

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1 Stadium Drive, Morenci, AZ 85540

Morenci 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

Elementary Achievement Profile (a)

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

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

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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Duane Howard
Schedule : 07:30 AM to 04:00 PM
Grades : 7-12
2005 Enrollment : 395
Web Address : morenci.k12.az.us
Phone Number : (928) 865-3631
Fax Number : (928) 865-3614
E-mail : dhoward@morenci.k12.az.us

Mission

We hold high expectations of our students and will work together to provide a safe, healthy, positive, supportive environment where the intrinsic value, dignity, and integrity of each individual are recognized and developed.

School / Academic Goals

- ü Morenci Junior/Senior High School students will demonstrate improved writing skills as evidenced by meeting the writing standards of AIMS.
- ü Morenci Junior/Senior High School students will demonstrate improved reading skills as evidenced by meeting the reading standards of AIMS.
- ü Morenci Junior/Senior High School students will demonstrate improved math skills as evidenced by meeting the math standards of AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 408
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 116

Instructional Programs

- Ü On-site Special Education
- Ü Advanced Placement
- Ü Distance Learning College Classes
- Ü Strong College Bound Curriculum
- Ü Work Place Skills Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Communication: Student/Parent Handbook; parent information packet; 8 grade reports per year; Open House curriculum; parents, teachers, administration use an open-door policy to discuss any area of concern. Quarterly school publication, Wildcat Tracks and a website.

Parents

Parents are to notify the school in case of student absences, and are encouraged to attend Open House. Parents are asked to provide a specific time for student homework assignments and they are encouraged to respond to requests for parent conferences. Parents are also asked to complete a Parent Survey at the conclusion of each year.

Transportation Policy

Morenci Public Schools currently provides school bus transportation to all students wishing to attend school in Morenci according to the following boundaries: All residential sites in Apache Grove, Loma Linda, Verde Lee, Clifton, York and Morenci.

School Honors

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

Award/Honor	Year
Ü 1st Place - U.S. Senate Youth Competition	2005
Ü Three Time Second Place State Academic Decathlon State	2004
Ü 1st and 3rd Place - U.S. Senate Youth Competition	2003
Ü Naval Academy Appointment	2004

