

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1211 N. Yellowjacket Way, Tombstone, AZ 85638

Tombstone Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
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 <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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.

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.

### School Overview

Principal/Administrator : Mr. Robert Devere  
 Schedule : 07:30 AM to 03:00 PM  
 Grades : 9-12  
 Web Address : [www.tombstoneschools.org/highschool](http://www.tombstoneschools.org/highschool)  
 Phone Number : (520) 457-2215  
 Fax Number : (520) 457-3643  
 E-mail : [rdevere@tombstone.k12.az.us](mailto:rdevere@tombstone.k12.az.us)

### Mission

Tombstone School Community United to Cultivate Student Potential and Develop Productive Citizens by providing an enriching educational program. The educational process is a shared responsibility of staff, students, parents and community.

### School / Academic Goals

- ü Improve percentage of students meeting or exceeding reading, writing, and math standards in grade 10 each year as measured by AIMS. Decrease dropout rate to a rate of 6% or lower.
- ü Setting higher expectations and getting more students to meet them. Getting students involved in rigorous and challenging learning.
- ü Implement a Guidance and advisement program beginning with 2005-2006 Freshman class. The program is designed to provide increased academic focus, heightened awareness, and career guidance for students and parents.
- ü Increase parent and student involvement in Tombstone High School's Site Council.

### Enrollment

October 1, 2005 School Year Student Enrollment : 337  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 57

Instructional Programs

- ü Renaissance Program
- ü Advanced Studies Diploma
- ü General Studies Diploma
- ü Vocational Studies
- ü On Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 54 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

THS believes that communication with parents is a primary responsibility. Computerized progress reports are sent to all students at 4.5 and 13.5 weeks and midterm report cards at 9 weeks. THS provides each student with a handbook/planner.

Parents

Parents should read and discuss the THS Student Handbook with their students. They should report student absences to school and provide a written excuse when the child returns to school.

Transportation Policy

THS services Tombstone, Huachuca City, and surrounding areas, with the bulk of our students transported from Huachuca City and Whetstone.

School Honors

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

Award/Honor	Year
ü AETA Teacher of Excellence	2001
ü Practitioner Research Communication and Mentoring Grant	2001
ü Walter Cronkite School of Journalism Summer Institute	2001
ü Performing School	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	80	80	71130	99	99	95	693	693	701	26	26	23	14	14	13	49	49	51	11	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	35465	100	100	96	703	703	702	13	13	21	18	18	13	58	58	53	11	11	13
Male	42	42	35648	95	95	94	685	685	701	38	38	24	10	10	12	40	40	50	12	12	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	19	19	25103	100	100	95	686	686	685	26	26	34	16	16	16	58	58	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	54	54	36075	98	98	95	698	698	715	22	22	12	15	15	9	48	48	58	15	15	21
Students with Disabilities	19	19	5862	95	95	71	653	653	658	74	74	63	11	11	15	16	16	20	NA	NA	2
Students without Disabilities	61	61	65268	100	100	98	705	705	705	11	11	19	15	15	12	59	59	54	15	15	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	36	36	22957	100	100	93	685	685	685	33	33	34	14	14	17	47	47	44	6	6	5
Non-Economically Disadvantaged	44	44	48173	98	98	96	700	700	709	20	20	17	14	14	11	50	50	55	16	16	18

