

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

360 S. Patagonia, Benson, AZ 85602

Benson Unified 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	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Bryan Bullington
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.bensonsd.k12.az.us
 Phone Number : (520) 586-2213
 Fax Number : (520) 586-2310
 E-mail : bbullington@bensonsd.k12.az.us

Mission

Benson High School, while striving to become a more effective school, will provide a quality education by graduating students who are effective communicators, thinkers, producers, participants, community members and self-motivated learners.

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 Increase the learning of all students as measured by district, state and national assessments. Implement a comprehensive Staff Development program. Increase parent and community involvement.
- ü Ensure all students master the Arizona Academic Standards. Implementing teaching strategies and methods of delivery that promote student engagement. Document implementation of State Standards. Articulate the scope and sequence of State Standards.
- ü Ensure all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
- ü Set high expectations and provide a wide range of academic learning opportunities to students identified as gifted. Identify, evaluate and assess performance levels provide academic support accordingly.

Enrollment

October 1, 2005 School Year Student Enrollment : 331
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 84

Instructional Programs

- ü Honors & Advanced Courses
- ü Integrated Mathematics
- ü Technology / Vocational Integration
- ü School-to-Work
- ü Dual Credit College Courses
- ü On-Line Academic Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Benson High School is responsible for providing a positive school climate, vigorous educational leadership, high expectations, an emphasis on essential skills, frequent monitoring of progress and a school/community partnership.

Parents

Parents should maintain high expectations for attendance, good study habits and educational progress, participate in school activities, support reasonable corrective measures taken by the school and foster sound parent/student/school communication.

Transportation Policy

The Benson Unified School District will attempt to provide transportation for all students who live within the district's boundaries and at least 1.1 miles from the school site.

School Honors

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

Award/Honor	Year
ü Spirit of Discovery Award	2005
ü Science Competition Award	2005
ü University of Arizona Achievement Scholarship	2006
ü High Honors / Tuition Waiver	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	86	97	71130	100	100	95	702	697	701	24	28	23	12	12	13	55	52	51	9	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	39	35465	97	100	96	703	700	702	25	28	21	11	10	13	50	49	53	14	13	13
Male	50	58	35648	100	100	94	700	696	701	24	28	24	12	14	12	58	53	50	6	5	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	21	24	25103	100	100	95	707	700	685	24	29	34	14	17	16	48	42	45	14	13	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	63	69	36075	100	100	95	700	698	715	24	26	12	11	10	9	57	57	58	8	7	21
Students with Disabilities	16	19	5862	100	100	71	659	660	658	81	74	63	6	5	15	13	21	20	NA	NA	2
Students without Disabilities	70	78	65268	100	100	98	711	706	705	11	17	19	13	14	12	64	59	54	11	10	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	20	23	22957	95	100	93	692	688	685	20	26	34	20	17	17	55	52	44	5	4	5
Non-Economically Disadvantaged	66	74	48173	100	100	96	705	701	709	26	28	17	9	11	11	55	51	55	11	9	18

