

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3535 N. 27th Avenue, Phoenix, AZ 85017

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
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Thomas Jenkins
 Schedule : 07:30 AM to 04:00 PM
 Grades : 10-12
 Web Address : www.admin.phxhs.k12.az.us/
 Phone Number : (602) 764-1700
 Fax Number : (602) 271-2923
 E-mail : jenkins@phxhs.k12.az.us

Mission

Our mission is to provide a supportive learning environment for at-risk and dropout students so they will achieve academic success, as well as social and emotional growth. Through teamwork, Bostrom's staff will prepare students to become productive, educated young adults who possess a positive self-esteem and are prepared to meet the societal demands of the 21st century.

School / Academic Goals

- ü Students will improve and demonstrate proficiency in reading comprehension and decoding; writing effectively: persuasive essay, literary analysis, research document, narrative, and formal communications.
- ü Students will apply mathematical knowledge and concepts and demonstrate proficiency in number sense, data analysis, probability, patterns, algebraic expressions, functions, geometry, measurement, discrete mathematics and mathematics structures/logic.
- ü Students academic achievement focus on state standards. Retention strategies utilize sustained silent reading, note taking, graphic reading organizers portfolio assessments vocabulary instruction. Tutoring will increase students chances for success.
- ü Parents are continually involved in every aspect of students education, they are involed in school orientation and receive newsletters. Parents and students are encouraged to be a member of one of our school committees. Parent classes are offered.

Enrollment

October 1, 2005 School Year Student Enrollment : 367
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü Core Academic and Elective Classes
- ü Special Education Resource and Inclusion
- ü Focus on Reading, Writing and Math
- ü Academic Tutoring in ACE Period
- ü ESL Instruction/Advanced & Transitional
- ü Vocational emphasis
- ü College emphasis
- ü Summer months focus

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We devote all of our resources to helping students earn a high school diploma and prepare for a successful life; treat students with dignity, respect and fairness; maintain regular communication with parents; and respond promptly to parent requests. Notify parents of academic and learning potential concerns associated with their student. Continually inform parents of potential discipline and actual discipline developments.

Parents

Parents/Guardians are responsible for making the students' education a high priority; maintaining contact with teachers to check on academic progress; calling or sending notes to excuse daily absences; and providing suggestions for improving Bostrom. We foster opportunities for parents to attend conferences, school orientations and classes for parents.

Transportation Policy

Bostrom serves students who reside within the Phoenix Union High School District boundaries. Students may walk, drive, carpool or use the transit bus system for transportation. Bus cards are provided for students who meet income eligibility guidelines.

School Honors

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

Award/Honor	Year
ü 83 Graduates During SY 2004-05	2004
ü City of Phoenix Diversity Grant Recipient	2003
ü 2 yearly graduation ceremonies	
ü Yearly honors awards programs	

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	88	5965	71130	100	100	95	666	683	701	53	36	23	19	17	13	27	43	51	NA	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	3050	35465	100	100	96	672	684	702	45	32	21	23	19	13	33	45	53	NA	4	13
Male	48	2915	35648	96	100	94	661	681	701	60	40	24	17	16	12	23	40	50	NA	5	14
African American	NC	576	3868	NC	100	95	NC	676	686	NC	42	33	NC	18	17	NC	37	45	NC	4	6
Hispanic	68	4559	25103	100	100	95	666	680	685	54	37	34	21	18	16	25	42	45	NA	3	5
Asian/Pacific Islander	--	82	1805	--	100	98	--	713	731	--	16	9	--	9	7	--	55	50	--	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	NC	534	36075	NC	100	95	NC	704	715	NC	21	12	NC	13	9	NC	51	58	NC	15	21
Students with Disabilities	15	683	5862	100	100	71	642	648	658	93	72	63	7	13	15	NA	13	20	NA	2	2
Students without Disabilities	73	5282	65268	100	100	98	671	686	705	45	31	19	22	18	12	33	46	54	NA	5	15
Limited English Proficient Students	11	1115	4859	79	100	93	656	661	662	73	66	64	18	16	15	9	17	20	NA	0	1
Migrant Students	--	14	786	--	100	95	--	695	681	--	21	38	--	36	18	--	36	41	--	7	4
Economically Disadvantaged	66	4233	22957	96	99	93	666	681	685	53	37	34	20	18	17	27	42	44	NA	3	5
Non-Economically Disadvantaged	22	1732	48173	100	100	96	667	688	709	55	34	17	18	16	11	27	43	55	NA	8	18