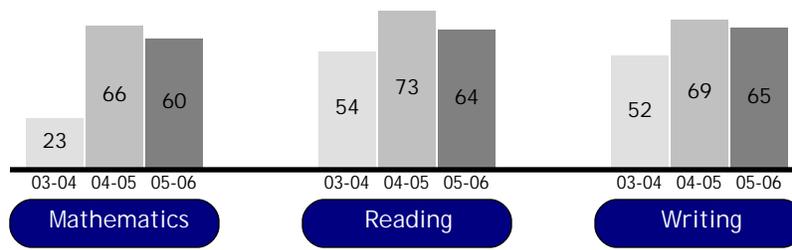
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	80	73018	96	96	97	698	698	703	3	3	6	34	34	23	58	58	64	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	36181	100	100	97	711	711	708	NA	NA	4	26	26	21	62	62	65	13	13	9
Male	41	41	36816	93	93	96	687	687	699	5	5	7	41	41	24	54	54	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	20	20	25801	100	100	96	686	686	683	NA	NA	10	45	45	34	50	50	53	5	5	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	54	54	37024	96	96	97	702	702	721	4	4	2	30	30	12	59	59	73	7	7	13
Students with Disabilities	19	19	7170	95	95	85	655	655	654	11	11	23	68	68	47	21	21	29	NA	NA	1
Students without Disabilities	61	61	65848	97	97	98	711	711	708	NA	NA	4	23	23	20	69	69	67	8	8	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	36	36	23912	95	95	94	691	691	681	6	6	10	39	39	36	50	50	52	6	6	2
Non-Economically Disadvantaged	44	44	49106	98	98	98	705	705	714	NA	NA	4	30	30	16	64	64	69	7	7	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	78	78	72810	94	94	96	682	682	685	8	8	6	28	28	30	62	62	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	36111	97	97	97	695	695	695	8	8	4	16	16	23	71	71	65	5	5	8
Male	40	40	36678	91	91	95	671	671	674	8	8	9	40	40	36	53	53	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	20	20	25735	100	100	96	687	687	669	NA	NA	10	35	35	41	60	60	48	5	5	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	52	52	36915	93	93	97	678	678	697	12	12	3	25	25	21	62	62	67	2	2	8
Students with Disabilities	17	17	7071	85	85	84	634	634	634	24	24	24	65	65	53	12	12	21	NA	NA	1
Students without Disabilities	61	61	65739	97	97	98	695	695	689	3	3	4	18	18	27	75	75	62	3	3	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	35	35	23814	92	92	94	675	675	667	6	6	10	43	43	41	51	51	47	NA	NA	2
Non-Economically Disadvantaged	43	43	48996	96	96	97	688	688	693	9	9	4	16	16	24	70	70	64	5	5	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	97	40	NA	42	92	48	48	51	99	54	54	52
	Language	99	35	35	42	92	42	42	50	99	50	50	50
	Mathematics	98	56	56	63	92	43	43	50	99	44	44	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/](http://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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety Issues
- Ü Community relations
- Ü Extracurricular Activities
- Ü Instructional programs and strategies
- Ü New School Facility

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	2.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs: 22 and 30 stations
- Ü Industrial technology facilities
- Ü Culinary Arts kitchen
- Ü Commercial Arts lab

Extracurricular Activities

- Ü FBLA
- Ü Knowledge Bowl
- Ü Hands Across The Border
- Ü Eight Sports, Very Experienced Coaches
- Ü Science and Technology Club

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Breakfast Program
- Ü Lunch Program
- Ü Anti-Bullying Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are a 'High Schools That Work' school. We are the first school in AZ to utilize this popular improvement model. HSTW is recognized and utilized by 38 other states as an extremely effective way to improve schools.
  
- ü New standards based upon language arts and math curriculum implemented 1999-2000. New Social Studies standards expected in 2005-2006.
  
- ü Currently piloting a new science curriculum entitled Active Physics. It is a more hands on, inquiry based method of teaching basic physics. Much more mathematics is incorporated in to Active Physics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	5	89	88	73
Graduation Rate <sup>6</sup>	98	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

The Tombstone Marshal's Department provides a uniformed School Resource Officer through the Safe Schools Grant. The officer is on campus daily and during after hour special events. A Juvenile Probation Officer is also on call as part of the grant.

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) :

13

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	Robert Devere	(520) 457-2215
Transportation Policy	Cheryl Leonard	(520) 457-4000
Community Resources	Robert Devere	(520) 457-2215
School Nutrition Programs	Ron Hennings	(520) 457-2217
Parent Organization		
Student Health/Nurse	Mary Lewis	(520) 457-2215

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.