

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 ^(a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Robert M. Kuhn
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 234
 Web Address : wusd2.org
 Phone Number : (928) 635-4474
 Fax Number : (928) 635-4767
 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 realize their greatest potential in school, and after graduation.
- ü All students will have the chance to pass the AIMS tests with the curriculum offered at WHS.

Enrollment

October 1, 2003 School Year Student Enrollment : 220
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 8

Instructional Programs

- ü Multiblock Scheduling
- ü CTE Programs
- ü On-Site Special Education
- ü Honors Classes
- ü After-School Plato Lab

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/27/2005

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.

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. This year we will offer a late bus which will allow students extended time in school.

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 2-A Top Band Award	2004
ü Arizona Small School Teacher of the Year	2001

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	44	44	65934	98	98	100	477	477	492	57	57	43	27	27	18	9	9	24	7	7	15
All Students (Prior Year)	60	60	57534	88	88	91	482	482	491	55	55	46	18	18	16	24	24	23	4	4	15
Female	25	25	32586	100	100	100	479	479	491	52	52	44	32	32	19	8	8	24	8	8	14
Male	19	19	33226	95	95	99	474	474	493	63	63	42	21	21	18	11	11	24	5	5	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	17	17	21740	100	100	100	460	460	475	88	88	63	12	12	17	0	0	15	0	0	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	24	24	34819	96	96	99	487	487	505	38	38	27	38	38	20	13	13	31	13	13	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	39	39	59427	98	98	100	481	481	494	54	54	41	28	28	19	10	10	25	8	8	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	20	20	18745				472	472	475	65	65	64	20	20	16	10	10	15	5	5	5
Non-Economically Disadvantaged	24	24	47182				480	480	499	50	50	35	33	33	19	8	8	27	8	8	19

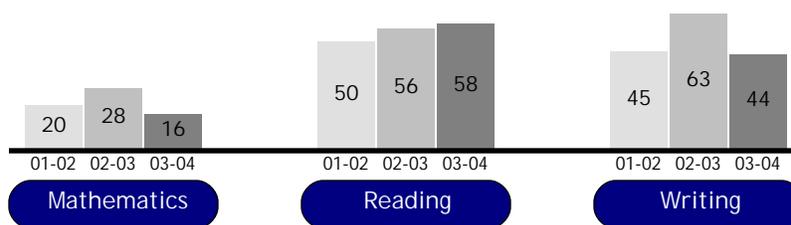
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	68162	98	98	100	504	504	509	13	13	18	29	29	24	51	51	51	7	7	8
All Students (Prior Year)	63	63	56700	93	93	89	500	500	512	14	14	15	30	30	23	54	54	52	2	2	10
Female	25	25	33509	100	100	100	513	513	513	4	4	15	29	29	23	58	58	52	8	8	9
Male	21	21	34521	95	95	100	494	494	505	24	24	20	29	29	24	43	43	49	5	5	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	17	17	22624	100	100	100	485	485	487	24	24	32	29	29	31	47	47	35	0	0	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	26	26	35727	96	96	100	516	516	526	8	8	7	28	28	17	52	52	64	12	12	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	39	39	61317	95	95	100	511	511	512	5	5	15	28	28	23	59	59	53	8	8	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	20	20	19528				504	504	487	16	16	31	21	21	32	58	58	34	5	5	2
Non-Economically Disadvantaged	26	26	48595				504	504	518	12	12	13	35	35	20	46	46	57	8	8	10

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	45	45	67629	96	96	100	479	479	524	36	36	22	20	20	16	44	44	59	0	0	3
All Students (Prior Year)	62	62	55090	91	91	87	469	469	479	12	12	16	25	25	13	63	63	70	0	0	0
Female	25	25	33347	100	100	100	504	504	537	24	24	17	28	28	15	48	48	64	0	0	4
Male	20	20	34151	91	91	99	446	446	512	50	50	27	10	10	18	40	40	54	0	0	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	17	17	22313	100	100	100	435	435	493	53	53	34	18	18	19	29	29	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	25	25	35593	93	93	99	505	505	547	28	28	13	16	16	14	56	56	69	0	0	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	39	39	60917	95	95	100	503	503	530	26	26	19	23	23	16	51	51	61	0	0	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	20	20	19310				465	465	489	40	40	35	20	20	20	40	40	44	0	0	1
Non-Economically Disadvantaged	25	25	48278				489	489	538	32	32	17	20	20	15	48	48	65	0	0	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	41	41	37	100	40	40	41	94	44	NA	42
	Language	95	33	33	38	100	37	37	42	95	41	41	42
	Mathematics	95	62	62	56	100	57	57	60	94	58	58	63

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)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.25
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	13
Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We are in the fourth year of the Joint Vocational district. At this time we are updating our vocational curriculum and classes. These changes are part of the new CTE building which opened on campus this fall.
- ü Twenty-five of our graduating seniors received 102,000 dollars of scholarship money to attend higher educational institutions.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	98			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. During the past summer the district had a team of educators work on improving the discipline policy for all students. Again it is the goal of the district to provide a safe and challenging environment for all students.

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) :

2

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	Denise Heiss	(928) 635-4474
Student Health/Nurse	Maxine Howington	(928) 635-4428

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.