

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

110 Hill Street, Clifton, AZ 85533

Clifton 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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Dr. Sharron A. Redden  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 Web Address : www.clifton.k12.az.us  
 Phone Number : (928) 865-3262  
 Fax Number : (928) 865-2792  
 E-mail : sredden@clifton.k12.az.us

### Mission

To provide a comprehensive technology-based academic environment in order to develop each student's potential in the areas of academic, vocational, cultural, social and aesthetic well-being in order to promote lifelong learners.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Not Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü To have each student reach the 95 percentile in AIMS. To challenge each student to their fullest academic potential.
- ü To achieve one hundred percent graduation rate. To be a contributing member of the community.
- ü To bring students back to school who have not been successful and dropped out. Our goal is to have online classes so all student dropouts can benefit, come back to school and successfully graduate.

### Enrollment

October 1, 2005 School Year Student Enrollment : 62  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

- ü After School Tutoring
- ü Standards-based Curriculum
- ü Challenging College Prep Classes
- ü Vocational Continuum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is our school's responsibility to the parents to educate their children and to prepare them to be active contributors in our society. Open communication; provide a safe environment where learning and teaching is a top priority.

Parents

Parents will send their children to school with a shared philosophy that all students can learn and an understanding that at no time will their child keep a teacher from teaching or another student from learning. The parents will have optimal participation in the child's education.

Transportation Policy

Transportation of students is a privilege and not required except in the case of certain handicapped students. Reasonable efforts are taken to eliminate any hazard that might effect the safety and welfare of the students being transported.

School Honors

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

Award/Honor	Year
ü Winning varsity and junior high football teams	2004
ü State Runner-up in Baseball	2003
ü 1A State Runner-up in Football	2004
ü Winning varsity basketball team	2004

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	NC	NC	71130	NC	NC	95	NC	NC	701	NC	NC	23	NC	NC	13	NC	NC	51	NC	NC	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	35465	NC	NC	96	NC	NC	702	NC	NC	21	NC	NC	13	NC	NC	53	NC	NC	13
Male	NC	NC	35648	NC	NC	94	NC	NC	701	NC	NC	24	NC	NC	12	NC	NC	50	NC	NC	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	--	--	5862	--	--	71	--	--	658	--	--	63	--	--	15	--	--	20	--	--	2
Students without Disabilities	NC	NC	65268	NC	NC	98	NC	NC	705	NC	NC	19	NC	NC	12	NC	NC	54	NC	NC	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	NC	22957	NC	NC	93	NC	NC	685	NC	NC	34	NC	NC	17	NC	NC	44	NC	NC	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

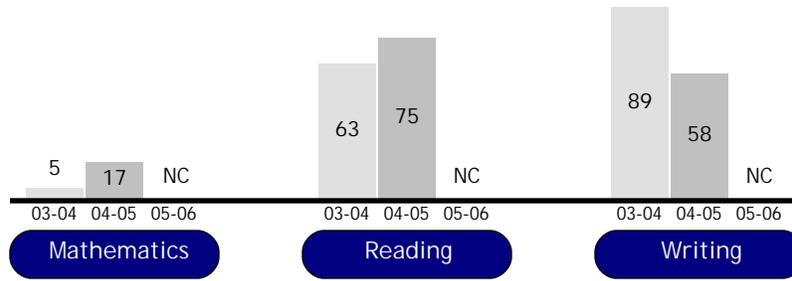
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	73018	NC	NC	97	NC	NC	703	NC	NC	6	NC	NC	23	NC	NC	64	NC	NC	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	36181	NC	NC	97	NC	NC	708	NC	NC	4	NC	NC	21	NC	NC	65	NC	NC	9
Male	NC	NC	36816	NC	NC	96	NC	NC	699	NC	NC	7	NC	NC	24	NC	NC	62	NC	NC	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	--	--	7170	--	--	85	--	--	654	--	--	23	--	--	47	--	--	29	--	--	1
Students without Disabilities	NC	NC	65848	NC	NC	98	NC	NC	708	NC	NC	4	NC	NC	20	NC	NC	67	NC	NC	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	23912	NC	NC	94	NC	NC	681	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	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	NC	NC	72810	NC	NC	96	NC	NC	685	NC	NC	6	NC	NC	30	NC	NC	58	NC	NC	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	36111	NC	NC	97	NC	NC	695	NC	NC	4	NC	NC	23	NC	NC	65	NC	NC	8
Male	NC	NC	36678	NC	NC	95	NC	NC	674	NC	NC	9	NC	NC	36	NC	NC	52	NC	NC	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	--	--	7071	--	--	84	--	--	634	--	--	24	--	--	53	--	--	21	--	--	1
Students without Disabilities	NC	NC	65739	NC	NC	98	NC	NC	689	NC	NC	4	NC	NC	27	NC	NC	62	NC	NC	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	NC	23814	NC	NC	94	NC	NC	667	NC	NC	10	NC	NC	41	NC	NC	47	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	7

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

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	34	NA	42	100	8	8	51	100	27	27	52
	Language	100	39	39	42	100	6	6	50	100	28	28	50
	Mathematics	100	50	50	63	100	15	15	50	100	18	18	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/](http://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

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

Council Duties

- Ü Represent School & Community
- Ü Relate Concerns to Administration
- Ü Establish & Update Student Handbook
- Ü Address Student & Teacher Needs
- Ü Interview Prospective Employees

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	94%

Resources Available at School Site

Special Facilities

- Ü 28 Station Computer Lab
- Ü Multi-media Equipped Classrooms

Extracurricular Activities

- Ü Student Government
- Ü Jr/Sr High Interscholastic Athletics
- Ü Jr/Sr Honor Society

Social Services

- Ü Counseling; Crisis Intervention
- Ü SE AZ Behavioral Health Services
- Ü Town of Clifton Recreational Activities
- Ü Greenlee County Health Services
- Ü Department of Economic Security Service

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students received individual recognition for athletic endeavors.
  
- ü Acknowledgement of achievement in the local newspaper. Good behavior and academic performance in the classrooms will be recognized with a 'Student of the Week' award.
  
- ü Student Newsletter and Yearbook published by the senior class

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	1	89	88	73
Graduation Rate <sup>6</sup>	82	NA	NA	81

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

We promote respect for self and others; zero-tolerance for drugs, fights, bullying, harrassment, threats or showing disrespect for adults or other students. Students are involved with Teen Court and they are being trained in the 2nd Step process.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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	Site-Based Decision Making Team (SBDM)	(928) 865-2752
Transportation Policy	Dr. Sharron Redden	(928) 865-2752
Community Resources	Dr. Sharron Redden	(928) 865-2752
School Nutrition Programs	Pearl Guzzo	(928) 865-2752
Parent Organization	Betty Swesey	(928) 865-3262
Student Health/Nurse	Debra Rodriguez	(928) 865-4917

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](http://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](http://www.ade.az.gov/azlearns).

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

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 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.

6 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](http://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.