

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1101 East Thomas Road, Phoenix, AZ 85014

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)

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. Zachary Muñoz
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.globalc.org/puhsd/north
 Phone Number : (602) 764-6500
 Fax Number : (602) 271-2765
 E-mail : zmunoz@phxhs.k12.az.us

Mission

The mission of North High School is to establish an environment that results in high levels of achievement and requires all students to meet or exceed Arizona State standards and graduation requirements.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü Curriculum and instructional planning will focus instruction and learning on standard-based achievement.
- ü Teachers will analyze student achievement data from 3 week progress reports, semester subject area exams and AIMS test results in order to evaluate instructional decisions regarding achievement.
- ü The school emphasis on common subject area performance objectives aligned with assessments, will support researched based strategies in curriculum instruction.
- ü Students will increase their proficiency of the AIMS test by demonstrating increased capability in meeting reading, writing and math standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 2460
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü International Baccalaureate Magnet
- ü SPED Prgram with Inclusion Classes
- ü Honors Program
- ü ELL Program
- ü Dual Enrollment Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	8 hours 0 minutes
First Day of School :	8/2/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Improve student achievement by focusing on: reading, writing, and mathematics incorporated into all disciplines. Maintaining a safe, secure, clean campus-promoting strong character values, cultural and linguistic diversity, creating a positive environment for all to feel welcomed.

Parents

Actively encourage and monitor good character, attendance and academic excellence. Notify the school of any changes in student information and reporting of absences. Attend open houses, parent meetings, conferences and extracurricular activities to support students, staff and school.

Transportation Policy

Free public transportation for students on free/reduced lunch & who live more than 1-1/2 miles from school. Free trans for Magnet students who live in another PUHSD attendance zone, MIMR/MOMR students to/from school & handicap students who need aide.

School Honors

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

Award/Honor	Year
ü Eleven National Merit Semi-Finalists	2005
ü 71 National Merit Finalists	2004
ü 88 National Meret Commendees	2004
ü 5 Teams Received: AIA Scholar-Athlete Award	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	587	5965	71130	100	100	95	694	683	701	30	36	23	18	17	13	41	43	51	11	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	309	3050	35465	100	100	96	696	684	702	28	32	21	19	19	13	41	45	53	11	4	13
Male	278	2915	35648	100	100	94	693	681	701	33	40	24	17	16	12	40	40	50	10	5	14
African American	52	576	3868	100	100	95	693	676	686	31	42	33	19	18	17	42	37	45	8	4	6
Hispanic	402	4559	25103	99	100	95	683	680	685	36	37	34	21	18	16	38	42	45	4	3	5
Asian/Pacific Islander	13	82	1805	100	100	98	749	713	731	NA	16	9	NA	9	7	54	55	50	46	21	34
American Indian/Alaskan Native	32	214	4241	100	100	90	685	686	679	34	32	39	9	15	19	53	49	39	3	4	3
White	88	534	36075	100	100	95	741	704	715	8	21	12	8	13	9	44	51	58	40	15	21
Students with Disabilities	51	683	5862	100	100	71	651	648	658	63	72	63	18	13	15	20	13	20	NA	2	2
Students without Disabilities	536	5282	65268	100	100	98	698	686	705	27	31	19	18	18	12	43	46	54	12	5	15
Limited English Proficient Students	89	1115	4859	100	100	93	662	661	662	66	66	64	13	16	15	20	17	20	NA	0	1
Migrant Students	NC	14	786	NC	100	95	NC	695	681	NC	21	38	NC	36	18	NC	36	41	NC	7	4
Economically Disadvantaged	400	4233	22957	99	99	93	682	681	685	37	37	34	20	18	17	41	42	44	3	3	5
Non-Economically Disadvantaged	187	1732	48173	100	100	96	720	688	709	17	34	17	14	16	11	41	43	55	27	8	18

