

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5401 S 7th Street, Phoenix, AZ 85040

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 Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Alvin Watson
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.phxhs.k12.az.us
 Phone Number : (602) 764-5000
 Fax Number : (602) 271-2880
 E-mail : watson@phxhs.k12.az.us

Mission

Our mission is to create a community of learners who are productive citizens. We offer a stimulating and supportive environment which challenges students to meet high academic and behavioral standards.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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 South Mountain High School staff will promote greater academic achievement for all students.
- ü South Mountain High School will increase the involvement of parents, collaboratively working with parents in order to provide improved educational opportunities for our students.
- ü South Mountain High School will increase school spirit and encourage students to participate in a wide variety of extra curricular activities.
- ü South Mountain High School will create a nurturing climate on campus, working toward the individual needs of students.

Enrollment

October 1, 2005 School Year Student Enrollment : 2149
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Alternative Education - Evening School
- Ü Advanced Placement Courses
- Ü School-to-Work Programs
- Ü Five Magnet Programs
- Ü Read 180 Courses
- Ü English Language Learners Program
- Ü Special Education
- Ü Student Government

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

All staff members acknowledge and support the community's contribution in educating our students. Our outreach program includes monthly parent meetings, student mentoring, and extended computer lab and library hours. Computers are available for students to use in their own homes. Tutoring is available before school, at lunch, after school and on Saturdays.

Parents

Encourage daily attendance and the completion of assigned work. Contact the school with address/phone number changes. Participate in parent/teacher conferences community forums. Support extracurricular activities.

Transportation Policy

Students who qualify for free/reduced lunch and also live more than 1.5 miles from the school site will receive transportation (free).

Magnet buses are available for students who live outside of our attendance zone but attend one of our magnet programs.

School Honors

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

Award/Honor	Year
Ü Nationally Certified Teachers (4)	2002
Ü State Championship Track Team	2005
Ü NCAA Division I Athletic Scholarships, Football (1)	2003
Ü 14 Students Obtained Their Pilot's License - Aerospace	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	555	5965	71130	100	100	95	683	683	701	36	36	23	14	17	13	46	43	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	283	3050	35465	100	100	96	685	684	702	31	32	21	14	19	13	51	45	53	4	4	13
Male	272	2915	35648	100	100	94	681	681	701	42	40	24	13	16	12	41	40	50	5	5	14
African American	136	576	3868	100	100	95	686	676	686	32	42	33	15	18	17	48	37	45	5	4	6
Hispanic	384	4559	25103	100	100	95	681	680	685	39	37	34	14	18	16	44	42	45	3	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	21	534	36075	100	100	95	697	704	715	24	21	12	5	13	9	62	51	58	10	15	21
Students with Disabilities	68	683	5862	100	100	71	649	648	658	74	72	63	9	13	15	18	13	20	NA	2	2
Students without Disabilities	487	5282	65268	100	100	98	687	686	705	31	31	19	14	18	12	50	46	54	5	5	15
Limited English Proficient Students	87	1115	4859	100	100	93	652	661	662	79	66	64	11	16	15	9	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	386	4233	22957	100	99	93	684	681	685	36	37	34	14	18	17	45	42	44	5	3	5
Non-Economically Disadvantaged	169	1732	48173	100	100	96	683	688	709	37	34	17	13	16	11	47	43	55	3	8	18

