

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

824 N. Thorne Ave, Winkelman, AZ 85292

Hayden-Winkelman 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Jacob Q. Kame
 Schedule : 07:30 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 134
 Web Address : www.hwusd.k12.az.us
 Phone Number : (520) 356-7876
 Fax Number : (520) 356-7303
 E-mail : kamej@hwusd.k12.az.us

Mission

The Hayden-Winkelman School District in partnership with parents will provide a positive environment where students and teachers are fully engaged in learning and value the purpose and process of education.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School / Academic Goals

- ü Measurably improve district student test scores in reading, writing and mathematics with implementation of School Improvement Plan.
- ü Implement and facilitate Vocational Education transition such as School-to-Work.
- ü Utilize Educational Technology Grant to improve student state AIMS Math scores
- ü Focus on preparation of State Science testing

Enrollment

October 1, 2004 School Year Student Enrollment : 121
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 54

Instructional Programs

- ü Computer Lab
- ü Implementation of AIMSWEB
- ü Paxton-Patterson Voc Learning Modules
- ü Multimedia Capabilites
- ü Implementation of SRA reading program

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/8/2005
Last Day of School : 5/25/2006

Shared Responsibilities

School

The school will provide each parent and student with a handbook containing rules and regulations. Teachers will contact parents when their children are working significantly below their abilities. Normal parent-teacher conferences are scheduled.

Parents

Parents should notify the school office before 8:00 A.M. each day their child is absent. The reason for the absence should be specifically stated. Notify the school in writing if a child is going home in a manner different than usual.

Transportation Policy

Students who reside more than one mile from the school or who live one mile and do not have a safe walking route to school may be transported from established bus stops. Riding the bus is a privilege. Students must obey bus safety rules.

School Honors

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

Award/Honor	Year
ü Tucson Officials Sportsmanship Award	2001
ü Robert Byrd Scholarship Award	2001
ü NCA Golden Seal Award	2002
ü Out Performing School Recognition	2005

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	29	29	69846	100	100	100	700	700	699	14	14	21	14	14	11	68	68	49	4	4	18
All Students (Prior Year)	18	18	65934	100	100	100	470	470	492	67	67	43	33	33	18	0	0	24	0	0	15
Female	12	12	34328	100	100	99	704	704	702	9	9	19	9	9	12	82	82	51	0	0	18
Male	17	17	35509	100	100	100	697	697	696	18	18	23	18	18	11	59	59	48	6	6	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	24	24	23363	100	100	100	703	703	680	13	13	32	13	13	16	70	70	45	4	4	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	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	25	25	62220	100	100	99	707	707	712	4	4	16	17	17	11	75	75	53	4	4	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	19	19	21421	100	100	92	707	707	686	11	11	35	11	11	15	72	72	43	6	6	7
Non-Economically Disadvantaged	10	10	48489	100	100	100	688	688	704	20	20	15	20	20	10	60	60	52	0	0	23

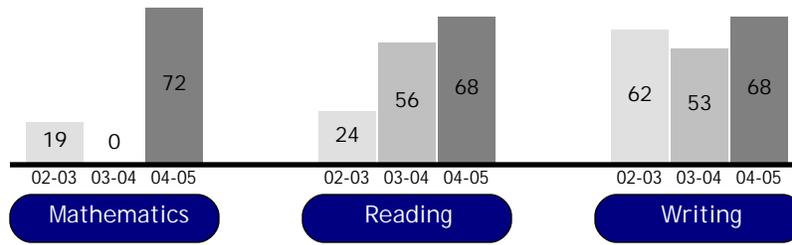
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	71311	100	100	100	692	692	694	11	11	7	21	21	21	68	68	63	0	0	9
All Students (Prior Year)	19	19	68162	100	100	100	500	500	509	19	19	18	25	25	24	56	56	51	0	0	8
Female	13	13	34899	100	100	100	703	703	700	0	0	5	18	18	19	82	82	66	0	0	10
Male	17	17	36430	100	100	100	685	685	688	18	18	9	24	24	22	59	59	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	24	24	24056	100	100	100	694	694	672	9	9	13	22	22	31	70	70	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	25	25	63379	100	100	100	705	705	707	0	0	5	21	21	18	79	79	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	18	18	22243	95	95	93	699	699	677	6	6	14	18	18	32	76	76	51	0	0	3
Non-Economically Disadvantaged	12	12	49157	100	100	100	680	680	702	18	18	4	27	27	16	55	55	69	0	0	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	29	29	70868	100	100	100	696	696	688	11	11	5	21	21	23	57	57	63	11	11	9
All Students (Prior Year)	19	19	67629	100	100	100	515	515	524	24	24	22	24	24	16	53	53	59	0	0	3
Female	12	12	34710	100	100	99	726	726	697	0	0	3	9	9	19	82	82	66	9	9	12
Male	17	17	36176	100	100	100	677	677	678	18	18	7	29	29	27	41	41	59	12	12	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	24	24	23868	100	100	100	701	701	670	4	4	9	22	22	33	65	65	55	9	9	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	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	25	25	63054	100	100	99	714	714	701	0	0	3	21	21	20	67	67	67	13	13	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	18	18	21994	95	95	92	699	699	673	12	12	10	18	18	36	59	59	52	12	12	3
Non-Economically Disadvantaged	11	11	48960	100	100	100	691	691	694	9	9	3	27	27	18	55	55	67	9	9	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.

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?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	27	27	41	94	38	NA	42	98	48	48	51
	Language	96	30	30	42	94	42	42	42	98	50	50	50
	Mathematics	100	38	38	60	94	46	46	63	98	42	42	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

1 School Administrator(s)	Ü Curriculum Review
1 Non-certified Employee(s)	Ü Parent/Educator Relations
2 Teacher(s)	Ü Student Discipline
1 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Promotion/Retention Issues
1 Student(s)	Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	10.10
Other Professional Staff	3.00	Teacher Aide	1.00

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	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	6	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü 30 Station Computer Lab
- Ü HS Writing Centre
- Ü Vocational Learning Modules

Extracurricular Activities

- Ü ADOT Adopt-a-Highway
- Ü The Tumbleweed Yearbook/Journalism
- Ü Athletic Club
- Ü National Honor Society
- Ü Traditional Athletic Programs

Social Services

- Ü Workforce Investment Act Program
- Ü Technology Council
- Ü Adelante Juntos Coalition Prevention
- Ü Behavioral Health
- Ü Dept of Econ Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü North Central Association Commission of Schools Accreditation 5-Year Cycle, 2003-2004.

- ü Bank One Scholar Athlete and AIA Scholastic Awards to Girls Volleyball, Basketball and Softball Teams, 2002-03, and 2003-04.

- ü Bank One Scholar Athlete and AIA Scholastic Awards to Girls Basketball and Softball, 2004-05.

- ü Out Performing School District recognition 2004-05

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	85	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

Hayden High School, with the help of Administrators, Teachers, local Law Enforcement, County Officials and Fire Department Officials, has developed a Crisis Management Plan. The school has a closed campus policy; is a Drug-Free Zone. The school will implement more stringent consequences for hazing.

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) :

0

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	Jeff Gregorich	(520) 356-7876
Transportation Policy	Filiberto Borquez	(520) 356-7876
Community Resources	Jacob Q. Kame	(520) 356-7876
School Nutrition Programs	Barbara Martinez	(520) 356-7876
Parent Organization		
Student Health/Nurse	Jane Woodruff	(520) 356-7876

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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.