

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 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 Overview

Principal/Administrator : Mr. Bryan Boling
Schedule : 07:30 AM to 04:00 PM
Grades : 7-12
Web Address : morenci.k12.az.us
Phone Number : (928) 865-3631
Fax Number : (928) 865-3614
E-mail : bboling@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, 2005 School Year Student Enrollment : 396
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 135

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
- Ü Dual Credit College Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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

7th 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	67	67	78546	100	100	97	537	537	543	13	13	15	21	21	18	58	58	52	7	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38645	100	100	98	554	554	545	11	11	13	7	7	18	68	68	54	14	14	15
Male	38	38	39792	95	95	97	524	524	542	16	16	17	32	32	17	50	50	50	3	3	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	42	42	31177	100	100	97	533	533	524	10	10	22	29	29	23	60	60	48	2	2	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	23	23	36450	100	100	97	554	554	563	13	13	7	9	9	12	61	61	57	17	17	23
Students with Disabilities	12	12	8093	100	100	82	473	473	489	50	50	50	50	50	24	NA	NA	23	NA	NA	2
Students without Disabilities	55	55	70453	100	100	100	550	550	549	5	5	11	15	15	17	71	71	56	9	9	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	11	11	34694	100	100	96	514	514	524	27	27	23	18	18	23	55	55	48	NA	NA	7
Non-Economically Disadvantaged	56	56	43852	100	100	99	542	542	559	11	11	10	21	21	13	59	59	56	9	9	22

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	67	67	79045	100	100	98	511	511	512	7	7	10	27	27	25	63	63	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38860	100	100	98	537	537	519	NA	NA	7	14	14	22	82	82	62	4	4	8
Male	38	38	40075	95	95	97	490	490	505	13	13	12	37	37	28	47	47	54	3	3	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	42	42	31314	100	100	98	508	508	493	5	5	16	31	31	34	62	62	48	2	2	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	23	23	36730	100	100	98	531	531	532	4	4	4	22	22	16	70	70	68	4	4	12
Students with Disabilities	12	12	8552	100	100	87	446	446	463	42	42	35	42	42	40	17	17	23	NA	NA	1
Students without Disabilities	55	55	70493	100	100	100	524	524	517	NA	NA	7	24	24	24	73	73	62	4	4	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	11	11	34922	100	100	96	498	498	493	18	18	15	36	36	34	36	36	48	9	9	3
Non-Economically Disadvantaged	56	56	44123	100	100	99	513	513	527	5	5	6	25	25	18	68	68	66	2	2	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	65	65	79657	97	97	99	582	582	566	NA	NA	3	3	3	8	95	95	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39120	100	100	99	605	605	580	NA	NA	2	NA	NA	4	96	96	92	4	4	2
Male	36	36	40423	90	90	98	565	565	553	NA	NA	5	6	6	12	94	94	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	41	41	31642	98	98	99	580	580	552	NA	NA	5	5	5	11	93	93	84	2	2	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	23	23	36929	100	100	99	589	589	579	NA	NA	2	NA	NA	5	100	100	91	NA	NA	2
Students with Disabilities	10	10	9069	83	83	92	NA	NA	508	NA	NA	11	NA	NA	30	NA	NA	58	NA	NA	1
Students without Disabilities	55	55	70588	100	100	100	590	590	573	NA	NA	2	NA	NA	5	98	98	91	2	2	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	11	11	35341	100	100	97	563	563	551	NA	NA	5	9	9	12	91	91	83	NA	NA	0
Non-Economically Disadvantaged	54	54	44316	96	96	100	586	586	578	NA	NA	2	2	2	5	96	96	90	2	2	2

