

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

240 N Bisbee Ave, Willcox, AZ 85643

Willcox Unified 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
2003-04	Performing
2002-03	Performing

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

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 Overview

Principal/Administrator : Mr. Joel Todd
 Schedule : 07:50 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 460
 Web Address : www.willcox.k12.az.us
 Phone Number : (520) 384-4214
 Fax Number : (520) 384-5401
 E-mail : toddj@willcox.k12.az.us

Mission

We believe that there are no limits to how students can learn and that learning will take place in a nurturing, safe environment that recognizes the diversity of individuals while assuring equity. We also believe that education is the shared responsibility of student, parents, schools, and community. Therefore, the Mission of Willcox High School is that every student is successful; every student meets or exceeds Arizona State Standards.

School / Academic Goals

- ü Students will improve math skills.
- ü Students will improve reading and writing skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 483
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- ü Traditional Core Classes
- ü School-to-Work/Vocational
- ü Honors Classes
- ü Gifted
- ü CISCO Academy

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The district will provide a safe, learning environment for all students. Students will be provided an opportunity to be educated academically and socially. Teachers will maintain high standards and have high expectations for themselves and students.

Parents

Parents of Willcox students are expected to provide a home environment for their children which is conducive to learning. Parents are also responsible for seeing that their child attends school daily.

Transportation Policy

Within the 926 square miles of district boundaries, we provide bus service to all students who live more than one mile from school, and to special education students whose disabling conditions require transportation.

School Honors

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

Award/Honor	Year
ü FBLA State Champion	2003
ü FFA State and National Awards	2003
ü Outcomes Endorsement From North Central Association	2000
ü Academic Team Regional Champions (repeat)	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	138	138	69846	100	100	100	701	701	699	23	23	21	9	9	11	56	56	49	12	12	18
All Students (Prior Year)	110	110	65934	100	100	100	498	498	492	28	28	43	28	28	18	27	27	24	17	17	15
Female	65	65	34328	100	100	99	702	702	702	16	16	19	13	13	12	61	61	51	10	10	18
Male	73	73	35509	100	100	100	700	700	696	28	28	23	6	6	11	52	52	48	14	14	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	59	59	23363	100	100	100	686	686	680	34	34	32	14	14	16	47	47	45	5	5	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	79	79	36421	100	100	99	713	713	714	13	13	12	5	5	8	64	64	54	17	17	26
Students with Disabilities	23	23	7690	100	100	100	656	656	593	78	78	64	0	0	14	17	17	21	4	4	2
Students without Disabilities	116	116	62220	100	100	99	710	710	712	11	11	16	11	11	11	65	65	53	14	14	20
Limited English Proficient Students	21	21	5834	100	100	100	679	679	612	43	43	46	26	26	20	26	26	31	4	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	57	57	21421	100	100	92	684	684	686	38	38	35	16	16	15	40	40	43	5	5	7
Non-Economically Disadvantaged	82	82	48489	100	100	100	713	713	704	11	11	15	4	4	10	68	68	52	16	16	23

