

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1900 W. Thomas Road, Phoenix, AZ 85015

Phoenix Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Frank W. Rasmussen
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2920
 Web Address : PUHSD@phxhs.k12.az.us
 Phone Number : (602) 764-8008
 Fax Number : (602) 764-8215
 E-mail : frasmussen@phxhs.k12.az.us

Mission

Metro Tech High School's mission is to provide a standard-based learning environment that promotes the integration of academic and career studies to ensure student achievement.

School / Academic Goals

- ü Using the data from the 2004-2005 AIMS Math test, we will reduce the percent of students in the Falls Far Below Category by 50% on the 2005-2006 test.
- ü Using the data from the 2004-2005 AIMS Writing test, we will decrease the percent of students in the Fall Far Below Category by 50% on the 2005-2006 test.
- ü Using the data from the 2004-2005 AIMS Reading test, we will decrease the percent of students in the Falls Far Below Category by 50% on the 2005-2006 test.

Enrollment

October 1, 2004 School Year Student Enrollment : 2592
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Integrated Career & Academic Curriculum
- Ü School-to-Work
- Ü Core Academic Classes
- Ü Honors Credit
- Ü Academic Decathlon

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We communicate school goals/expectations to parents, assure students a safe environment in/out of classroom, keep parents current with activities on campus, include parent participation in decision-making/notify them on discipline/attendance matters.

Parents

Parents are responsible to their children and to their school. They must be example setters. We create a healthy environment to grow, question, and develop with guidance. They must monitor child's attendance and participation in/out of the classroom.

Transportation Policy

We work with the City of Phoenix Public Transportation System to provide appropriate bus routes for our students. We also have magnet bus routes throughout the city and buses from each comprehensive campus to Metro Tech for dual students.

School Honors

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

Award/Honor	Year
Ü Scholarship to Stanford	2005
Ü C-CAP Scholarships	2005
Ü C-CAP Scholarships	2004
Ü Most Promising Career Program (Carpentry)	2003

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	320	5659	69846	100	100	100	694	681	699	26	32	21	17	18	11	49	43	49	8	7	18
All Students (Prior Year)	270	5348	65934	100	99	100	480	477	492	59	63	43	16	17	18	21	15	24	4	6	15
Female	166	2812	34328	100	100	99	696	684	702	23	29	19	18	18	12	51	45	51	8	7	18
Male	154	2854	35509	100	100	100	693	678	696	29	34	23	16	17	11	47	41	48	8	7	18
African American	11	556	3535	100	100	100	660	677	677	82	39	31	0	17	15	18	37	46	0	6	8
Hispanic	275	4210	23363	100	100	100	695	679	680	24	33	32	18	19	16	50	42	45	8	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	24	610	36421	96	100	99	703	692	714	29	17	12	8	10	8	54	52	54	8	20	26
Students with Disabilities	34	655	7690	100	100	100	659	598	593	82	72	64	9	13	14	9	13	21	0	3	2
Students without Disabilities	286	5013	62220	100	100	99	699	691	712	19	27	16	18	18	11	54	47	53	9	8	20
Limited English Proficient Students	64	1240	5834	100	100	100	679	649	612	36	46	46	22	22	20	40	31	31	1	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	197	3457	21421	99	96	92	697	683	686	25	35	35	17	18	15	47	42	43	11	6	7
Non-Economically Disadvantaged	123	2211	48489	100	100	100	690	677	704	28	28	15	16	17	10	53	45	52	3	10	23

