ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

San Carlos High

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Milepost 270, Highway 70, San Carlos, AZ 85550

San Carlos Unified District

AZ LEARNS[1]

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	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status [(b)]

2004-05	Restructure(Impl)
2003-04	Restructuring
2002-03	Corrective Action

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

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.

School Overview

Principal/Administrator :	Mr. William D. Stiver
Schedule :	07:00 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	350
Web Address :	
Phone Number :	(928) 475-2378
Fax Number :	(928) 475-2697
E-mail :	bstiver_schs@hotmail.com

Mission

Philosophy: Learning springs from the enthusiasm and dedication of students, families and teachers. Mission: SCHS exists to meet the educational needs of all children, and to provide opportunity for a comprehensive experience for all students.

School / Academic Goals

- Reading, Writing, Math, Pathways towards Educational Excellence, is focused on a comprehensive education program that builds on the existing educational infrastructure and prepares pathways towards educational excellence and success in the future.
- All students will demonstrate effective problem-solving skills across the curriculum.
- Have everyone achieve proficiency on the AIMS test through the Reading, Writing, Math, & Tutorial programs.
- Attract students regionally to participate in the recently upgraded Vocational Education Department.

Enrollment

October 1, 2004 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 2004-05 :	20

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Vocational Education
- Reading and Writing Across Curriculum
- Tutorial Assistance
- Co-op and Advanced Classes
- SRA Reading Program
- AIMS Math Program
- Seminar 9 - Study Skills
- Twilight School - Credit Recovery

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

The school's responsibilities include providing the following: safe, productive learning environment, comprehensive/challenging learning program, and parents with information regarding their students' status, along with pertinent school information.

Parents

Parents responsibility is to ensure students' attendance at school, to support their children's activities and completion of school work. Parents are also responsible for informing the school of their needs and concerns regarding their students.

Transportation Policy

The school will provide regular school bus transportation to and from school for the general student body including students with disabilities who require transportation as indicated in their IEPs.

School Honors

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

Award/Honor	Year
AISES/MESA - 3 Scholarships to Outstanding Students	2002
15 Scholarships Awarded Through the State Universities	2002
22 Scholarships Awarded Through the State Universities	2003
1 Scholarship Awarded to The Merchant Marine Academy	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	64	64	69846	90	91	100	667	667	699	54	54	21	23	23	11	19	19	49	4	4	18
All Students (Prior Year)	75	75	65934	89	89	100	458	458	492	88	88	43	6	6	18	3	3	24	3	3	15
Female	32	32	34328	94	97	99	675	675	702	43	43	19	29	29	12	25	25	51	4	4	18
Male	32	32	35509	86	86	100	660	660	696	66	66	23	17	17	11	14	14	48	3	3	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	64	64	4785	90	91	100	667	667	671	54	54	39	23	23	17	19	19	39	4	4	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	55	55	62220	90	92	99	673	673	712	47	47	16	27	27	11	22	22	53	4	4	20
Limited English Proficient Students	10	10	5834	100	100	100	680	680	612	33	33	46	44	44	20	22	22	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	51	51	21421	72	73	92	663	663	686	59	59	35	20	20	15	18	18	43	2	2	7
Non-Economically Disadvantaged	13	13	48489	0	0	100	693	693	704	25	25	15	38	38	10	25	25	52	13	13	23

