

Williams High School

ARIZONA SCHOOL REPORT CARD 2003-04

440 S. 7th Street, Williams, AZ 86046

Williams 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Robert M. Kuhn
Schedule : 7:15 AM to 4:30 PM
Grades : 9-12
2003 Enrollment : 226
Web Address : www.wusd2.org
Phone Number : (928) 635-4474
Fax Number : (928) 635-2796
E-mail : rkuhn@wusd2.org

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.

School / Academic Goals

- ü All students will be challenged through academic achievement goals set specifically for their success at Williams High School.
- ü Students will demonstrate improved academic skills through writing, reading and math across the curriculum. It is our goal to prepare each student to realise their greatest potential in school.

Instructional Programs

- ü Multiblock Scheduling
- ü CISCO Training
- ü On-site Special Education
- ü Honors Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 241
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 3

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 9/2/2003
Last Day of School : 6/4/2004

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

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	17.75
Other Professional Staff	1.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	3	0	0
10 or more years	5	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 gather the necessary information to make rational decisions concerning educational and career choices.

Parents

At Williams we realize that the main responsibility of education falls on the students themselves. However, it is the role of the parent to ensure the student is physically and emotionally cared for at home, and that he/she attends school regularly.

Resources Available at School Site

Special Facilities

- Ü Computer Technology Labs (2)
- Ü Local Area Network/Internet

Extracurricular Activities

- Ü Student Council
- Ü Academic Decathlon
- Ü FBLA
- Ü Interscholastic Athletics

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Community Classes
- Ü Mentoring Program

Transportation Policy

The department serves students living in the community of Williams and surrounding areas in northwestern Coconino County. The district is one of the largest in the nation and the department takes pride in picking up and dropping off each student.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We are in the 3rd year of the Joint Vocational district. At this time we are updating our Vocational curriculum to conform with the new Vocational building that is under construction.

- ü 31 of our graduating Seniors received 252,000 dollars of scholarship money to attend higher educational institutions.

School Honors

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

Award/Honor	Year
ü FBLA State Officers	2003
ü National Merit Finalist	2003
ü Five Star Best Practice Award	1999
ü Arizona Small School Teacher of the Year	1999

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	9	10	10	9
Promotion Rate ⁶	91	99	98	95
Retention Rate ⁷	9	1	2	5
Dropout Rate ⁸	8			8
Status Unknown ⁹	5			6
Graduation Rate ¹⁰	78			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	60	60	57534	88	88	91	482	482	491	55	55	46	18	18	16	24	24	23	4	4	15
All Students (Prior Year)	43	43	51010	NA	NA	NA	476	476	483	51	51	45	29	29	20	17	17	23	3	3	11
Female	30	30	28155	91	91	90	486	486	491	50	50	47	21	21	16	29	29	24	0	0	14
Male	30	30	28932	86	86	89	478	478	491	59	59	46	15	15	15	19	19	23	7	7	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	16	16	17547	76	76	86	473	473	475	73	73	64	20	20	15	7	7	15	0	0	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	31	31	29790	82	82	86	484	484	501	50	50	34	13	13	17	33	33	29	3	3	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	53	53	51972	88	88	90	483	483	492	52	52	45	19	19	16	25	25	24	4	4	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	60	60	47088				482	482	495	55	55	42	18	18	16	24	24	26	4	4	17

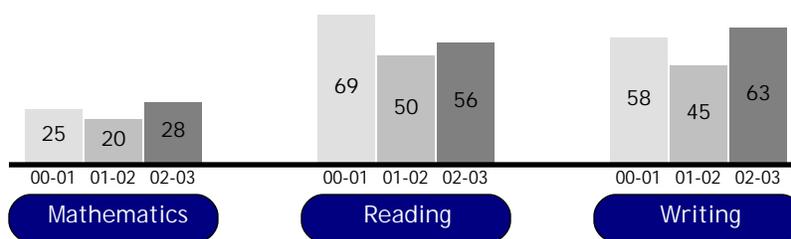
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	56700	93	93	89	500	500	512	14	14	15	30	30	23	54	54	52	2	2	10
All Students (Prior Year)	43	43	50525	NA	NA	NA	512	512	517	9	9	12	41	41	22	41	41	51	9	9	15
Female	31	31	27862	94	94	89	508	508	517	7	7	12	21	21	22	68	68	54	4	4	12
Male	32	32	28398	91	91	88	492	492	507	21	21	19	38	38	24	41	41	49	0	0	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	18	18	17305	86	86	85	491	491	494	12	12	24	47	47	31	41	41	41	0	0	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	31	31	29209	82	82	84	507	507	525	10	10	9	24	24	17	62	62	59	3	3	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	56	56	51485	93	93	89	501	501	513	13	13	15	29	29	23	56	56	52	2	2	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	63	63	46342				500	500	516	14	14	13	30	30	21	54	54	54	2	2	12

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	62	62	55090	91	91	87	469	469	479	12	12	16	25	25	13	63	63	70	0	0	0
All Students (Prior Year)	38	38	50572	NA	NA	NA	461	461	481	18	18	14	36	36	23	45	45	63	0	0	1
Female	33	33	27752	100	100	89	483	483	483	3	3	13	20	20	12	77	77	75	0	0	0
Male	29	29	26842	83	83	83	453	453	474	22	22	20	30	30	15	48	48	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	16	16	16391	76	76	81	459	459	458	19	19	28	25	25	16	56	56	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	33	33	29053	87	87	84	476	476	492	10	10	8	26	26	12	65	65	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	56	56	50949	93	93	89	470	470	479	11	11	16	24	24	13	65	65	71	0	0	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	62	62	44922				469	469	484	12	12	13	25	25	13	63	63	73	0	0	0

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 (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	35	43	95	41	41	37	100	40	40	41
	Language	--	--	24	41	95	33	33	38	100	37	37	42
	Mathematics	--	--	50	59	95	62	62	56	100	57	57	60

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 Safety

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

The District has in place a new discipline policy that was developed in 2002 to help create a new attitude of safety among the students and staff. The district is in the 3rd year of a school safety grant which includes a resource 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) :

12

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.

Contacts

	Name	Phone Number
School Site Council	Robert Kuhn	(928) 635-4474
Transportation Policy	John Augenstein	(928) 635-2057
Community Resources	Robert Kuhn	(928) 635-4474
School Nutrition Programs	Jeanne Gillespie	(928) 635-4474
Parent Organization	Ann Wells	(928) 635-4474
Student Health/Nurse	Maxine Howington	(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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards