



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2006-07

Mingus Union High School District

1801 E Fir St, Cottonwood, AZ 86326-

No Child Left Behind

Adequate Yearly Progress¹

2005-06 Met
2004-05 Met
2003-04 Met

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.

Current Administrator²

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District At A Glance

Enrollment³

| | State | District |
|------------------------------|-----------|----------|
| 2005-2006 Student Enrollment | 1,093,725 | 1,262 |

Highly Qualified

| Experience | Bachelor's | Master's | Doctorate | Other |
|------------------|------------|----------|-----------|-------|
| 3 or fewer years | 7 | 1 | 0 | 0 |
| 4 to 6 years | 4 | 4 | 0 | 0 |
| 7 to 9 years | 9 | 1 | 0 | 0 |
| 10 or more years | 19 | 16 | 1 | 0 |

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

24%

| | District Aggregate | High-Poverty Schools | Moderate-Poverty Schools | Low Poverty Schools |
|---|--------------------|----------------------|--------------------------|---------------------|
| Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers | N/A | N/A | N/A | N/A |

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

10th Grade

| Mathematics | # Tested | | % Tested | | MSS | | % FFB | | % A | | % Met | | % Exceeded | |
|---|----------|-------|----------|-----|-----|-----|-------|----|-----|----|-------|----|------------|----|
| | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ |
| All Students (05-06) | 304 | 71130 | 98 | 95 | 705 | 701 | 17 | 23 | 14 | 13 | 55 | 51 | 14 | 14 |
| All Students (04-05) | 308 | 69846 | 99 | 100 | 711 | 699 | 18 | 21 | 10 | 11 | 51 | 49 | 21 | 18 |
| Female (05-06) | 145 | 35465 | 97 | 96 | 706 | 702 | 13 | 21 | 15 | 13 | 59 | 53 | 13 | 13 |
| Female (04-05) | 144 | 34328 | 100 | 99 | 705 | 702 | 19 | 19 | 9 | 12 | 59 | 51 | 13 | 18 |
| Male (05-06) | 159 | 35648 | 99 | 94 | 704 | 701 | 21 | 24 | 14 | 12 | 51 | 50 | 14 | 14 |
| Male (04-05) | 164 | 35509 | 99 | 100 | 717 | 696 | 17 | 23 | 11 | 11 | 45 | 48 | 28 | 18 |
| African American (05-06) | NC | 3868 | NC | 95 | NC | 686 | NC | 33 | NC | 17 | NC | 45 | NC | 6 |
| African American (04-05) | NC | 3535 | NC | 100 | NC | 677 | NC | 31 | NC | 15 | NC | 46 | NC | 8 |
| Hispanic (05-06) | 65 | 25103 | 98 | 95 | 680 | 685 | 37 | 34 | 22 | 16 | 37 | 45 | 5 | 5 |
| Hispanic (04-05) | 70 | 23363 | 96 | 100 | 689 | 680 | 30 | 32 | 15 | 16 | 47 | 45 | 8 | 7 |
| Asian/Pacific Islander (05-06) | NC | 1805 | NC | 98 | NC | 731 | NC | 9 | NC | 7 | NC | 50 | NC | 34 |
| Asian/Pacific Islander (04-05) | NC | 1742 | NC | 99 | NC | 733 | NC | 8 | NC | 7 | NC | 46 | NC | 38 |
| American Indian/Alaskan Native (05-06) | 18 | 4241 | 100 | 90 | 697 | 679 | 28 | 39 | 22 | 19 | 39 | 39 | 11 | 3 |
| American Indian/Alaskan Native (04-05) | NC | 4785 | NC | 100 | NC | 671 | NC | 39 | NC | 17 | NC | 39 | NC | 5 |
| White (05-06) | 213 | 36075 | 98 | 95 | 713 | 715 | 10 | 12 | 12 | 9 | 61 | 58 | 17 | 21 |
| White (04-05) | 220 | 36421 | 100 | 99 | 720 | 714 | 12 | 12 | 9 | 8 | 53 | 54 | 26 | 26 |
| Students with Disabilities (05-06) | 31 | 5862 | 97 | 71 | 667 | 658 | 61 | 63 | 16 | 15 | 19 | 20 | 3 | 2 |
| Students with Disabilities (04-05) | 30 | 7690 | 100 | 100 | 661 | 593 | 75 | 64 | 11 | 14 | 11 | 21 | 4 | 2 |
| Students without Disabilities (05-06) | 273 | 65268 | 99 | 98 | 709 | 705 | 12 | 19 | 14 | 12 | 59 | 54 | 15 | 15 |
| Students without Disabilities (04-05) | 278 | 62220 | 98 | 99 | 717 | 712 | 12 | 16 | 10 | 11 | 55 | 53 | 23 | 20 |
| Limited English Proficient Students (05-06) | 12 | 4859 | 100 | 93 | 660 | 662 | 67 | 64 | 25 | 15 | 8 | 20 | NA | 1 |
| Limited English Proficient Students (04-05) | 14 | 5834 | 88 | 100 | 676 | 612 | 50 | 46 | 10 | 20 | 40 | 31 | 0 | 3 |
| Migrant Students (05-06) | -- | 786 | -- | 95 | -- | 681 | -- | 38 | -- | 18 | -- | 41 | -- | 4 |
| Migrant Students (04-05) | -- | 117 | -- | NA | -- | 677 | -- | 44 | -- | 18 | -- | 35 | -- | 3 |
| Economically Disadvantaged (05-06) | -- | 22957 | -- | 93 | -- | 685 | -- | 34 | -- | 17 | -- | 44 | -- | 5 |
| Economically Disadvantaged (04-05) | 64 | 21421 | 94 | 92 | 695 | 686 | 31 | 35 | 11 | 15 | 46 | 43 | 11 | 7 |
| Non-Economically Disadvantaged (05-06) | 304 | 48173 | 98 | 96 | 705 | 709 | 17 | 17 | 14 | 11 | 55 | 55 | 14 | 18 |
| Non-Economically Disadvantaged (04-05) | 244 | 48489 | 100 | 100 | 716 | 704 | 14 | 15 | 10 | 10 | 53 | 52 | 23 | 23 |

10th Grade

| Reading | # Tested | | % Tested | | MSS | | % FFB | | % A | | % Met | | % Exceeded | |
|---|----------|-------|----------|-----|-----|-----|-------|----|-----|----|-------|----|------------|----|
| | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ |
| All Students (05-06) | 314 | 73018 | 99 | 97 | 705 | 703 | 5 | 6 | 20 | 23 | 71 | 64 | 5 | 8 |
| All Students (04-05) | 307 | 71311 | 97 | 100 | 703 | 694 | 6 | 7 | 17 | 21 | 70 | 63 | 7 | 9 |
| Female (05-06) | 152 | 35465 | 99 | 97 | 710 | 708 | 4 | 4 | 15 | 21 | 78 | 65 | 3 | 9 |
| Female (04-05) | 144 | 34899 | 97 | 100 | 701 | 700 | 7 | 5 | 14 | 19 | 73 | 66 | 6 | 10 |
| Male (05-06) | 162 | 36816 | 99 | 96 | 700 | 699 | 6 | 7 | 24 | 24 | 64 | 62 | 6 | 7 |
| Male (04-05) | 163 | 36430 | 97 | 100 | 706 | 688 | 5 | 9 | 21 | 22 | 67 | 61 | 8 | 8 |
| African American (05-06) | NC | 3976 | NC | 96 | NC | 689 | NC | 8 | NC | 29 | NC | 59 | NC | 3 |
| African American (04-05) | NC | 3573 | NC | 100 | NC | 676 | NC | 9 | NC | 26 | NC | 60 | NC | 4 |
| Hispanic (05-06) | 68 | 25801 | 100 | 96 | 676 | 683 | 16 | 10 | 34 | 34 | 49 | 53 | 1 | 3 |
| Hispanic (04-05) | 72 | 24056 | 96 | 100 | 671 | 672 | 20 | 13 | 27 | 31 | 51 | 53 | 1 | 3 |
| Asian/Pacific Islander (05-06) | NC | 1812 | NC | 98 | NC | 722 | NC | 3 | NC | 15 | NC | 66 | NC | 16 |
| Asian/Pacific Islander (04-05) | NC | 1731 | NC | 98 | NC | 717 | NC | 3 | NC | 13 | NC | 68 | NC | 16 |
| American Indian/Alaskan Native (05-06) | 17 | 4389 | 100 | 93 | 689 | 675 | NA | 9 | 41 | 42 | 59 | 47 | NA | 1 |
| American Indian/Alaskan Native (04-05) | NC | 5110 | NC | 100 | NC | 661 | NC | 14 | NC | 38 | NC | 46 | NC | 2 |
| White (05-06) | 220 | 37024 | 99 | 97 | 716 | 721 | 1 | 2 | 14 | 12 | 78 | 73 | 6 | 13 |
| White (04-05) | 218 | 36841 | 98 | 99 | 716 | 713 | 1 | 3 | 12 | 12 | 77 | 72 | 10 | 13 |
| Students with Disabilities (05-06) | 30 | 7170 | 94 | 85 | 660 | 654 | 23 | 23 | 47 | 47 | 30 | 29 | NA | 1 |
| Students with Disabilities (04-05) | 26 | 8021 | 96 | 100 | 656 | 590 | 16 | 27 | 56 | 42 | 24 | 29 | 4 | 1 |
| Students without Disabilities (05-06) | 284 | 65848 | 100 | 98 | 709 | 708 | 3 | 4 | 17 | 20 | 75 | 67 | 5 | 9 |
| Students without Disabilities (04-05) | 281 | 63379 | 97 | 100 | 708 | 707 | 5 | 5 | 14 | 18 | 74 | 68 | 7 | 10 |
| Limited English Proficient Students (05-06) | 14 | 5099 | 100 | 95 | 630 | 641 | 43 | 29 | 57 | 59 | NA | 12 | NA | 0 |
| Limited English Proficient Students (04-05) | 18 | 6402 | 100 | 100 | 643 | 596 | 38 | 25 | 33 | 44 | 29 | 30 | 0 | 1 |
| Migrant Students (05-06) | -- | 817 | -- | 96 | -- | 667 | -- | 15 | -- | 44 | -- | 39 | -- | 1 |
| Migrant Students (04-05) | NC | 548 | NC | NA | NC | 659 | NC | 26 | NC | 36 | NC | 38 | NC | 0 |
| Economically Disadvantaged (05-06) | -- | 23912 | -- | 94 | -- | 681 | -- | 10 | -- | 36 | -- | 52 | -- | 2 |
| Economically Disadvantaged (04-05) | 65 | 22243 | 93 | 93 | 682 | 677 | 16 | 14 | 20 | 32 | 61 | 51 | 3 | 3 |
| Non-Economically Disadvantaged (05-06) | 314 | 49106 | 99 | 98 | 705 | 714 | 5 | 4 | 20 | 16 | 71 | 69 | 5 | 11 |
| Non-Economically Disadvantaged (04-05) | 242 | 49157 | 98 | 100 | 709 | 702 | 3 | 4 | 17 | 16 | 72 | 69 | 8 | 11 |