8th 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	72	72	78250	100	100	99	547	547	548	19	19	21	29	29	18	43	43	48	9	9	13
All Students (Prior Year)	71	71	75001	99	99	99	464	464	468	42	42	37	34	34	36	12	12	16	12	12	10
Female	49	49	38071	100	100	99	551	551	549	13	13	20	30	30	19	48	48	49	9	9	12
Male	23	23	40126	100	100	99	539	539	547	30	30	23	26	26	17	35	35	46	9	9	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	40	40	29129	100	100	99	537	537	527	21	21	32	36	36	23	41	41	40	3	3	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	30	30	38320	97	100	99	561	561	568	18	18	12	18	18	14	46	46	55	18	18	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	65	65	68996	100	100	99	553	553	561	15	15	16	31	31	18	45	45	52	10	10	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	16	33388	94	94	94	522	522	530	25	25	32	50	50	22	25	25	40	0	0	5
Non-Economically Disadvantaged	56	56	44937	100	100	100	555	555	561	17	17	13	23	23	15	49	49	54	11	11	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	72	72	78302	100	0	99	528	528	512	1	1	11	26	26	25	61	61	57	12	12	7
All Students (Prior Year)	71	71	74918	99	99	99	496	496	497	37	37	32	19	19	19	25	25	35	19	19	15
Female	49	49	38082	100	0	99	534	534	518	2	2	8	22	22	24	65	65	61	11	11	7
Male	23	23	40166	100	0	99	516	516	507	0	0	14	35	35	26	52	52	54	13	13	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	40	40	29152	100	0	99	517	517	492	3	3	17	26	26	34	67	67	46	5	5	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	30	30	38347	97	0	99	542	542	531	0	0	5	29	29	17	50	50	68	21	21	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	65	65	69024	100	0	99	531	531	524	2	2	7	24	24	23	61	61	62	13	13	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	16	33398	94	0	94	513	513	495	0	0	18	44	44	35	50	50	46	6	6	2
Non-Economically Disadvantaged	56	56	44979	100	0	100	532	532	525	2	2	6	21	21	18	64	64	66	13	13	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	72	72	78094	100	100	99	559	559	545	0	0	3	13	13	18	87	87	77	0	0	2
All Students (Prior Year)	71	71	74503	99	99	99	460	460	491	10	10	9	47	47	32	37	37	51	5	5	8
Female	49	49	38025	100	100	99	576	576	558	0	0	2	0	0	13	100	100	82	0	0	2
Male	23	23	40013	100	100	99	525	525	534	0	0	5	39	39	23	61	61	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	40	40	29068	100	100	99	550	550	523	0	0	5	15	15	27	85	85	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	30	30	38265	97	100	99	570	570	564	0	0	2	11	11	11	89	89	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	65	65	68892	100	100	98	560	560	559	0	0	2	11	11	14	89	89	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	16	33296	94	94	94	539	539	527	0	0	5	25	25	27	75	75	67	0	0	0
Non-Economically Disadvantaged	56	56	44871	100	100	100	565	565	559	0	0	2	9	9	12	91	91	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	54	54	69846	100	100	100	682	682	699	29	29	21	13	13	11	48	48	49	10	10	18
All Students (Prior Year)	56	56	65934	95	95	100	482	482	492	54	54	43	20	20	18	13	13	24	14	14	15
Female	23	23	34328	100	100	99	664	664	702	18	18	19	23	23	12	55	55	51	5	5	18
Male	31	31	35509	94	94	100	696	696	696	37	37	23	7	7	11	43	43	48	13	13	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	22	22	23363	100	100	100	692	692	680	29	29	32	5	5	16	62	62	45	5	5	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	31	31	36421	97	97	99	677	677	714	27	27	12	20	20	8	40	40	54	13	13	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	48	48	62220	98	98	99	701	701	712	24	24	16	13	13	11	52	52	53	11	11	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	47	47	48489	100	100	100	678	678	704	31	31	15	11	11	10	49	49	52	9	9	23

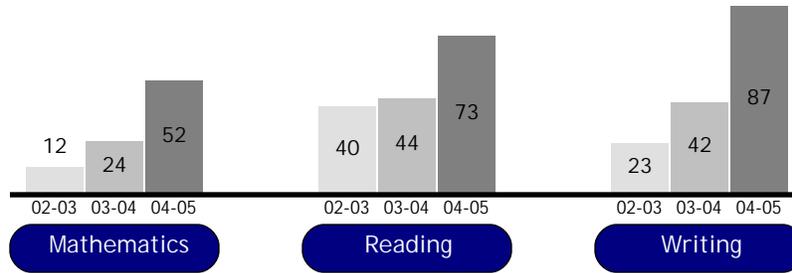
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	71311	100	100	100	689	689	694	2	2	7	16	16	21	73	73	63	9	9	9
All Students (Prior Year)	59	59	68162	98	98	100	507	507	509	12	12	18	22	22	24	63	63	51	3	3	8
Female	25	25	34899	100	100	100	666	666	700	4	4	5	9	9	19	83	83	66	4	4	10
Male	35	35	36430	100	100	100	705	705	688	0	0	9	21	21	22	67	67	61	12	12	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	23	23	24056	100	100	100	696	696	672	5	5	13	18	18	31	73	73	53	5	5	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	36	36	36841	100	100	99	685	685	713	0	0	3	15	15	12	73	73	72	12	12	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	54	54	63379	100	100	100	704	704	707	0	0	5	14	14	18	76	76	68	10	10	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	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	52	52	49157	100	100	100	688	688	702	2	2	4	17	17	16	73	73	69	8	8	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	60	60	70868	100	100	100	686	686	688	2	2	5	20	20	23	75	75	63	4	4	9
All Students (Prior Year)	59	59	67629	98	98	100	491	491	524	24	24	22	34	34	16	42	42	59	0	0	3
Female	25	25	34710	100	100	99	672	672	697	0	0	3	17	17	19	83	83	66	0	0	12
Male	35	35	36176	100	100	100	695	695	678	3	3	7	21	21	27	70	70	59	6	6	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	23	23	23868	100	100	100	691	691	670	5	5	9	32	32	33	59	59	55	5	5	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	36	36	36710	100	100	99	682	682	702	0	0	2	12	12	15	85	85	69	3	3	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	100	100	99	703	703	701	0	0	3	14	14	20	82	82	67	4	4	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	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	52	52	48960	100	100	100	685	685	694	2	2	3	17	17	18	79	79	67	2	2	12