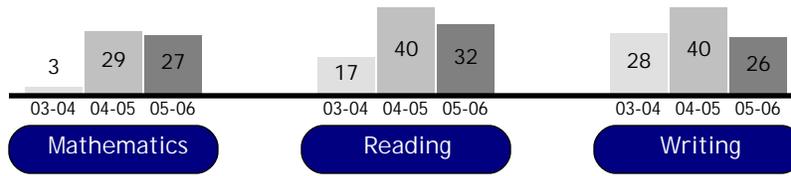
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	6161	73018	100	100	97	661	680	703	15	10	6	53	36	23	31	51	64	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	3143	36181	100	100	97	669	684	708	12	8	4	49	34	21	37	55	65	2	3	9
Male	58	3015	36816	100	100	96	655	676	699	17	13	7	57	39	24	26	47	62	NA	2	7
African American	NC	601	3976	NC	100	96	NC	680	689	NC	10	8	NC	34	29	NC	53	59	NC	3	3
Hispanic	86	4709	25801	100	100	96	658	676	683	16	11	10	53	39	34	30	49	53	NA	1	3
Asian/Pacific Islander	--	84	1812	--	100	98	--	708	722	--	2	3	--	25	15	--	63	66	--	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	NC	548	37024	NC	100	97	NC	711	721	NC	4	2	NC	21	12	NC	61	73	NC	13	13
Students with Disabilities	14	721	7170	93	100	85	634	639	654	43	31	23	50	50	47	7	17	29	NA	2	1
Students without Disabilities	95	5440	65848	100	100	98	665	684	708	11	8	4	54	34	20	35	55	67	1	3	9
Limited English Proficient Students	17	1166	5099	100	100	95	640	639	641	24	30	29	65	61	59	12	9	12	NA	0	0
Migrant Students	--	14	817	--	100	96	--	671	667	--	14	15	--	43	44	--	43	39	--	NA	1
Economically Disadvantaged	79	4384	23912	100	100	94	657	676	681	18	11	10	57	39	36	25	49	52	NA	2	2
Non-Economically Disadvantaged	30	1777	49106	100	100	98	674	690	714	7	8	4	43	30	16	47	56	69	3	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	110	6157	72810	100	100	96	652	667	685	12	9	6	62	42	30	25	46	58	1	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	3142	36111	100	100	97	664	676	695	6	6	4	59	36	23	33	55	65	2	3	8
Male	59	3013	36678	100	100	95	642	657	674	17	13	9	64	49	36	19	38	52	NA	1	3
African American	NC	602	3962	NC	100	96	NC	667	675	NC	10	8	NC	37	33	NC	50	55	NC	2	3
Hispanic	87	4705	25735	100	100	96	651	664	669	10	10	10	62	45	41	28	44	48	NA	1	2
Asian/Pacific Islander	--	84	1809	--	100	97	--	693	704	--	5	4	--	30	19	--	61	65	--	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	NC	546	36915	NC	100	97	NC	687	697	NC	5	3	NC	32	21	NC	57	67	NC	6	8
Students with Disabilities	15	717	7071	100	100	84	607	626	634	53	26	24	47	55	53	NA	16	21	NA	3	1
Students without Disabilities	95	5440	65739	100	100	98	659	672	689	5	7	4	64	40	27	29	50	62	1	2	6
Limited English Proficient Students	17	1164	5046	100	100	94	640	622	621	6	29	31	76	61	56	18	10	12	NA	0	0
Migrant Students	--	14	812	--	100	96	--	655	654	--	14	15	--	36	51	--	50	34	--	NA	0
Economically Disadvantaged	79	4383	23814	100	100	94	648	664	667	14	10	10	63	44	41	23	44	47	NA	1	2
Non-Economically Disadvantaged	31	1774	48996	100	100	97	663	675	693	6	8	4	58	37	24	32	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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.

No test data found for this school.

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)
- 3 Non-certified Employee(s)
- 8 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Development of New Programs
- Ü School Policy & Campus Literacy Plan
- Ü Visioning
- Ü Student Activities
- Ü Safety Issues
- Ü Problem Solving

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	204
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Shared-use Computer Lab
- Ü Fitness Center
- Ü Reading Library
- Ü Ripple Effects tutorial for LTS students

Extracurricular Activities

- Ü Student Government
- Ü Enrichment Activities
- Ü Yearbook Club
- Ü Multicultural Workshops
- Ü Art Club
- Ü College Classes
- Ü Career Assessments

Social Services

- Ü Substance Abuse Counseling
- Ü Student Career and Job Fair
- Ü Anger Management Counseling
- Ü College Financial Aid Counseling
- Ü College Financial Aid Assistance
- Ü Parenting/Medical Assistance
- Ü Community Resources

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Schoolwide strategies to improve student achievement: Sustained silent reading; math focused on pre-algebra, algebra, geometric skills; All classes focus on 5 types of writing. English classes use 6 trait rubric evaluation and 5 paragraph essay writing
- ü Other strategies utilized in instruction are: Note taking, summarizing, portfolio assessment, homework, curriculum based and school wide vocabulary building in addition to nonlinguistic representation and guided reading organizers.
- ü Technology skills are taught to students new to Bostrom with follow up utilization in all classes. All classrooms are equipped with mini-computer labs for curriculum based research projects. Students have access to shared use computer lab and lap tops
- ü Bostrom has successfully achieved AYP and Arizona LEARNS each year since inception with the exception of the 2006 school year. Bostrom has successfully met Arizona LEARNS criteria each year.

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	50	89	88	73
Graduation Rate ⁶	100	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

Bostrom focuses on positive behavior change for students by offering anger management, substance abuse counseling, tobacco cessation, diversity as well as prejudice reduction activities. Bostrom Crisis Intervention Plan is practiced throughout the school year. Parents are involved in their student's counseling plan. Some students participate in morning and after school grounding sessions in an effort to make them more responsible citizens as well as improve self esteem.

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) :

5

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	Pam Kohlhaus	(602) 764-1700
Transportation Policy	Natasha Foster	(602) 764-1711
Community Resources	Luz Delgado	(602) 764-1768
School Nutrition Programs	Natasha Foster	(602) 764-1711
Parent Organization	Dawn Arnold	(602) 764-1700
Student Health/Nurse	School Nurse	(602) 764-1722

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.

Footnotes

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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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** 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.