

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3921 West Baseline Road, Laveen, AZ 85339

Phoenix Union High School District

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

AZ LEARNS¹

High School Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. James McElroy Ed.D.
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2798
 Web Address : www.phxhs.k12.az.us/education/school/school.
 Phone Number : (602) 764-4000
 Fax Number : (602) 764-4054
 E-mail : mcelroy@phxhs.k12.az.us

Mission

The main purpose of Cesar Chavez High School is to provide a high quality education for all students so that they can meet the challenges of the 21st Century.

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 / Academic Goals

- ü Learning to Read: Read 180 is used for students who need intensive reading interventions. This model is research based and is dramatically effective in helping struggling readers find long-term reading success.
- ü Reading to Learn: CCHS utilizes schoolwide reading strategies such as: reciprocal reading, thinking maps, paragraph patterns, question-answer-relationship strategies, reading comprehension lessons and activities through Passport To Success program.
- ü CCHS utilizes writing strategies to increase students' writing skills through the use of: Collins' 5 types of Writing, English writing folders, individual student portfolios, and guided reading organizers.
- ü Math Across the Curriculum strategies improves students' mathematic skills through the use of individual student portfolios in all math classes.

Enrollment

October 1, 2004 School Year Student Enrollment : 2593
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Read 180 Intensive Reading Program
- ü School-Wide Writing Portfolios
- ü Introductory-Advanced Technology Classes
- ü Advanced Placement Classes
- ü Saturday AIMS Preparation Courses
- ü 8th Period AIMS Preparation Classes
- ü JROTC

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

CCHS provides a safe and secure environment. CCHS teachers also provide students and parents with a plan for student success in every course. We uphold high expectations for students in regards to behavior and academic achievement and provide students and parents with regular feedback regarding progress.

Parents

Parents should encourage their child's success by calling the activity hot line regularly to become aware of activities and important information. Parents should encourage academic success by discussing school rules and academic expectations.

Transportation Policy

CCHS transportation boundaries are from Central Avenue to 83rd Avenue; Salt River Channel to Ray Road. Bus transportation is provided for students who participate in MetroTech classes, afterschool athletics, activities, and tutoring.

School Honors

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

Award/Honor	Year
ü United States Congressional Page	2005
ü United States Military Academy at West Point Cadet	2005
ü Metro Region Wrestling Championship	2004
ü Metro Region Baseball Championship	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	606	5659	69846	99	100	100	666	681	699	41	32	21	18	18	11	35	43	49	6	7	18
All Students (Prior Year)	545	5348	65934	100	99	100	469	477	492	74	63	43	15	17	18	8	15	24	3	6	15
Female	299	2812	34328	98	100	99	671	684	702	39	29	19	19	18	12	37	45	51	5	7	18
Male	307	2854	35509	100	100	100	661	678	696	43	34	23	17	17	11	34	41	48	6	7	18
African American	91	556	3535	98	100	100	662	677	677	48	39	31	19	17	15	32	37	46	1	6	8
Hispanic	433	4210	23363	100	100	100	667	679	680	41	33	32	19	19	16	35	42	45	4	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	30	205	4785	100	100	100	649	674	671	44	34	39	12	16	17	44	46	39	0	4	5
White	44	610	36421	100	100	99	651	692	714	25	17	12	11	10	8	42	52	54	22	20	26
Students with Disabilities	91	655	7690	100	100	100	559	598	593	85	72	64	5	13	14	9	13	21	1	3	2
Students without Disabilities	516	5013	62220	98	100	99	686	691	712	33	27	16	21	18	11	40	47	53	6	8	20
Limited English Proficient Students	122	1240	5834	100	100	100	618	649	612	50	46	46	20	22	20	27	31	31	3	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	314	3457	21421	94	96	92	675	683	686	45	35	35	19	18	15	32	42	43	4	6	7
Non-Economically Disadvantaged	293	2211	48489	100	100	100	656	677	704	37	28	15	17	17	10	39	45	52	8	10	23

