

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3701 West Thomas, Phoenix, AZ 85019

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	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Jerry Gemmette
 Schedule : 08:00 AM to 06:10 PM
 Grades : 10-12
 Web Address :
 Phone Number : (602) 764-1341
 Fax Number : (602) 271-3204
 E-mail : gemmette@phxhs.k12.az.us

Mission

The mission of the Computer Based High School is to provide a small school learning environment that utilizes the latest instructional technology to deliver standards-based instruction on-line with on-site teacher support.

This small school features a web-based curriculum in a high tech environment for junior and senior students attracted to technology. Students can take advantage of a flexible schedule, attending a morning block or an afternoon block six-week term/semester.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

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 Curriculum will initially be focused on 11th and 12th grade core curriculum subjects.

The school will offer opportunities for students to accelerate their learning and course completion.

ü Students will complete their first year of study in an on-site program at the school.

The number of elective courses offered will increase as the student enrollment increases.

ü After the first year on-site, students will complete their studies off-site, maintaining regularly scheduled contact with their mentor-teachers.

ü After the first two years of operation, the number of students enrolled in off-site distance education programs will exceed the number of resident students.

Enrollment

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

Instructional Programs

- ü On-line curriculum.

Calendar Information

Number of Instruction Days :	5
Average Daily Instruction Time :	4 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the school's responsibility to communicate the continuous progress of each student. We are committed to providing resources and setting high expectations to meet and exceed state standards. In addition, we are responsible for creating a comfortable and safe environment for teaching and learning.

Parents

It is the responsibility of our parents to maintain open communication with the school. We expect parents to support their child's academic engagement and promote the district's policies and procedures for attendance and discipline.

Transportation Policy

Guidelines for transportation are listed in accordance with the policies for the Free and Reduced Lunch Program.

School Honors

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

Award/Honor	Year
ü Qwest Foundation Technology / Innovation Grant	2006

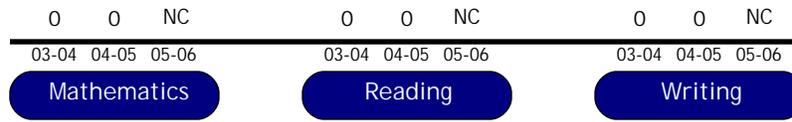
10th Grade

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	NC	5965	71130	NC	100	95	NC	683	701	NC	36	23	NC	17	13	NC	43	51	NC	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	3050	35465	--	100	96	--	684	702	--	32	21	--	19	13	--	45	53	--	4	13
Male	NC	2915	35648	NC	100	94	NC	681	701	NC	40	24	NC	16	12	NC	40	50	NC	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	NC	4559	25103	NC	100	95	NC	680	685	NC	37	34	NC	18	16	NC	42	45	NC	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	--	534	36075	--	100	95	--	704	715	--	21	12	--	13	9	--	51	58	--	15	21
Students with Disabilities	NC	683	5862	NC	100	71	NC	648	658	NC	72	63	NC	13	15	NC	13	20	NC	2	2
Students without Disabilities	NC	5282	65268	NC	100	98	NC	686	705	NC	31	19	NC	18	12	NC	46	54	NC	5	15
Limited English Proficient Students	NC	1115	4859	NC	100	93	NC	661	662	NC	66	64	NC	16	15	NC	17	20	NC	0	1
Migrant Students	--	14	786	--	100	95	--	695	681	--	21	38	--	36	18	--	36	41	--	7	4
Economically Disadvantaged	NC	4233	22957	NC	99	93	NC	681	685	NC	37	34	NC	18	17	NC	42	44	NC	3	5
Non-Economically Disadvantaged	NC	1732	48173	NC	100	96	NC	688	709	NC	34	17	NC	16	11	NC	43	55	NC	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	NC	6161	73018	NC	100	97	NC	680	703	NC	10	6	NC	36	23	NC	51	64	NC	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	3143	36181	NC	100	97	NC	684	708	NC	8	4	NC	34	21	NC	55	65	NC	3	9
Male	NC	3015	36816	NC	100	96	NC	676	699	NC	13	7	NC	39	24	NC	47	62	NC	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	NC	4709	25801	NC	100	96	NC	676	683	NC	11	10	NC	39	34	NC	49	53	NC	1	3
Asian/Pacific Islander	--	84	1812	--	100	98	--	708	722	--	2	3	--	25	15	--	63	66	--	10	16
American Indian/Alaskan Native	--	219	4389	--	100	93	--	686	675	--	7	9	--	33	42	--	59	47	--	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	NC	721	7170	NC	100	85	NC	639	654	NC	31	23	NC	50	47	NC	17	29	NC	2	1
Students without Disabilities	NC	5440	65848	NC	100	98	NC	684	708	NC	8	4	NC	34	20	NC	55	67	NC	3	9
Limited English Proficient Students	--	1166	5099	--	100	95	--	639	641	--	30	29	--	61	59	--	9	12	--	0	0
Migrant Students	--	14	817	--	100	96	--	671	667	--	14	15	--	43	44	--	43	39	--	NA	1
Economically Disadvantaged	NC	4384	23912	NC	100	94	NC	676	681	NC	11	10	NC	39	36	NC	49	52	NC	2	2
Non-Economically Disadvantaged	NC	1777	49106	NC	100	98	NC	690	714	NC	8	4	NC	30	16	NC	56	69	NC	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	NC	6157	72810	NC	100	96	NC	667	685	NC	9	6	NC	42	30	NC	46	58	NC	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	3142	36111	NC	100	97	NC	676	695	NC	6	4	NC	36	23	NC	55	65	NC	3	8
Male	NC	3013	36678	NC	100	95	NC	657	674	NC	13	9	NC	49	36	NC	38	52	NC	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	NC	4705	25735	NC	100	96	NC	664	669	NC	10	10	NC	45	41	NC	44	48	NC	1	2
Asian/Pacific Islander	--	84	1809	--	100	97	--	693	704	--	5	4	--	30	19	--	61	65	--	5	13
American Indian/Alaskan Native	--	220	4370	--	100	92	--	679	670	--	7	9	--	34	39	--	55	50	--	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	NC	717	7071	NC	100	84	NC	626	634	NC	26	24	NC	55	53	NC	16	21	NC	3	1
Students without Disabilities	NC	5440	65739	NC	100	98	NC	672	689	NC	7	4	NC	40	27	NC	50	62	NC	2	6
Limited English Proficient Students	--	1164	5046	--	100	94	--	622	621	--	29	31	--	61	56	--	10	12	--	0	0
Migrant Students	--	14	812	--	100	96	--	655	654	--	14	15	--	36	51	--	50	34	--	NA	0
Economically Disadvantaged	NC	4383	23814	NC	100	94	NC	664	667	NC	10	10	NC	44	41	NC	44	47	NC	1	2
Non-Economically Disadvantaged	NC	1774	48996	NC	100	97	NC	675	693	NC	8	4	NC	37	24	NC	51	64	NC	4	7

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



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?	Y
	Met Graduation Rate?	Not Evaluated
	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.

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.00	Teacher	5.00
Other Professional Staff	.20	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü On-line curriculum.
- Ü High tech learning environment.
- Ü Two computer labs with 34 stations each.

Extracurricular Activities

Social Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	46	89	88	73
Graduation Rate ⁶	NA	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

Our current incident count is 0. To ensure a safe and healthy learning environment our students are required to complete a "Responsible Thinking Plan." The plan is designed to hold the students accountable for their actions which may infringe on the rights of others.

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	
Transportation Policy	
Community Resources	
School Nutrition Programs	
Parent Organization	
Student Health/Nurse	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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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.