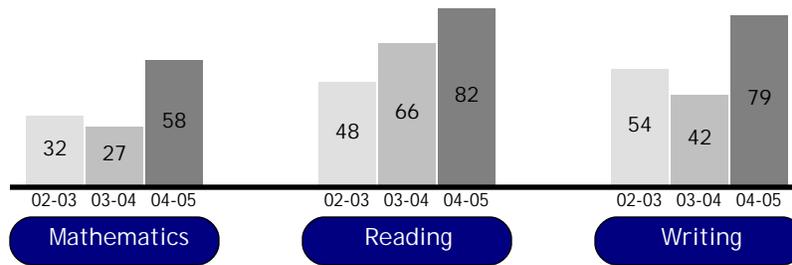
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



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
7	Reading	100	61	61	51	100	62	NA	54	100	52	52	50
	Language	100	58	58	54	100	65	65	58	100	50	50	52
	Mathematics	100	55	55	58	99	61	61	62	100	43	43	50
8	Reading	100	42	42	53	97	56	NA	55	100	59	59	51
	Language	100	33	33	49	99	55	55	52	100	55	55	50
	Mathematics	98	50	50	58	99	52	52	61	100	54	54	53
9	Reading	100	39	39	41	27	NA	NA	42	97	52	52	51
	Language	100	43	43	42	27	NA	NA	42	97	52	52	50
	Mathematics	100	63	63	60	26	NA	NA	63	96	45	45	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

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

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Campus Environment
- Ü Schoolwide Programs
- Ü Academic Performance
- Ü Student Recognition

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Five Networked Computer Labs
- Ü Family and Consumer Science Lab
- Ü Autoshop/Metalshop/Woods Labs
- Ü Library With 80 Student Seats

Extracurricular Activities

- Ü Academic Decathlon/Knowledge Bowl
- Ü Four Academic Clubs
- Ü Athletics
- Ü Two Vocational Clubs
- Ü Youth Senate Programs
- Ü Six National Honor Societies

Social Services

- Ü Lunch Program
- Ü Citizenship Classes
- Ü Community College Classes
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Morenci High School has been recognized by the Governor as the ONLY school in Arizona that did as well as the state average in all academic areas and without score differences between ethnic groups.
- ü The structure of the Junior High School has been reorganized to facilitate the transition from elementary school. A modified 'block' schedule has been implemented to reduce the number of teachers seen and to increase teacher accountability.
- ü Morenci High School had the highest AIMS scores for the county and surrounding area schools in reading and writing and improved math scores by 50%.
- ü Morenci High School's Wrestling Team was crowned State Champions for the 5th time in the last six years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	96	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

MHS follows a progressive discipline model for repeated infractions of the code of conduct. MHS has been a leader in developing intervention strategies in cooperation with local law enforcement.

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) :

5

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	Duane Howard	(928) 865-3631
Transportation Policy	Phil Martinez	(928) 865-3501
Community Resources	Duane Howard	(928) 865-3631
School Nutrition Programs	Diana Sumpter	(928) 865-5125
Parent Organization		
Student Health/Nurse	Juanita Verlander	(928) 865-3981

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 395 Copies = \$151.00

** 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.