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

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	70	70	78400	100	100	97	534	534	554	34	34	21	17	17	19	41	41	47	7	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	38686	100	100	98	536	536	554	31	31	20	21	21	20	40	40	49	7	7	12
Male	28	28	39636	100	100	96	530	530	554	39	39	23	11	11	18	43	43	46	7	7	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	50	50	30732	100	100	97	528	528	534	38	38	31	14	14	24	44	44	40	4	4	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	19	19	37038	100	100	97	544	544	575	26	26	11	26	26	14	37	37	56	11	11	19
Students with Disabilities	14	14	7840	100	100	81	463	463	498	93	93	60	7	7	18	NA	NA	20	NA	NA	2
Students without Disabilities	56	56	70560	100	100	99	550	550	560	20	20	17	20	20	19	52	52	50	9	9	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	16	16	33014	100	100	95	517	517	534	50	50	31	NA	NA	24	50	50	40	NA	NA	5
Non-Economically Disadvantaged	54	54	45386	100	100	99	539	539	569	30	30	15	22	22	15	39	39	52	9	9	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	70	70	79179	100	100	98	510	510	519	9	9	11	33	33	27	56	56	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	38974	100	100	99	512	512	524	7	7	8	36	36	25	55	55	61	2	2	5
Male	28	28	40124	100	100	97	506	506	513	11	11	13	29	29	28	57	57	54	4	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	50	50	30987	100	100	98	510	510	498	8	8	17	32	32	36	58	58	45	2	2	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	19	19	37467	100	100	98	504	504	539	11	11	5	37	37	17	47	47	70	5	5	8
Students with Disabilities	14	14	8567	100	100	88	452	452	467	36	36	39	57	57	38	7	7	22	NA	NA	1
Students without Disabilities	56	56	70612	100	100	99	523	523	524	2	2	7	27	27	25	68	68	62	4	4	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	16	16	33345	100	100	96	488	488	499	13	13	17	50	50	36	38	38	46	NA	NA	1
Non-Economically Disadvantaged	54	54	45834	100	100	99	516	516	533	7	7	7	28	28	19	61	61	67	4	4	7

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	70	70	79734	100	100	99	571	571	554	NA	NA	3	11	11	19	87	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	39243	100	100	99	581	581	568	NA	NA	2	7	7	12	90	90	85	2	2	1
Male	28	28	40413	100	100	98	554	554	541	NA	NA	4	18	18	26	82	82	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	50	50	31254	100	100	99	570	570	539	NA	NA	5	12	12	25	86	86	70	2	2	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	19	19	37668	100	100	99	571	571	569	NA	NA	1	11	11	13	89	89	85	NA	NA	1
Students with Disabilities	14	14	8943	100	100	92	506	506	495	NA	NA	11	50	50	51	50	50	38	NA	NA	1
Students without Disabilities	56	56	70791	100	100	100	586	586	561	NA	NA	2	2	2	15	96	96	83	2	2	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	16	16	33718	100	100	97	560	560	538	NA	NA	5	13	13	26	88	88	69	NA	NA	0
Non-Economically Disadvantaged	54	54	46016	100	100	100	574	574	567	NA	NA	2	11	11	14	87	87	84	2	2	1

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	73	73	71130	96	96	95	694	694	701	36	36	23	12	12	13	40	40	51	12	12	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	35465	91	91	96	707	707	702	28	28	21	3	3	13	50	50	53	19	19	13
Male	41	41	35648	100	100	94	684	684	701	41	41	24	20	20	12	32	32	50	7	7	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	42	42	25103	100	100	95	695	695	685	36	36	34	12	12	16	43	43	45	10	10	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	26	26	36075	93	93	95	694	694	715	35	35	12	15	15	9	35	35	58	15	15	21
Students with Disabilities	11	11	5862	92	92	71	643	643	658	91	91	63	9	9	15	NA	NA	20	NA	NA	2
Students without Disabilities	62	62	65268	97	97	98	703	703	705	26	26	19	13	13	12	47	47	54	15	15	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	10	10	22957	100	100	93	NA	NA	685	NA	NA	34	NA	NA	17	NA	NA	44	NA	NA	5
Non-Economically Disadvantaged	63	63	48173	95	95	96	696	696	709	33	33	17	13	13	11	41	41	55	13	13	18