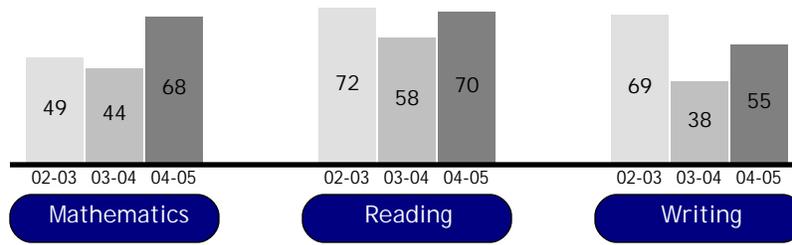
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	131	71311	100	100	100	697	697	694	6	6	7	23	23	21	64	64	63	6	6	9
All Students (Prior Year)	114	114	68162	100	100	100	508	508	509	16	16	18	26	26	24	52	52	51	6	6	8
Female	61	61	34899	100	100	100	702	702	700	3	3	5	20	20	19	69	69	66	7	7	10
Male	70	70	36430	99	99	100	692	692	688	9	9	9	26	26	22	59	59	61	6	6	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	55	55	24056	100	100	100	679	679	672	9	9	13	31	31	31	58	58	53	2	2	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	76	76	36841	96	96	99	710	710	713	4	4	3	18	18	12	68	68	72	10	10	13
Students with Disabilities	21	21	8021	100	100	100	653	653	590	19	19	27	52	52	42	29	29	29	0	0	1
Students without Disabilities	110	110	63379	100	100	100	705	705	707	4	4	5	18	18	18	71	71	68	7	7	10
Limited English Proficient Students	20	20	6402	100	100	100	660	660	596	14	14	25	50	50	44	36	36	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	54	54	22243	100	100	93	672	672	677	8	8	14	40	40	32	53	53	51	0	0	3
Non-Economically Disadvantaged	77	77	49157	97	97	100	714	714	702	5	5	4	12	12	16	72	72	69	11	11	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	132	132	70868	100	100	100	679	679	688	9	9	5	35	35	23	49	49	63	6	6	9
All Students (Prior Year)	114	114	67629	100	100	100	487	487	524	37	37	22	26	26	16	38	38	59	0	0	3
Female	61	61	34710	100	100	99	687	687	697	2	2	3	39	39	19	56	56	66	3	3	12
Male	71	71	36176	100	100	100	671	671	678	15	15	7	32	32	27	44	44	59	8	8	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	56	56	23868	100	100	100	658	658	670	13	13	9	52	52	33	32	32	55	4	4	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	76	76	36710	96	96	99	694	694	702	7	7	2	23	23	15	62	62	69	8	8	13
Students with Disabilities	21	21	7900	100	100	100	640	640	580	19	19	22	67	67	49	10	10	28	5	5	1
Students without Disabilities	111	111	63054	100	100	99	686	686	701	7	7	3	29	29	20	57	57	67	6	6	10
Limited English Proficient Students	20	20	6308	100	100	100	634	634	591	23	23	19	73	73	47	5	5	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	54	54	21994	100	100	92	655	655	673	17	17	10	55	55	36	26	26	52	2	2	3
Non-Economically Disadvantaged	78	78	48960	99	99	100	695	695	694	4	4	3	22	22	18	65	65	67	9	9	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	100	36	36	41	92	47	NA	42	92	50	50	51
	Language	100	37	37	42	93	45	45	42	92	49	49	50
	Mathematics	100	59	59	60	93	71	71	63	92	51	51	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)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- ü School Evaluation
- ü Curriculum Selection
- ü School Safety Issues
- ü School Rules
- ü Extracurricular Activities
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	1.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	98
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Vocational Labs/Career Center

Extracurricular Activities

- ü Academic Team/WASA
- ü FBLA/FFA
- ü Numerous Athletics
- ü Various Clubs and Classes

Social Services

- ü Community Classes
- ü GED Classes
- ü Adult Education
- ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Willcox High School began implementing its North Central Association plan. This consists of each student using a portfolio. Each portfolio requires a student to improve his/her reading and writing, utilize career planning and decision-making skills.

- ü Willcox High School began a Word of the Week Program in August of 2001 to promote citizenship and respect for self and others. This last year our students in FFA, FBLA, Academic Team won various state and regional awards.

- ü Our teachers made approximately 1080 positive parent contacts last year.

- ü Over 80% of the sophomore class met or exceeded expectations in the AIMS Reading and Math tests.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	92	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

Our school has a zero-tolerance policy for drugs, alcohol, tobacco, weapons and other serious violations of local, state or federal law. We work closely with local law enforcement agencies to provide a healthy and safe environment for our students.

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) :

72

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	Joel Todd	(520) 384-4214
Transportation Policy	Tom Currin	(520) 384-4211
Community Resources	Charlotte Bethel	(520) 384-4214
School Nutrition Programs	Jon Walker	(520) 384-4214
Parent Organization		
Student Health/Nurse	Susan Poire	(520) 384-4216

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 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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** 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.