

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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 : Dr. James McElroy Ed.D.
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 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)

2005-06	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 / 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, 2005 School Year Student Enrollment : 2680
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	687	5965	71130	100	100	95	681	683	701	38	36	23	15	17	13	42	43	51	5	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	346	3050	35465	100	100	96	682	684	702	35	32	21	16	19	13	44	45	53	5	4	13
Male	341	2915	35648	100	100	94	680	681	701	40	40	24	13	16	12	41	40	50	6	5	14
African American	115	576	3868	99	100	95	675	676	686	40	42	33	16	18	17	39	37	45	5	4	6
Hispanic	467	4559	25103	100	100	95	681	680	685	38	37	34	15	18	16	42	42	45	5	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	33	214	4241	100	100	90	671	686	679	58	32	39	15	15	19	24	49	39	3	4	3
White	64	534	36075	100	100	95	693	704	715	22	21	12	11	13	9	58	51	58	9	15	21
Students with Disabilities	86	683	5862	100	100	71	641	648	658	62	72	63	10	13	15	10	13	20	17	2	2
Students without Disabilities	601	5282	65268	100	100	98	685	686	705	34	31	19	15	18	12	47	46	54	4	5	15
Limited English Proficient Students	63	1115	4859	100	100	93	665	661	662	63	66	64	11	16	15	22	17	20	3	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	382	4233	22957	100	99	93	680	681	685	38	37	34	14	18	17	44	42	44	4	3	5
Non-Economically Disadvantaged	305	1732	48173	100	100	96	682	688	709	37	34	17	15	16	11	41	43	55	7	8	18

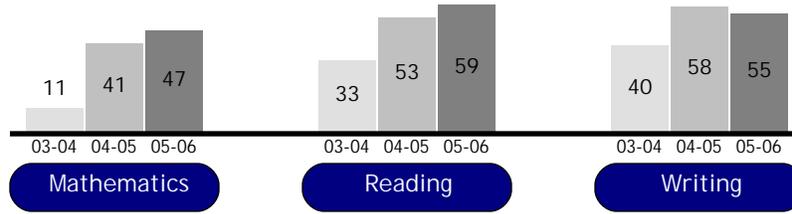
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	720	6161	73018	100	100	97	683	680	703	8	10	6	33	36	23	55	51	64	4	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	358	3143	36181	99	100	97	686	684	708	6	8	4	31	34	21	60	55	65	4	3	9
Male	362	3015	36816	100	100	96	679	676	699	10	13	7	36	39	24	51	47	62	4	2	7
African American	123	601	3976	99	100	96	680	680	689	11	10	8	32	34	29	54	53	59	3	3	3
Hispanic	488	4709	25801	100	100	96	682	676	683	8	11	10	34	39	34	55	49	53	3	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	98	NC	708	722	NC	2	3	NC	25	15	NC	63	66	NC	10	16
American Indian/Alaskan Native	32	219	4389	97	100	93	674	686	675	3	7	9	44	33	42	53	59	47	NA	1	1
White	68	548	37024	100	100	97	698	711	721	3	4	2	29	21	12	59	61	73	9	13	13
Students with Disabilities	94	721	7170	99	100	85	641	639	654	24	31	23	39	50	47	23	17	29	13	2	1
Students without Disabilities	626	5440	65848	100	100	98	687	684	708	5	8	4	32	34	20	60	55	67	2	3	9
Limited English Proficient Students	63	1166	5099	97	100	95	645	639	641	22	30	29	62	61	59	13	9	12	3	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	8	11	10	37	39	36	52	49	52	3	2	2
Non-Economically Disadvantaged	312	1777	49106	100	100	98	688	690	714	7	8	4	29	30	16	60	56	69	4	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	721	6157	72810	100	100	96	673	667	685	6	9	6	39	42	30	53	46	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	359	3142	36111	99	100	97	682	676	695	4	6	4	31	36	23	63	55	65	3	3	8
Male	362	3013	36678	100	100	95	663	657	674	9	13	9	46	49	36	43	38	52	2	1	3
African American	123	602	3962	99	100	96	671	667	675	7	10	8	41	37	33	49	50	55	4	2	3
Hispanic	489	4705	25735	100	100	96	672	664	669	7	10	10	38	45	41	53	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	32	220	4370	97	100	92	677	679	670	6	7	9	38	34	39	53	55	50	3	4	2
White	68	546	36915	100	100	97	678	687	697	3	5	3	43	32	21	53	57	67	1	6	8
Students with Disabilities	94	717	7071	99	100	84	625	626	634	23	26	24	41	55	53	22	16	21	13	3	1
Students without Disabilities	627	5440	65739	100	100	98	678	672	689	4	7	4	38	40	27	57	50	62	1	2	6
Limited English Proficient Students	64	1164	5046	98	100	94	632	622	621	20	29	31	61	61	56	16	10	12	3	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	408	4383	23814	100	100	94	670	664	667	7	10	10	40	44	41	50	44	47	3	1	2
Non-Economically Disadvantaged	313	1774	48996	100	100	97	676	675	693	5	8	4	37	37	24	56	51	64	2	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?	Y
	Met Attendance Rate?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	89	22	NA	42	93	38	40	51	90	37	37	52
	Language	90	22	26	42	93	39	40	50	90	37	37	50
	Mathematics	93	38	44	63	93	36	38	50	90	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)
- 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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

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

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 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	Jim McElroy	(602) 764-4010
Transportation Policy	Victor Mena	(602) 764-4045
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		(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.

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.

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

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

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.