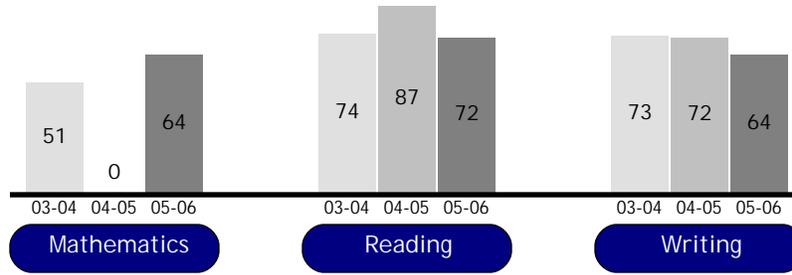
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	98	73018	100	100	97	707	705	703	7	7	6	21	20	23	62	63	64	10	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	39	36181	97	100	97	708	705	708	6	5	4	22	26	21	58	56	65	14	13	9
Male	51	59	36816	100	100	96	706	705	699	8	8	7	20	17	24	65	68	62	8	7	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	22	25	25801	100	100	96	704	699	683	14	12	10	18	24	34	55	52	53	14	12	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	63	69	37024	100	100	97	709	707	721	3	4	2	22	20	12	65	67	73	10	9	13
Students with Disabilities	15	18	7170	94	100	85	652	658	654	27	28	23	53	44	47	20	28	29	NA	NA	1
Students without Disabilities	72	80	65848	100	100	98	718	715	708	3	3	4	14	15	20	71	71	67	13	11	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	19	22	23912	90	100	94	703	701	681	5	9	10	21	18	36	68	68	52	5	5	2
Non-Economically Disadvantaged	68	76	49106	100	100	98	708	706	714	7	7	4	21	21	16	60	62	69	12	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	88	99	72810	100	100	96	691	687	685	5	5	6	32	36	30	55	51	58	9	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	39	36111	97	100	97	709	706	695	3	3	4	19	23	23	64	62	65	14	13	8
Male	52	60	36678	100	100	95	679	674	674	6	7	9	40	45	36	48	43	52	6	5	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	22	25	25735	100	100	96	697	695	669	NA	NA	10	41	40	41	50	52	48	9	8	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	63	69	36915	100	100	97	692	687	697	5	6	3	29	33	21	57	52	67	10	9	8
Students with Disabilities	15	18	7071	94	100	84	651	647	634	7	11	24	80	78	53	13	11	21	NA	NA	1
Students without Disabilities	73	81	65739	100	100	98	699	695	689	4	4	4	22	27	27	63	59	62	11	10	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	20	23	23814	95	100	94	692	685	667	NA	4	10	45	48	41	40	35	47	15	13	2
Non-Economically Disadvantaged	68	76	48996	100	100	97	691	687	693	6	5	4	28	33	24	59	55	64	7	7	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	41	NA	42	94	52	53	51	83	59	59	52
	Language	91	42	42	42	94	50	50	50	83	59	59	50
	Mathematics	91	63	63	63	94	52	52	50	83	54	54	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)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Achievement
- Ü School Improvement
- Ü Strategic Planning
- Ü School / Community Communication
- Ü School Safety
- Ü Parent/Teacher Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.15
Other Professional Staff	3.85	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	5	0	0
4 to 6 years	0	4	0	0
7 to 9 years	1	0	0	0
10 or more years	6	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Windows Business Computer Labs
- Ü Media Center
- Ü Performing Arts Building
- Ü Vocational Ag./Construction Facility

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Academic Team
- Ü Student Council
- Ü Student Council
- Ü Drama (Thespian Society)
- Ü Spanish Club
- Ü FFA/FBLA/FCCLA
- Ü National Honor Society

Social Services

- Ü Student Mentor / Mentee Program
- Ü JPO - Juvenile Probation Officer
- Ü Health Services
- Ü SRO - School Resource Officer
- Ü Adult Education Programs
- Ü Crisis / Social Counseling Services
- Ü Prenatal/Parenting Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment. Composite AIMS Scores from the Class of 2006 were the highest of all 2A Conference schools in Arizona.
- ü A Personal Academic Work Session has been incorporated into the academic day to assist with tutoring, group study sessions, career counseling, advisor/advisee programs, college recruiters, and eliminate interruptions during content directed courses.
- ü Adoption of a 'Student Accountability' system to effectively hold students accountable for their academic, social and behavioral actions. A 'Code of Conduct' Point System that effectively rewards appropriate behaviors and actions.
- ü Incorporation of an effective intervention and remediation program to assist students with academic challenges in the areas of math, reading and writing.

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	84	89	88	73
Graduation Rate ⁶	92	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 revision and implementation of school policies and procedures, in addition to facility upgrades that will focus on safety, health, and campus security have made a significant change to the atmosphere and focus of Benson High School. A student accountability 'point system' that allows students to set goals and appropriately monitor their own success.

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) :

5

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	Bryan Bullington	(520) 586-2213
Transportation Policy	Janet Morlock-Ward	(520) 586-2702
Community Resources	Mindy Sherman	(520) 586-2213
School Nutrition Programs	Cynthia Williams	(520) 586-2213
Parent Organization	Open	(520) 586-2213
Student Health/Nurse	Pam Roller	(520) 586-2213

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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** 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.