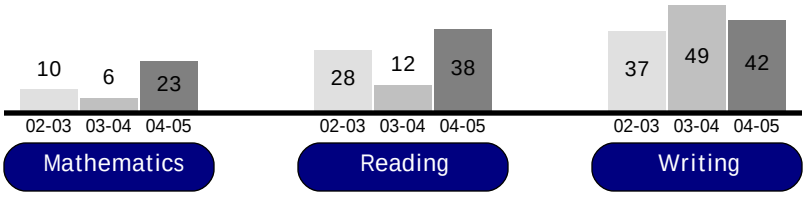
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	71311	92	93	100	657	657	694	25	25	7	37	37	21	38	38	63	0	0	9
All Students (Prior Year)	90	90	68162	90	90	100	471	471	509	44	44	18	43	43	24	11	11	51	1	1	8
Female	33	33	34899	94	97	100	660	660	700	20	20	5	37	37	19	43	43	66	0	0	10
Male	35	35	36430	90	90	100	655	655	688	30	30	9	36	36	22	33	33	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	68	68	5110	92	93	100	657	657	661	25	25	14	37	37	38	38	38	46	0	0	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	11	11	8021	92	92	100	611	611	590	73	73	27	27	27	42	0	0	29	0	0	1
Students without Disabilities	57	57	63379	92	93	100	667	667	707	15	15	5	38	38	18	46	46	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	61	61	22243	82	84	93	657	657	677	26	26	14	34	34	32	40	40	51	0	0	3
Non-Economically Disadvantaged	NC	NC	49157	NC	NC	100	NC	NC	702	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	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	63	63	70868	85	86	100	658	658	688	22	22	5	37	37	23	40	40	63	2	2	9
All Students (Prior Year)	89	89	67629	89	89	100	506	506	524	27	27	22	24	24	16	49	49	59	0	0	3
Female	31	31	34710	89	91	99	679	679	697	11	11	3	29	29	19	61	61	66	0	0	12
Male	32	32	36176	82	82	100	640	640	678	31	31	7	44	44	27	22	22	59	3	3	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	63	63	5001	85	86	100	658	658	661	22	22	9	37	37	41	40	40	48	2	2	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	54	54	63054	87	89	99	673	673	701	12	12	3	39	39	20	47	47	67	2	2	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	57	57	21994	77	78	92	658	658	673	22	22	10	36	36	36	40	40	52	2	2	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	89	13	13	41	72	13	NA	42	93	30	30	51
	Language	92	16	16	42	79	13	13	42	93	29	29	50
	Mathematics	89	25	25	60	79	26	26	63	93	24	24	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	Council Duties
2 School Administrator(s)	ü Activity Boosters
2 Non-certified Employee(s)	ü Attendance Policies
2 Teacher(s)	ü Dress Code
7 Parent(s)	ü Discipline Policies
2 Community Member(s)	ü Curriculum
2 Student(s)	ü Performance Pay

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	1	0	0
10 or more years	9	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Hightly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- ü 4 Computer Labs/Alternative School
- ü Bio-Tech/Horticultural Lab/Greenhouse
- ü Student Nursing Lab/Cert. CNA Program
- ü Construction Tech/Metals Facility

Extracurricular Activities

- ü Future Farmers of America
- ü Apache Club
- ü AISES/MESA
- ü FCCLA
- ü National Honor Society
- ü Future Business Leaders of America
- ü Football/Basketball/Volleyball/Track

Social Services

- ü Crisis Intervention
- ü Recreational Activities
- ü Substance Abuse Counseling
- ü Academic/Placement Counseling
- ü Behavioral Health Counseling
- ü Anger Management Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Continuation of aligning curriculum with the Arizona Academic Standards and AIMS. Developing Career Portfolios for each student.
- Utilization of computer assisted instruction for remediation has resulted in significant gains on both the AIMS testing, as well as the Stanford 9 tests. CAD Program added.
- Graduation rate increased due to addl' student options available such as Alternative School

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	91	95	94	95
Transfers Out Rate [5]	31	12	12	17
Transfers In Rate [6]	45	28	28	37
Stability Rate [7]	68	87	87	82
Promotion Rate [8]	56	96	95	81
Retention Rate [9]	1	1	1	3
Dropout Rate [10]	20	0	1	6
Status Unknown [11]	20	0	1	4
Graduation Rate [12]	80	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

The school provides support and guidance to at-risk students, to assist with the development of appropriate decision-making and conflict resolution skills. The school employs a Community Liaison staff person, and resource police officer.

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) : 20

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	Caroleen Thompson	(928) 475-4668
Transportation Policy	Charles Kenton	(928) 475-2315
Community Resources	Mary Bendle	(928) 475-2378
School Nutrition Programs	Wilson Stanley	(928) 475-2315
Parent Organization	Charles Hemphill	(928) 475-2378
Student Health/Nurse	Katie Lomayesva	(928) 475-2378

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.