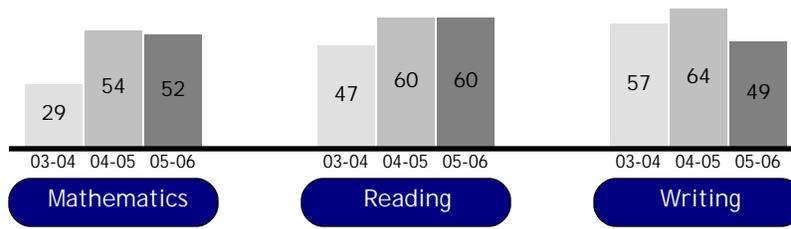
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	603	6161	73018	99	100	97	693	680	703	7	10	6	33	36	23	51	51	64	9	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	319	3143	36181	100	100	97	698	684	708	5	8	4	32	34	21	53	55	65	10	3	9
Male	284	3015	36816	98	100	96	689	676	699	10	13	7	34	39	24	48	47	62	8	2	7
African American	54	601	3976	100	100	96	698	680	689	4	10	8	31	34	29	57	53	59	7	3	3
Hispanic	413	4709	25801	99	100	96	681	676	683	8	11	10	38	39	34	50	49	53	3	1	3
Asian/Pacific Islander	13	84	1812	100	100	98	746	708	722	NA	2	3	NA	25	15	69	63	66	31	10	16
American Indian/Alaskan Native	33	219	4389	100	100	93	687	686	675	9	7	9	30	33	42	58	59	47	3	1	1
White	90	548	37024	100	100	97	743	711	721	3	4	2	13	21	12	46	61	73	38	13	13
Students with Disabilities	57	721	7170	100	100	85	635	639	654	30	31	23	53	50	47	18	17	29	NA	2	1
Students without Disabilities	546	5440	65848	99	100	98	698	684	708	5	8	4	31	34	20	54	55	67	10	3	9
Limited English Proficient Students	93	1166	5099	98	100	95	640	639	641	23	30	29	69	61	59	9	9	12	NA	0	0
Migrant Students	NC	14	817	NC	100	96	NC	671	667	NC	14	15	NC	43	44	NC	43	39	NC	NA	1
Economically Disadvantaged	413	4384	23912	98	100	94	679	676	681	10	11	10	39	39	36	49	49	52	2	2	2
Non-Economically Disadvantaged	190	1777	49106	100	100	98	723	690	714	2	8	4	19	30	16	56	56	69	24	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	604	6157	72810	99	100	96	673	667	685	7	9	6	44	42	30	45	46	58	4	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	321	3142	36111	100	100	97	682	676	695	6	6	4	40	36	23	49	55	65	6	3	8
Male	283	3013	36678	98	100	95	664	657	674	10	13	9	48	49	36	41	38	52	2	1	3
African American	54	602	3962	100	100	96	682	667	675	NA	10	8	39	37	33	61	50	55	NA	2	3
Hispanic	413	4705	25735	99	100	96	663	664	669	9	10	10	51	45	41	38	44	48	2	1	2
Asian/Pacific Islander	13	84	1809	100	100	97	719	693	704	NA	5	4	15	30	19	85	61	65	NA	5	13
American Indian/Alaskan Native	33	220	4370	100	100	92	666	679	670	12	7	9	55	34	39	30	55	50	3	4	2
White	91	546	36915	100	100	97	709	687	697	4	5	3	14	32	21	64	57	67	18	6	8
Students with Disabilities	57	717	7071	100	100	84	626	626	634	25	26	24	58	55	53	18	16	21	NA	3	1
Students without Disabilities	547	5440	65739	99	100	98	677	672	689	6	7	4	42	40	27	48	50	62	5	2	6
Limited English Proficient Students	92	1164	5046	97	100	94	628	622	621	23	29	31	72	61	56	5	10	12	NA	0	0
Migrant Students	NC	14	812	NC	100	96	NC	655	654	NC	14	15	NC	36	51	NC	50	34	NC	NA	0
Economically Disadvantaged	413	4383	23814	98	100	94	663	664	667	9	10	10	51	44	41	39	44	47	1	1	2
Non-Economically Disadvantaged	191	1774	48996	100	100	97	695	675	693	4	8	4	28	37	24	57	51	64	12	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	90	36	NA	42	95	44	40	51	94	46	37	52
	Language	92	38	26	42	95	43	40	50	94	46	37	50
	Mathematics	93	58	44	63	95	41	38	50	94	43	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/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Teacher Communication
- Ü School Safety
- Ü Promote Educational Programs
- Ü Increase Parent Involvement
- Ü Community/School Relations
- Ü School Organization

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	142.00
Other Professional Staff	16.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	9	0	0
4 to 6 years	5	12	0	0
7 to 9 years	2	8	2	0
10 or more years	14	78	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multiple Computer Labs
- Ü Computers in IMC & Read 180 Classrooms
- Ü Tutoring Lab

Extracurricular Activities

- Ü Academic Decathlon
- Ü Shakespeare Festival
- Ü Student Government
- Ü 65 Clubs/Athletics--Male and Female

Social Services

- Ü Crisis Intervention--Threat Assess Teams
- Ü Counseling Services
- Ü Child Development Classes
- Ü Health and Social Services
- Ü Mandated Groups for Anger Management
- Ü Mandated Groups for Drugs and Alcohol
- Ü Student Support Services Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our SAT scores continue to be higher than the state and national averages. North H.S. SAT Average: verbal-616 math-634.

- ü North High IB students scored well above the national average for IB Diploma passing rates. North High IB students attained a 87% pass rate while the national average is 75%.

- ü North had one student with a perfect SAT verbal score.

- ü North High School was one of only 3 schools in Arizona to be named to Newsweek's top 1000 schools list.

Student Activity Rates for School Year 2005-06

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

North promotes a safe/orderly environment through: schoolwide crisis plan, two SROs, nine security staff, three liaisons, one intervention specialist, one behavior intervention specialist and student support group, threat assessment team, mandated groups for anger management and drug and alcohol. Student support services team. North's 'Northtown' annual camp promotes tolerance and unity.

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) :

12

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	Zachary Muñoz	(602) 764-6500
Transportation Policy	Anita Stulc	(602) 764-6515
Community Resources	Sam Mackey	(602) 764-6548
School Nutrition Programs	Dennis R. Niccoli	(602) 764-6602
Parent Organization	Courtney Geer	(602) 764-6500
Student Health/Nurse	Debbie Cason	(602) 764-6654

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 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.

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

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.