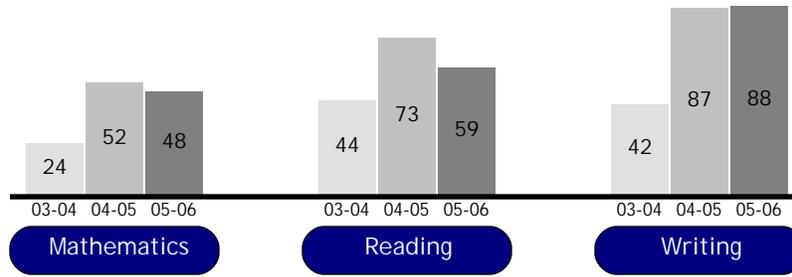
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	73018	96	96	97	693	693	703	10	10	6	19	19	23	67	67	64	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	36181	94	94	97	701	701	708	9	9	4	9	9	21	76	76	65	6	6	9
Male	40	40	36816	98	98	96	686	686	699	10	10	7	28	28	24	60	60	62	3	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	42	42	25801	100	100	96	696	696	683	7	7	10	14	14	34	76	76	53	2	2	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	26	26	37024	93	93	97	692	692	721	12	12	2	27	27	12	54	54	73	8	8	13
Students with Disabilities	11	11	7170	92	92	85	638	638	654	55	55	23	27	27	47	18	18	29	NA	NA	1
Students without Disabilities	62	62	65848	97	97	98	703	703	708	2	2	4	18	18	20	76	76	67	5	5	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	10	10	23912	100	100	94	NA	NA	681	NA	NA	10	NA	NA	36	NA	NA	52	NA	NA	2
Non-Economically Disadvantaged	63	63	49106	95	95	98	695	695	714	10	10	4	16	16	16	71	71	69	3	3	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	73	73	72810	96	96	96	684	684	685	7	7	6	29	29	30	62	62	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	36111	91	91	97	702	702	695	6	6	4	13	13	23	75	75	65	6	6	8
Male	41	41	36678	100	100	95	669	669	674	7	7	9	41	41	36	51	51	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	42	42	25735	100	100	96	694	694	669	2	2	10	24	24	41	74	74	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	26	26	36915	93	93	97	668	668	697	15	15	3	35	35	21	42	42	67	8	8	8
Students with Disabilities	11	11	7071	92	92	84	620	620	634	27	27	24	73	73	53	NA	NA	21	NA	NA	1
Students without Disabilities	62	62	65739	97	97	98	695	695	689	3	3	4	21	21	27	73	73	62	3	3	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	10	10	23814	100	100	94	NA	NA	667	NA	NA	10	NA	NA	41	NA	NA	47	NA	NA	2
Non-Economically Disadvantaged	63	63	48996	95	95	97	688	688	693	5	5	4	29	29	24	63	63	64	3	3	7

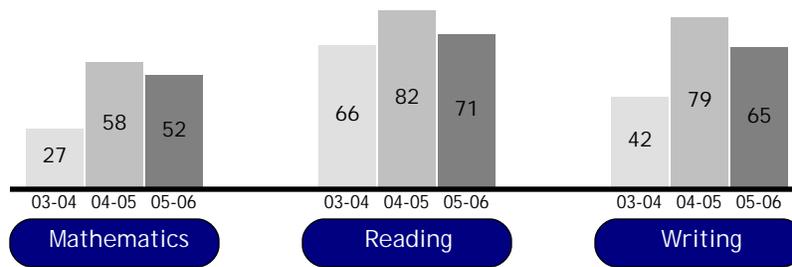
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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
7	Reading	100	62	NA	54	100	52	52	50	99	54	54	54
	Language	100	65	65	58	100	50	50	52	99	54	54	58
	Mathematics	99	61	61	62	100	43	43	50	99	52	52	54
8	Reading	97	56	NA	55	100	59	59	51	100	54	54	58
	Language	99	55	55	52	100	55	55	50	100	50	50	56
	Mathematics	99	52	52	61	100	54	54	53	100	46	46	58
9	Reading	27	NA	NA	42	97	52	52	51	100	54	54	52
	Language	27	NA	NA	42	97	52	52	50	100	56	56	50
	Mathematics	26	NA	NA	63	96	45	45	50	100	46	46	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	29.00
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	8	2	1	0
4 to 6 years	2	3	0	0
7 to 9 years	3	0	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	24%
Percent of core classes not taught by Highly Qualified Teachers	25%

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 has been rated a highly performing high school based on AIMS Test Scores and yearly progress/growth statistics.

- ü Morenci High School's Wrestling Team has been the State Champion 5 out of the last 7 years.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	92	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

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 2005-06 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	Bryan Boling	(928) 865-3631
Transportation Policy	Phil Martinez	(928) 865-3501
Community Resources	Bryan Boling	(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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 439 Copies = \$171.00

** 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.