

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3415 N. 59th Ave., Phoenix, AZ 85033

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 Plus
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 1

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

School Overview

Principal/Administrator : Mr. Phillip Verdugo Mr.
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2586
 Web Address : phxhs.k12.az.us
 Phone Number : (602) 764-2009
 Fax Number : (602) 271-2597
 E-mail : verdugo@phxhs.k12.az.us

Mission

Maryvale High School provides the opportunity for students, staff, parents and the community to interact in a positive, effective and equitable learning environment. This will result in academic achievement, career skills and societal growth.

School / Academic Goals

- ü To increase parental involvement with the academic process of their child.
- ü All students will show improvement in all core academic areas and demonstrate the ability to read, write and excel in mathematics.
- ü All students will demonstrate growth in making responsible decisions and positive changes.
- ü All students will be provided with academic and AIMS preparation instructional support.

Enrollment

October 1, 2004 School Year Student Enrollment : 2540
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- ü Honors Classes/Adv. Placement Classes
- ü SPED Program
- ü ELL Program
- ü Estrella Community College Co-enrollment
- ü ACE Plus Program - GCC
- ü Phoenix Community College Co-enrollment
- ü Technology Education
- ü AIMS Preparation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Maryvale High School's responsibility is to provide a safe, positive, learning environment, to a diverse population of students. To maintain an open line of communication with parents regarding academics and school policies. We also provide facilities and equipment that are used to support our athletics and extracurricular activities.

Parents

Parents are responsible for ensuring that students stay in school. They monitor attendance and academic concerns and that their student is prepared for classes. Participate in the school reform programs and shared decision-making process. They communicate with school officials and encourage their children to abide by school rules and policies.

Transportation Policy

Our transportation policy includes home/school handicapped bus service; city bus pass for qualified students living 1.5 miles from school; transportation to Metro Tech VIP; transportation for athletic events/academic field trips.

School Honors

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

Award/Honor	Year
ü National DECA President	2002
ü Brown vs Board of Education Award	2003
ü ASU President's Scholarship (7 awards given)	2004
ü Gold Medal Received at the Heritage Festival in Boston	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	603	5659	69846	100	100	100	678	681	699	35	32	21	19	18	11	42	43	49	4	7	18
All Students (Prior Year)	603	5348	65934	100	99	100	473	477	492	67	63	43	20	17	18	11	15	24	2	6	15
Female	308	2812	34328	99	100	99	678	684	702	32	29	19	22	18	12	43	45	51	3	7	18
Male	295	2854	35509	100	100	100	677	678	696	38	34	23	16	17	11	41	41	48	5	7	18
African American	38	556	3535	100	100	100	676	677	677	35	39	31	24	17	15	38	37	46	3	6	8
Hispanic	516	4210	23363	99	100	100	676	679	680	36	33	32	19	19	16	42	42	45	3	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	38	610	36421	100	100	99	693	692	714	24	17	12	14	10	8	51	52	54	11	20	26
Students with Disabilities	77	655	7690	100	100	100	618	598	593	77	72	64	17	13	14	6	13	21	0	3	2
Students without Disabilities	526	5013	62220	99	100	99	686	691	712	29	27	16	19	18	11	47	47	53	4	8	20
Limited English Proficient Students	110	1240	5834	100	100	100	650	649	612	50	46	46	23	22	20	27	31	31	0	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	368	3457	21421	97	96	92	678	683	686	38	35	35	17	18	15	42	42	43	3	6	7
Non-Economically Disadvantaged	235	2211	48489	100	100	100	677	677	704	30	28	15	22	17	10	42	45	52	5	10	23

