	100	100	95	689	704	715	20	21	12	27	13	9	33	51	58	20	15	21
Students with Disabilities	69	683	5862	100	100	71	648	648	658	71	72	63	10	13	15	19	13	20	NA	2	2
Students without Disabilities	482	5282	65268	100	100	98	681	686	705	37	31	19	18	18	12	43	46	54	2	5	15
Limited English Proficient Students	176	1115	4859	100	100	93	661	661	662	68	66	64	16	16	15	15	17	20	1	0	1
Migrant Students	--	14	786	--	100	95	--	695	681	--	21	38	--	36	18	--	36	41	--	7	4
Economically Disadvantaged	474	4233	22957	100	99	93	677	681	685	41	37	34	18	18	17	40	42	44	1	3	5
Non-Economically Disadvantaged	77	1732	48173	100	100	96	678	688	709	44	34	17	12	16	11	43	43	55	1	8	18

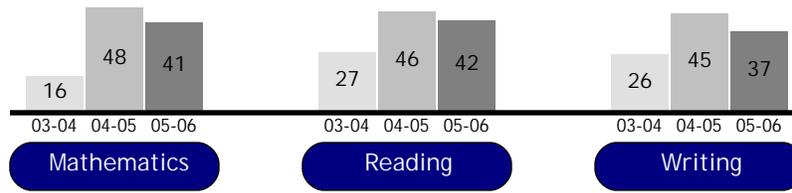
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	559	6161	73018	100	100	97	667	680	703	16	10	6	42	36	23	42	51	64	0	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	3143	36181	100	100	97	670	684	708	14	8	4	40	34	21	45	55	65	1	3	9
Male	293	3015	36816	100	100	96	663	676	699	17	13	7	44	39	24	38	47	62	NA	2	7
African American	12	601	3976	100	100	96	682	680	689	8	10	8	50	34	29	42	53	59	NA	3	3
Hispanic	521	4709	25801	100	100	96	665	676	683	16	11	10	42	39	34	41	49	53	0	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	98	NC	708	722	NC	2	3	NC	25	15	NC	63	66	NC	10	16
American Indian/Alaskan Native	NC	219	4389	NC	100	93	NC	686	675	NC	7	9	NC	33	42	NC	59	47	NC	1	1
White	14	548	37024	93	100	97	691	711	721	7	4	2	36	21	12	57	61	73	NA	13	13
Students with Disabilities	69	721	7170	100	100	85	633	639	654	35	31	23	49	50	47	16	17	29	NA	2	1
Students without Disabilities	490	5440	65848	100	100	98	671	684	708	13	8	4	41	34	20	45	55	67	0	3	9
Limited English Proficient Students	182	1166	5099	100	100	95	637	639	641	34	30	29	58	61	59	8	9	12	NA	0	0
Migrant Students	--	14	817	--	100	96	--	671	667	--	14	15	--	43	44	--	43	39	--	NA	1
Economically Disadvantaged	477	4384	23912	100	100	94	667	676	681	15	11	10	43	39	36	42	49	52	0	2	2
Non-Economically Disadvantaged	82	1777	49106	100	100	98	663	690	714	20	8	4	40	30	16	40	56	69	NA	6	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	558	6157	72810	100	100	96	653	667	685	15	9	6	48	42	30	35	46	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	266	3142	36111	100	100	97	664	676	695	11	6	4	42	36	23	44	55	65	3	3	8
Male	292	3013	36678	100	100	95	644	657	674	18	13	9	54	49	36	27	38	52	1	1	3
African American	12	602	3962	100	100	96	661	667	675	17	10	8	25	37	33	58	50	55	NA	2	3
Hispanic	520	4705	25735	100	100	96	652	664	669	15	10	10	49	45	41	35	44	48	2	1	2
Asian/Pacific Islander	NC	84	1809	NC	100	97	NC	693	704	NC	5	4	NC	30	19	NC	61	65	NC	5	13
American Indian/Alaskan Native	NC	220	4370	NC	100	92	NC	679	670	NC	7	9	NC	34	39	NC	55	50	NC	4	2
White	14	546	36915	93	100	97	666	687	697	7	5	3	57	32	21	36	57	67	NA	6	8
Students with Disabilities	68	717	7071	100	100	84	624	626	634	22	26	24	60	55	53	15	16	21	3	3	1
Students without Disabilities	490	5440	65739	100	100	98	657	672	689	14	7	4	47	40	27	38	50	62	1	2	6
Limited English Proficient Students	180	1164	5046	100	100	94	613	622	621	33	29	31	58	61	56	9	10	12	NA	0	0
Migrant Students	--	14	812	--	100	96	--	655	654	--	14	15	--	36	51	--	50	34	--	NA	0
Economically Disadvantaged	477	4383	23814	100	100	94	655	664	667	14	10	10	48	44	41	37	44	47	1	1	2
Non-Economically Disadvantaged	81	1774	48996	100	100	97	643	675	693	21	8	4	49	37	24	27	51	64	2	4	7

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?	N
	Met Attendance Rate?	NA
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	89	18	NA	42	96	32	40	51	94	32	37	52
	Language	92	20	26	42	96	35	40	50	94	35	37	50
	Mathematics	94	34	44	63	97	33	38	50	94	34	35	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/](http://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	2	0	0
4 to 6 years	5	5	1	0
7 to 9 years	7	8	1	0
10 or more years	17	79	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	560
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Fourteen Computer Labs
- Ü Marine Science Teaching Environment
- Ü Computer Based Education Program
- Ü Multimedia Library

Extracurricular Activities

- Ü 5A Conference Division II Athletics
- Ü National Honor Society
- Ü Student Government/Peer Leadership
- Ü Advanced Placement Program
- Ü Academic Decathlon/Gifted Seminar
- Ü Athletics/JROTC
- Ü Band/Dance/Choir
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Using the new demographics for sophomores fifty eight per cent of the sophomores achieved at the 'Meets' or 'Exceeds' level on the 2006 AIMS Reading Test.
  
- ü Using the new demographics for sophomores fifty three per cent of the sophomores achieved at the 'Meets' or 'Exceeds' level on the 2006 AIMS Mathematics Test.
  
- ü Using the new demographics for sophomores fifty per cent of the sophomores achieved at the 'Meets' or 'Exceeds' level on the 2006 AIMS Writing Test.
  
- ü More than thirty teachers were identified through their leadership, efforts and contributions to the school as a Professional Learning Community and additional intensive professional development was provided for these individuals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	83	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

21

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	Graciela Pinuela	(602) 764-3000
Parent Organization	Janet MacGregor	(602) 764-3032
Student Health/Nurse	Eve Davidson	(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. "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](http://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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 2280 Copies = \$665.00

\*\* 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.