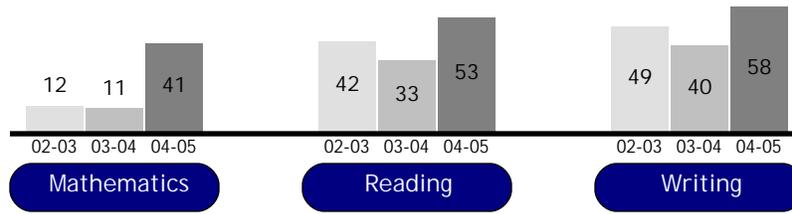
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	632	5841	71311	98	100	100	660	673	694	14	13	7	33	31	21	51	54	63	2	3	9
All Students (Prior Year)	562	5530	68162	99	99	100	485	489	509	30	29	18	36	33	24	31	36	51	2	2	8
Female	317	2883	34899	98	100	100	669	678	700	11	10	5	31	29	19	56	58	66	2	3	10
Male	315	2972	36430	98	100	100	652	668	688	17	15	9	35	33	22	46	49	61	1	3	8
African American	97	571	3573	98	100	100	663	675	676	13	12	9	37	30	26	49	57	60	1	1	4
Hispanic	445	4351	24056	98	100	100	661	670	672	16	14	13	33	34	31	50	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	36	216	5110	100	100	100	644	670	661	13	10	14	40	26	38	47	62	46	0	2	2
White	46	624	36841	98	100	99	646	694	713	3	6	3	19	16	12	69	66	72	8	12	13
Students with Disabilities	91	695	8021	99	100	100	548	593	590	48	35	27	37	42	42	14	22	29	1	1	1
Students without Disabilities	541	5166	63379	98	100	100	680	684	707	8	10	5	32	29	18	58	58	68	2	3	10
Limited English Proficient Students	130	1305	6402	100	100	100	604	629	596	26	25	25	39	45	44	34	29	30	1	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	344	3605	22243	95	97	93	665	672	677	18	15	14	36	34	32	46	49	51	0	2	3
Non-Economically Disadvantaged	288	2256	49157	100	100	100	655	674	702	11	9	4	29	27	16	57	60	69	3	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	634	5827	70868	98	100	100	664	672	688	7	8	5	36	33	23	55	56	63	3	3	9
All Students (Prior Year)	563	5522	67629	100	99	100	486	485	524	39	39	22	21	20	16	39	39	59	1	1	3
Female	316	2880	34710	98	100	99	677	680	697	5	6	3	28	27	19	64	62	66	3	4	12
Male	318	2962	36176	99	100	100	652	663	678	8	10	7	44	38	27	45	50	59	2	3	7
African American	99	570	3557	100	100	99	668	677	675	8	8	7	36	27	25	55	62	62	1	3	6
Hispanic	446	4345	23868	98	100	100	666	669	670	7	9	9	37	35	33	54	54	55	2	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	36	215	5001	100	100	100	652	671	661	0	6	9	40	33	41	57	54	48	3	6	2
White	45	618	36710	96	99	99	643	685	702	3	4	2	23	18	15	63	67	69	11	11	13
Students with Disabilities	91	694	7900	99	100	100	543	580	580	24	26	22	58	53	49	15	20	28	2	1	1
Students without Disabilities	543	5154	63054	98	100	99	686	684	701	4	6	3	32	30	20	62	60	67	3	4	10
Limited English Proficient Students	130	1301	6308	100	100	100	607	626	591	14	18	19	49	49	47	36	31	33	2	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	345	3594	21994	96	96	92	670	671	673	8	10	10	42	36	36	48	52	52	1	2	3
Non-Economically Disadvantaged	289	2254	48960	100	100	100	658	673	694	5	6	3	29	27	18	62	61	67	4	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	22	23	41	89	22	NA	42	93	38	40	51
	Language	96	22	24	42	90	22	26	42	93	39	40	50
	Mathematics	97	39	42	60	93	38	44	63	93	36	38	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- ü Instructional Programs/Strategies
- ü School Improvement
- ü School/Community Relations
- ü Extra-Curricular Activities
- ü Work to Raise Graduation Rate
- ü Opportunity for Stakeholder Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	150.00
Other Professional Staff	19.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	6	0	0
4 to 6 years	20	8	2	0
7 to 9 years	9	8	1	0
10 or more years	15	54	3	6

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	19
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- ü State-of-the-Art Media Center
- ü State-of-the-Art Technology Labs
- ü Computer Labs on Most Floors
- ü Beautiful Auditorium and Stadium

Extracurricular Activities

- ü Full Range of Boys & Girls Sports
- ü National Honor Society
- ü Associated Students (Student Government)
- ü Amnesty International
- ü FFA
- ü Students Against Destructive Decisions
- ü Full Range of Student Clubs

Social Services

- ü Parks and Recreation Activities
- ü Health Services
- ü Counseling Services
- ü Community Liaison Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sixty scholarships were received by CCHS students totaling over \$750,000.00. A student from CCHS was also selected by the highly selective United States Military Academy at West Point.

- ü CCHS implemented cross-curricular reading and writing strategies, including an intricate faculty and student portfolio. CCHS outperformed the state in the writing portion of the AIMS test and increased the math and reading portions significantly.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	21	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	78	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	73	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

Cesar Chavez staff participates in intensive training to provide a safe learning environment. Students, staff and visitors are identified with badges and assisted by closed-circuit television camera surveillance. Safety drills are conducted regularly.

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	Jim McElroy	(602) 764-4010
Transportation Policy	Jose Arenas	(602) 764-4012
Community Resources	Sandra Moreno	(602) 764-4020
School Nutrition Programs	Victor Mena	(602) 764-4045
Parent Organization	Nicki Miller	(602) 764-4010
Student Health/Nurse	Gil Norton	(602) 764-4036

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."

ACHIEVEMENT PROFILES

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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Total cost of printing: 12 Pages X .0318 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.