10th Grade

| Writing | # Tested | | % Tested | | MSS | | % FFB | | % A | | % Met | | % Exceeded | |
|---|----------|-------|----------|-----|-----|-----|-------|----|-----|----|-------|----|------------|----|
| | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ | D | AZ |
| All Students (05-06) | 311 | 72810 | 98 | 96 | 690 | 685 | 5 | 6 | 26 | 30 | 66 | 58 | 4 | 6 |
| All Students (04-05) | 306 | 70868 | 97 | 100 | 679 | 688 | 4 | 5 | 39 | 23 | 53 | 63 | 4 | 9 |
| Female (05-06) | 151 | 36111 | 99 | 97 | 702 | 695 | 5 | 4 | 12 | 23 | 78 | 65 | 5 | 8 |
| Female (04-05) | 144 | 34710 | 97 | 99 | 684 | 697 | 2 | 3 | 35 | 19 | 58 | 66 | 5 | 12 |
| Male (05-06) | 160 | 36678 | 98 | 95 | 679 | 674 | 6 | 9 | 39 | 36 | 54 | 52 | 2 | 3 |
| Male (04-05) | 162 | 36176 | 96 | 100 | 674 | 678 | 5 | 7 | 43 | 27 | 48 | 59 | 3 | 7 |
| African American (05-06) | NC | 3962 | NC | 96 | NC | 675 | NC | 8 | NC | 33 | NC | 55 | NC | 3 |
| African American (04-05) | NC | 3557 | NC | 99 | NC | 675 | NC | 7 | NC | 25 | NC | 62 | NC | 6 |
| Hispanic (05-06) | 66 | 25735 | 97 | 96 | 662 | 669 | 12 | 10 | 45 | 41 | 42 | 48 | NA | 2 |
| Hispanic (04-05) | 67 | 23868 | 89 | 100 | 661 | 670 | 8 | 9 | 49 | 33 | 42 | 55 | 2 | 4 |
| Asian/Pacific Islander (05-06) | NC | 1809 | NC | 97 | NC | 704 | NC | 4 | NC | 19 | NC | 65 | NC | 13 |
| Asian/Pacific Islander (04-05) | NC | 1732 | NC | 98 | NC | 713 | NC | 2 | NC | 12 | NC | 64 | NC | 22 |
| American Indian/Alaskan Native (05-06) | 17 | 4370 | 100 | 92 | 691 | 670 | NA | 9 | 29 | 39 | 65 | 50 | 6 | 2 |
| American Indian/Alaskan Native (04-05) | NC | 5001 | NC | 100 | NC | 661 | NC | 9 | NC | 41 | NC | 48 | NC | 2 |
| White (05-06) | 219 | 36915 | 98 | 97 | 697 | 697 | 4 | 3 | 20 | 21 | 72 | 67 | 5 | 8 |
| White (04-05) | 221 | 36710 | 100 | 99 | 686 | 702 | 2 | 2 | 35 | 15 | 58 | 69 | 5 | 13 |
| Students with Disabilities (05-06) | 28 | 7071 | 88 | 84 | 641 | 634 | 18 | 24 | 64 | 53 | 18 | 21 | NA | 1 |
| Students with Disabilities (04-05) | 28 | 7900 | 100 | 100 | 637 | 580 | 22 | 22 | 67 | 49 | 11 | 28 | 0 | 1 |
| Students without Disabilities (05-06) | 283 | 65739 | 99 | 98 | 694 | 689 | 4 | 4 | 22 | 27 | 70 | 62 | 4 | 6 |
| Students without Disabilities (04-05) | 278 | 63054 | 96 | 99 | 683 | 701 | 2 | 3 | 36 | 20 | 57 | 67 | 5 | 10 |
| Limited English Proficient Students (05-06) | 13 | 5046 | 100 | 94 | 625 | 621 | 38 | 31 | 62 | 56 | NA | 12 | NA | 0 |
| Limited English Proficient Students (04-05) | 13 | 6308 | 72 | 100 | 631 | 591 | 21 | 19 | 63 | 47 | 16 | 33 | 0 | 1 |
| Migrant Students (05-06) | -- | 812 | -- | 96 | -- | 654 | -- | 15 | -- | 51 | -- | 34 | -- | 0 |
| Migrant Students (04-05) | NC | 540 | NC | NA | NC | 658 | NC | 16 | NC | 42 | NC | 41 | NC | 1 |
| Economically Disadvantaged (05-06) | -- | 23814 | -- | 94 | -- | 667 | -- | 10 | -- | 41 | -- | 47 | -- | 2 |
| Economically Disadvantaged (04-05) | 61 | 21994 | 87 | 92 | 660 | 673 | 9 | 10 | 50 | 36 | 39 | 52 | 2 | 3 |
| Non-Economically Disadvantaged (05-06) | 311 | 48996 | 98 | 97 | 690 | 693 | 5 | 4 | 26 | 24 | 66 | 64 | 4 | 7 |
| Non-Economically Disadvantaged (04-05) | 245 | 48960 | 100 | 100 | 684 | 694 | 3 | 3 | 37 | 18 | 56 | 67 | 5 | 12 |

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

| | | |
|----------------------------|----------------------|-----|
| District AYP Determination | Met Percent Tested? | Y |
| | Met Test Objectives? | Y |
| | Met Attendance Rate? | Y |
| | 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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Mingus Union High School District

| | AZ LEARNS | | NCLB |
|--------------------------|-----------|-------------------|------|
| School Name | LABEL ES | LABEL HS | AYP |
| Mingus Union High School | N/A | Highly Performing | Met |

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3-8 and 10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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