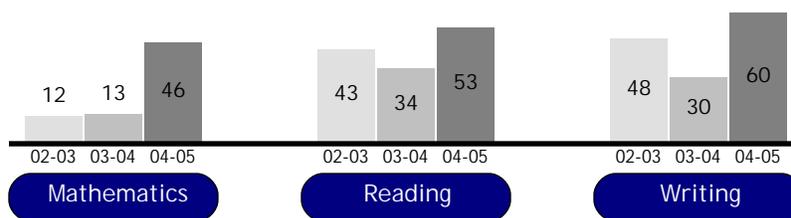
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	626	5841	71311	100	100	100	671	673	694	13	13	7	33	31	21	52	54	63	1	3	9
All Students (Prior Year)	616	5530	68162	100	99	100	485	489	509	29	29	18	36	33	24	33	36	51	1	2	8
Female	318	2883	34899	99	100	100	676	678	700	9	10	5	33	29	19	57	58	66	2	3	10
Male	308	2972	36430	100	100	100	665	668	688	18	15	9	34	33	22	47	49	61	1	3	8
African American	39	571	3573	100	100	100	675	675	676	13	12	9	37	30	26	47	57	60	3	1	4
Hispanic	535	4351	24056	100	100	100	669	670	672	13	14	13	34	34	31	52	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	10	216	5110	100	100	100	682	670	661	20	10	14	10	26	38	70	62	46	0	2	2
White	40	624	36841	100	100	99	687	694	713	13	6	3	31	16	12	54	66	72	3	12	13
Students with Disabilities	80	695	8021	100	100	100	618	593	590	33	35	27	41	42	42	25	22	29	0	1	1
Students without Disabilities	546	5166	63379	99	100	100	678	684	707	10	10	5	32	29	18	56	58	68	2	3	10
Limited English Proficient Students	114	1305	6402	100	100	100	628	629	596	28	25	25	51	45	44	21	29	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	382	3605	22243	97	97	93	670	672	677	14	15	14	35	34	32	50	49	51	1	2	3
Non-Economically Disadvantaged	244	2256	49157	100	100	100	672	674	702	13	9	4	30	27	16	56	60	69	1	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	625	5827	70868	100	100	100	671	672	688	8	8	5	31	33	23	59	56	63	1	3	9
All Students (Prior Year)	616	5522	67629	100	99	100	471	485	524	44	39	22	25	20	16	30	39	59	0	1	3
Female	318	2880	34710	99	100	99	682	680	697	4	6	3	27	27	19	67	62	66	2	4	12
Male	307	2962	36176	100	100	100	659	663	678	13	10	7	35	38	27	52	50	59	1	3	7
African American	39	570	3557	100	100	99	687	677	675	3	8	7	21	27	25	74	62	62	3	3	6
Hispanic	534	4345	23868	99	100	100	668	669	670	9	9	9	32	35	33	58	54	55	1	2	4
Asian/Pacific Islander	NC	79	1732	NC	99	98	NC	691	713	NC	4	2	NC	19	12	NC	63	64	NC	14	22
American Indian/Alaskan Native	10	215	5001	100	100	100	693	671	661	0	6	9	30	33	41	70	54	48	0	6	2
White	40	618	36710	100	99	99	683	685	702	8	4	2	23	18	15	64	67	69	5	11	13
Students with Disabilities	80	694	7900	100	100	100	603	580	580	24	26	22	53	53	49	23	20	28	0	1	1
Students without Disabilities	545	5154	63054	99	100	99	681	684	701	6	6	3	28	30	20	65	60	67	1	4	10
Limited English Proficient Students	114	1301	6308	100	100	100	622	626	591	25	18	19	49	49	47	26	31	33	0	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	382	3594	21994	97	96	92	668	671	673	11	10	10	32	36	36	56	52	52	1	2	3
Non-Economically Disadvantaged	243	2254	48960	100	100	100	675	673	694	5	6	3	29	27	18	65	61	67	1	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	88	19	23	41	92	21	NA	42	97	38	40	51
	Language	94	18	24	42	95	21	26	42	97	38	40	50
	Mathematics	95	36	42	60	95	39	44	63	97	36	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

Council Duties

2 School Administrator(s)	Ü School Improvement
3 Non-certified Employee(s)	Ü Safety Issues
4 Teacher(s)	Ü Instructional Programs
2 Parent(s)	Ü Community Relations
1 Community Member(s)	Ü School Reform Initiatives
3 Student(s)	Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	134.00
Other Professional Staff	19.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	11	13	0	0
7 to 9 years	27	14	0	0
10 or more years	38	31	4	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	144
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Gymnasiums/All-weather Track
- Ü Computer Labs
- Ü Fitness Ctr./Dance Studio/Band Facility
- Ü Library/IMC

Extracurricular Activities

- Ü JROTC
- Ü Academic Decathlon
- Ü National Honor Society
- Ü Yearbook
- Ü Boys Varsity/JV/Freshman Athletics 9-12
- Ü Marching Band
- Ü Girls Varsity/JV/Freshman Athletics 9-12
- Ü Student Government

Social Services

- Ü AIMS Tutoring
- Ü Mentoring Program
- Ü Social Worker Services
- Ü Mandated Groups for Drugs and Alcohol
- Ü Crisis Intervention--Counseling/Security
- Ü Child Development Classes
- Ü Counseling/Guidance Services
- Ü Title One

School Achievements/Accomplishments 2004-05

ü Attendance rate increased to 96.9%.

ü Dropout rate decreased to 2.1%.

ü 74.8% of seniors graduated in 2004.

ü On average 22.3 credits are earned by seniors.

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	17	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	94	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	82	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

The School Resource Officer provides law related education to all students. The resource officer and the security staff are available and visible on campus throughout the day. Maryvale High School also offers the following programs: mediation, anger management, support groups and the secret witness program.

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	Phillip M. Verdugo	(602) 764-2009
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Phillip M. Verdugo	(602) 764-2009
School Nutrition Programs	Lorie Drobny	(602) 764-7900
Parent Organization	Anne Paske	(602) 764-2034
Student Health/Nurse	Amy Hamper	(602) 764-2024

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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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.