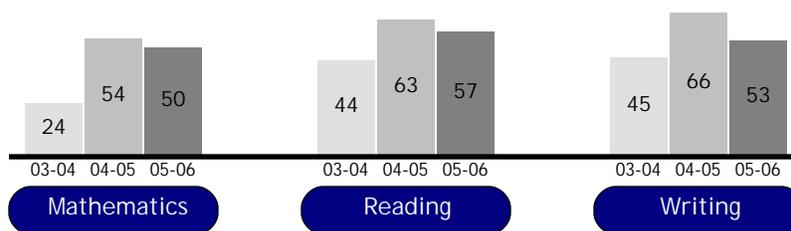
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	582	6161	73018	100	100	97	680	680	703	13	10	6	30	36	23	55	51	64	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	297	3143	36181	100	100	97	685	684	708	10	8	4	24	34	21	63	55	65	2	3	9
Male	285	3015	36816	100	100	96	674	676	699	15	13	7	36	39	24	47	47	62	1	2	7
African American	138	601	3976	100	100	96	686	680	689	10	10	8	23	34	29	64	53	59	3	3	3
Hispanic	408	4709	25801	100	100	96	675	676	683	15	11	10	33	39	34	52	49	53	1	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	93	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	22	548	37024	100	100	97	713	711	721	NA	4	2	23	21	12	68	61	73	9	13	13
Students with Disabilities	72	721	7170	100	100	85	636	639	654	43	31	23	42	50	47	14	17	29	1	2	1
Students without Disabilities	510	5440	65848	100	100	98	685	684	708	9	8	4	28	34	20	61	55	67	2	3	9
Limited English Proficient Students	94	1166	5099	100	100	95	637	639	641	39	30	29	50	61	59	11	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	408	4384	23912	100	100	94	679	676	681	13	11	10	32	39	36	53	49	52	2	2	2
Non-Economically Disadvantaged	174	1777	49106	100	100	98	682	690	714	13	8	4	26	30	16	60	56	69	1	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	579	6157	72810	100	100	96	669	667	685	11	9	6	36	42	30	51	46	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	296	3142	36111	100	100	97	680	676	695	6	6	4	30	36	23	61	55	65	3	3	8
Male	283	3013	36678	100	100	95	657	657	674	16	13	9	42	49	36	41	38	52	1	1	3
African American	138	602	3962	100	100	96	678	667	675	7	10	8	31	37	33	59	50	55	3	2	3
Hispanic	406	4705	25735	100	100	96	664	664	669	13	10	10	38	45	41	47	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	21	546	36915	95	100	97	680	687	697	NA	5	3	33	32	21	62	57	67	5	6	8
Students with Disabilities	71	717	7071	100	100	84	617	626	634	37	26	24	42	55	53	17	16	21	4	3	1
Students without Disabilities	508	5440	65739	100	100	98	675	672	689	7	7	4	35	40	27	56	50	62	2	2	6
Limited English Proficient Students	94	1164	5046	100	100	94	611	622	621	38	29	31	53	61	56	7	10	12	1	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	407	4383	23814	100	100	94	667	664	667	10	10	10	39	44	41	49	44	47	1	1	2
Non-Economically Disadvantaged	172	1774	48996	100	100	97	673	675	693	12	8	4	28	37	24	56	51	64	3	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	23	NA	42	96	41	40	51	94	35	37	52
	Language	93	29	26	42	96	42	40	50	94	37	37	50
	Mathematics	92	39	44	63	96	37	38	50	94	32	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

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

Council Duties

- ü School Safety Issues
- ü Parent/Educator Relations
- ü Academic Achievement
- ü Extra Curricular Support
- ü Instructional Strategies
- ü Standardized test score & improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	133.00
Other Professional Staff	18.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	20	0	0
4 to 6 years	7	17	0	0
7 to 9 years	2	4	0	0
10 or more years	9	62	3	4

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	502
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Aerospace Flight Simulators
- ü Television/Radio Studios
- ü Music Recording Studio
- ü Judicial Court Room for Law Magnet

Extracurricular Activities

- ü Comprehensive Athletic Program
- ü Academic Decathlon
- ü Numerous Clubs
- ü DECA
- ü Mock Trial Team
- ü Pom and Cheer Team / Flag Line
- ü ROTC Rifle / Drill Teams
- ü Marching Band

Social Services

- ü Crisis Intervention
- ü Academic Counseling Services
- ü Adult Education
- ü CARE Center
- ü Groups for Student Wellness
- ü 3 Full time Social Workers
- ü Health & Career Fairs
- ü Student Anger Management Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü South Mountain Freshman students scored at high levels on the Terra Nova test in 2005. Our English and Math class size has been reduced to allow for low student to teacher ratio's for our freshman.

- ü South Mountain Sophmore test scores improved dramitically in writing, rising 41% with 76% of our Sophomore students meeting the AIMS requirement.

- ü South Mountain Sophomore test scores improved dramatically in math, rising 45% with 63% of our Sophomore students meeting the AIMS requirement.

- ü South Mountain High School continues to have one of the highest graduation rates in the district and one of the lowest drop out rates in PUHSD. Our 2005 graduation rate was 77.5% while our dropout rate fell to just 4.6%.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	89	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

All students, staff and visitors are required to wear visible ID badges; a School Resource Officer and a Probation Officer work on-site with administrators to assist students. We also provide assemblies, teacher in-services and special recognition. We have active security force, closed campus and a Dean to swiftly handle discipline issues as they arise.

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) :

0

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	Tina Smith	(602) 764-5152
Transportation Policy	Sheri Kaplan	(602) 764-5020
Community Resources	Scott Gayman	(602) 764-5019
School Nutrition Programs	Francis Farinas	(602) 764-5185
Parent Organization	Alvin Watson	(602) 764-5001
Student Health/Nurse	Carmen Lappen	(602) 764-5043

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.

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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.