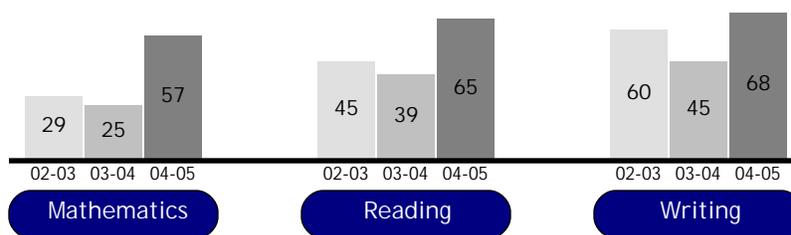
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	323	5841	71311	100	100	100	685	673	694	5	13	7	30	31	21	63	54	63	2	3	9
All Students (Prior Year)	277	5530	68162	100	99	100	489	489	509	21	29	18	39	33	24	38	36	51	1	2	8
Female	167	2883	34899	100	100	100	688	678	700	4	10	5	28	29	19	66	58	66	2	3	10
Male	156	2972	36430	99	100	100	683	668	688	6	15	9	32	33	22	59	49	61	2	3	8
African American	11	571	3573	100	100	100	674	675	676	9	12	9	36	30	26	55	57	60	0	1	4
Hispanic	278	4351	24056	100	100	100	685	670	672	5	14	13	31	34	31	63	51	53	1	2	3
Asian/Pacific Islander	NC	79	1731	NC	99	98	NC	693	717	NC	7	3	NC	17	13	NC	69	68	NC	7	16
American Indian/Alaskan Native	NC	216	5110	NC	100	100	NC	670	661	NC	10	14	NC	26	38	NC	62	46	NC	2	2
White	24	624	36841	96	100	99	696	694	713	8	6	3	25	16	12	58	66	72	8	12	13
Students with Disabilities	33	695	8021	100	100	100	668	593	590	12	35	27	36	42	42	52	22	29	0	1	1
Students without Disabilities	290	5166	63379	100	100	100	687	684	707	4	10	5	30	29	18	64	58	68	2	3	10
Limited English Proficient Students	64	1305	6402	98	100	100	662	629	596	12	25	25	48	45	44	41	29	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	197	3605	22243	99	97	93	685	672	677	6	15	14	31	34	32	61	49	51	3	2	3
Non-Economically Disadvantaged	126	2256	49157	100	100	100	686	674	702	3	9	4	30	27	16	66	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	322	5827	70868	99	100	100	690	672	688	1	8	5	31	33	23	65	56	63	3	3	9
All Students (Prior Year)	275	5522	67629	100	99	100	495	485	524	32	39	22	23	20	16	45	39	59	0	1	3
Female	167	2880	34710	100	100	99	697	680	697	1	6	3	22	27	19	73	62	66	4	4	12
Male	155	2962	36176	99	100	100	682	663	678	2	10	7	40	38	27	58	50	59	1	3	7
African American	11	570	3557	100	100	99	680	677	675	0	8	7	55	27	25	45	62	62	0	3	6
Hispanic	278	4345	23868	100	100	100	690	669	670	1	9	9	30	35	33	66	54	55	3	2	4
Asian/Pacific Islander	NC	79	1732	NC	99	98	NC	691	713	NC	4	2	NC	19	12	NC	63	64	NC	14	22
American Indian/Alaskan Native	NC	215	5001	NC	100	100	NC	671	661	NC	6	9	NC	33	41	NC	54	48	NC	6	2
White	23	618	36710	92	99	99	693	685	702	0	4	2	30	18	15	65	67	69	4	11	13
Students with Disabilities	33	694	7900	100	100	100	653	580	580	6	26	22	67	53	49	27	20	28	0	1	1
Students without Disabilities	289	5154	63054	99	100	99	694	684	701	1	6	3	27	30	20	70	60	67	3	4	10
Limited English Proficient Students	64	1301	6308	98	100	100	670	626	591	3	18	19	55	49	47	42	31	33	0	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	197	3594	21994	99	96	92	689	671	673	1	10	10	32	36	36	65	52	52	2	2	3
Non-Economically Disadvantaged	125	2254	48960	100	100	100	690	673	694	2	6	3	29	27	18	66	61	67	3	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	93	21	23	41	93	24	NA	42	99	40	40	51
	Language	97	23	24	42	97	22	26	42	99	41	40	50
	Mathematics	97	37	42	60	96	40	44	63	99	40	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

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

Council Duties

- Ü School Safety Issues
- Ü Schedule
- Ü Staff Selection
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	107.00
Other Professional Staff	15.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	2	8	1	0
7 to 9 years	4	14	1	0
10 or more years	14	50	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	243
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Technology Center
- Ü 30 Specific Career Labs

Extracurricular Activities

- Ü National Honor Society
- Ü VSOs (Skills USA, FBLA, DECA)
- Ü MECHA
- Ü Art Club
- Ü Multicultural Club
- Ü Helping Hands

Social Services

- Ü Child Care Center
- Ü Health Services
- Ü Job Placement Services
- Ü CUTS
- Ü Student Services Team
- Ü Social Worker
- Ü Psychologist

School Achievements/Accomplishments 2004-05

- ü Metro Tech has become a comprehensive high school with career emphasis.

- ü Metro Tech will integrate technology into the academic programs. We are also implementing the integration of academic/career education instructional activities.

- ü We met the Annual Yearly Progress under No Child Left Behind.

- ü We achieved the 'Performing' label under Arizona Learns.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	55	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	75	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	78	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 Dean of Students oversees student discipline and provides students with behavior skills/timely intervention strategies. Perimeter fencing enforces a closed campus policy. A School Resource Officer maintains high visibility during school hours.

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) :

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	Frank Rasmussen	(602) 764-8008
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Krystal Rogers	(602) 764-8048
School Nutrition Programs	Terri Willett	(800) 764-8029
Parent Organization	Barbara Troutman	(602) 764-8000
Student Health/Nurse	Colleen Holman	(602) 764-8021

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.