

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Williams High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Williams Unified District
440 S. 7th Street, Williams, AZ 86046
Mailing Address: P.O. Box 427, Williams, AZ 86046-2327

Principal: Mr. Robert M. Kuhn
Schedule: 7:15 AM to 4:30 PM
Web Address: www.wusd2.org
E-mail: rkuhn@wusd2.org

Grades: 9-12
2002 Enrollment: 250
Phone: (928) 635-4474 x 303
Fax: (928) 635-2796

∨ School Overview ∨

Mission

Williams High School will provide a safe, comfortable and challenging environment designed to enhance student learning. We strive to develop self-esteem and mutual respect among the students, administration, staff, parents and community. Teachers at Williams High School work to promote wisdom, honor and success. Our goal is to help students attain skills, attitudes and knowledge that enable them to be productive members of society.

Organization and Philosophy

- w Departmentalized Classrooms
- w Block Class Scheduling
- w Traditional
- w Technology-assisted Instruction

Instructional Programs

- w Block Scheduling
- w School-to-Work
- w On-site Special Education
- w Honors Classes
- w Academic Assistance Program
- w Advanced Placement
- w Alternative Education
- w Community College Course Offerings

School/Academic Goals

- w All students will apply the problem-solving approach to make responsible decisions in all aspects of their daily lives.
- w Students will demonstrate improved personal and social responsibility. This demonstration of skills will be in the school and community.
- w Students will be able to demonstrate the relevance of their educational programs as they pertain to real-life situations as they move on in life.
- w Students will be provided with the technical skills to communicate and be successful in all endeavors they try in the 21st century.

Enrollment

October 1, 2001 School Year Student Enrollment:	248
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Advisory Role to Governing Board
- w Parent/Educator Relations
- w Curriculum Development
- w Textbook Selection
- w Personnel Decisions
- w School Safety Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

To provide a strong guidance service to help students and parents plan their son's/daughter's high school program of study, and to help students and parents gather the necessary information to make rational decisions concerning higher education and career choices. As part of this goal, the school keeps parents informed and involves them in the decision-making process. This process also allows parents to help their students become lifetime learners.

Parents

WHS recognizes that students bear the majority of the responsibility for their education. Parental involvement is crucial for student success. The parents are responsible to see that the physical needs of the student are met, including clothing, food, transportation, supplies and a study area. Emotional needs must also be met. Parents must communicate the importance of education and support thier student's academic efforts by taking an interest in all areas of their High School education.

∨ **Transportation Policy** ∨

The Williams Unified School District transportation department serves students living in the community of Williams and surrounding areas in northwestern Coconino County. The district extends to the Yavapai County line on the west and south while bordering on the community of Tusayan to the north and Parks to the east. Daily morning pick-up and afternoon drop-offs serve all but the remote regions of this large geographic area.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/8/03	3/19/03	5/30/03
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Additional Calendar/Report Card Information

In addition to the quarterly report cards, we report academic progress and attendance including tardies at regular intervals, usually every 3 weeks throughout the year. We mail attendance letters at 3, 5, 7, and 9 days. Our grading program, PowerGrade, allows parents to access their students' progress at any time by entering a simple code. Parent conferences are held whenever requested by the parent/guardian.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Technology Labs (2)	W Local Area Network/Internet
W Distance Learning through CCC	W Centralized Media Distribution System

Extracurricular Activities

W Student Council	W Academic Decathlon
W School-to-Work Student Organizations	W Interscholastic Athletics
W Student Yearbook Newspaper	W National Honor Society
W Student Mentoring Group	W Future Business Leaders of America

School/Community Resources

W Counseling Services	W Crisis Intervention
W Community Classes	W Mentoring Program
W School Resource Officer 1/2 Time	W Job Placement Services
W Substance Abuse Education	W Youth Forestry Program

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w We are in our 2nd year of A joint Vocational District that is helping expand the offerings.</p> | <p>w Received a Rural Grant for a creation of a Biology learning area. This includes a Greenhouse and Fish Aquarium.</p> |
| <p>w Arizona Small School Teacher of the Year award nominee for the third consecutive year.</p> | <p>w The school lunch program is run by students in a Vocational foods class.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	92.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	7.9 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	9.8 %			9.5 %
Status Unknown ⁹	6.3 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
FBLA State Officers	2002
Fulbright Scholarsip	2002
Five Star Best Practice Award	1999
Arizona Small School Teacher of the Year	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	40	510	8%	42%	42%	8%
	State	49803	512	15%	23%	48%	14%
Writing	School	36	458	22%	33%	44%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	41	473	54%	29%	15%	2%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	91	40	44	100	38	43	98	46	43	--	--	43	74	42	43
	Language	91	31	39	100	28	39	98	39	40	--	--	41	71	35	42
	Mathematics	91	58	57	100	63	57	100	64	59	--	--	61	71	65	62
10	Reading	86	34	42	98	47	42	76	32	42	--	--	--	--	--	--
	Language	86	33	43	95	43	44	78	29	44	--	--	--	--	--	--
	Mathematics	86	44	47	100	46	49	81	46	50	--	--	--	--	--	--
11	Reading	90	49	46	100	40	44	81	42	45	--	--	--	--	--	--
	Language	92	38	43	100	33	42	81	38	44	--	--	--	--	--	--
	Mathematics	92	54	51	100	47	52	81	62	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only;
therefore, no data to report.**

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The District has put in place a new discipline policy that uses a point system. This system was developed by a joint effort of the teachers, administrators and community. The district also received a resource officer grant for the year. The two schools in the district share the officer.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

6

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,472	\$759,636
Classroom Supplies	\$104	\$22,751
Administration	\$431	\$94,351
Support Services-Students	\$125	\$27,430
Other Support Services and Operations	\$238	\$52,031
Total Expenditures- All Categories 2000-2001	\$4,370	\$956,199

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Robert Kuhn	(928) 635-4474	303
Transportation Policy	John Augenstein	(928) 635-2057	312
Community Resources	Robert Kuhn	(928) 635-4474	303
School Nutrition Programs	Jeanne Gillespie	(623) 635-4474	120
Parent Organization	Ann Wells	(928) 635-4474	
Student Health/Nurse	Grace Fass	(928) 635-4474	

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.

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