

Centennial High School

ARIZONA SCHOOL REPORT CARD 2003-04

14388 N. 79th Avenue, Peoria, AZ 85381

Peoria Unified School 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Jim Williams
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 2064
Web Address : centennialhigh.peoriaud.k12.az.us
Phone Number : (623) 412-4400
Fax Number : (623) 412-4420
E-mail : jwilliam@peoriaud.k12.az.us

Mission

Foundational Belief Statement: Quality Instruction Everyday; Personalized Learning Environment for Every Student. We hold high expectations for student performance in communication, technological literacy, thinking processes, and problem solving.

School / Academic Goals

- ü Student achievement will be evident through the focus on increased student success on the district course assessments, Stanford 9, and AIMS tests.
- ü Centennial prides itself on having one of the lowest dropout rates and highest graduation rates in the state. We are committed to maintaining and improving our current status.

Instructional Programs

- ü Curriculum Aligned w/AZ Acad. Standards
- ü Schoolwide AIMS Testing Preparation
- ü Smaller Learning Communities
- ü Drop-out Prevention/Credit Recovery

Enrollment

October 1, 2002 School Year Student Enrollment : 1863
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 334

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Assist in Identifying Areas of Focus
- ü School Safety Issues
- ü Student Discipline
- ü Parent/Educator Relations
- ü Facilities
- ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	101.00
Other Professional Staff	10.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	10	11	0	0
7 to 9 years	8	12	0	0
10 or more years	20	35	0	0

Shared Responsibilities

School

It is the responsibility of Centennial High School faculty and staff to provide all students with the optimal learning environment. In addition to providing a safe campus, Centennial High School invites and maintains high parent involvement.

Parents

Centennial supports a positive relationship with parents in all facets of their child's education. Parents are encouraged to provide direction for academic preparation and work with the school to foster a successful experience.

Resources Available at School Site

Special Facilities

- ü Computer Labs/Technology Labs
- ü Performing Arts Facilities

Extracurricular Activities

- ü Student Government
- ü Athletics/Band/Dance/Drama
- ü Med-Start Club/DECA/VICA
- ü National Honor Society

Social Services

- ü Job Placement Services/Career Center
- ü Community College Classes/Dual Credit
- ü Peoria Chamber of Commerce Involvement
- ü Recreational Activities/Peoria Parks/Rec

Transportation Policy

The district will provide transportation for those students who live more than two miles from the school. The district will acquire, maintain and operate bus vehicles as the Board deems necessary for students who live within our bus-rider boundaries.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Centennial HS has been honored by the University of Arizona as having the highest GPA for high school graduates who currently attend the U of A.

- ü Incorporation of job-training programs include the Cisco Networking Academy, Future Teachers of America, the Academy of Finance, PreSchool Program, Healthcare Technology, Hospitality Program and Culinary Arts.

School Honors

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

Award/Honor	Year
ü 20% Increase on AIMS Math Scores	2003
ü 1st National Merit Scholar	2003
ü 4A Boys Track State Championship	2003
ü 1st Flynn Foundation Scholar	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	7	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	95			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	450	2474	57534	95	92	91	502	500	491	31	32	46	17	21	16	33	30	23	19	16	15
All Students (Prior Year)	388	2262	51010	NA	NA	NA	490	492	483	34	31	45	32	32	20	28	28	23	7	9	11
Female	221	1236	28155	97	93	90	503	501	491	28	30	47	19	23	16	32	31	24	21	16	14
Male	227	1230	28932	92	91	89	502	500	491	34	34	46	14	19	15	35	30	23	17	17	16
African American	27	123	2558	113	92	86	490	490	475	41	47	64	19	18	15	30	28	16	11	8	6
Hispanic	75	447	17547	96	91	86	499	491	475	38	43	64	13	22	15	33	27	15	16	9	6
Asian/Pacific Islander	17	83	1395	113	93	96	509	513	519	25	18	22	19	22	16	25	26	28	31	33	35
American Indian/Alaskan Native	NC	20	3794	NC	111	91	NC	495	468	NC	38	72	NC	8	13	NC	38	12	NC	15	3
White	329	1791	29790	92	92	86	504	503	501	29	29	34	17	22	17	34	31	29	20	18	20
Students with Disabilities	10	177	5562	31	83	93	NA	468	461	NA	33	79	NA	67	10	NA	0	8	NA	0	3
Students without Disabilities	440	2297	51972	99	93	90	502	500	492	31	32	45	17	21	16	33	30	24	19	16	15
Limited English Proficient Students	NC	65	5467	NC	271	111	NC	501	458	NC	0	87	NC	50	7	NC	50	5	NC	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	--	NC	10446				--	NC	472	--	NC	70	--	NC	13	--	NC	13	--	NC	4
Non-Economically Disadvantaged	450	2471	47088				502	500	495	31	32	42	17	21	16	33	30	26	19	16	17

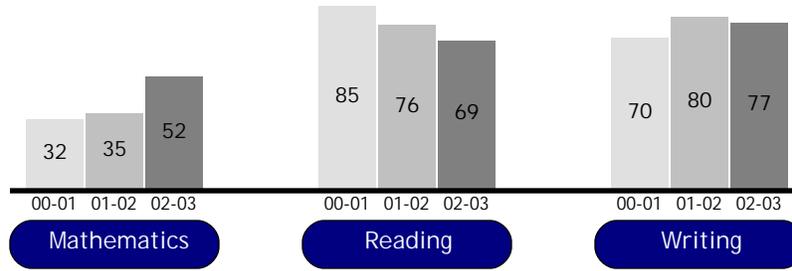
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	420	2399	56700	88	89	89	518	519	512	10	9	15	21	21	23	59	60	52	10	11	10
All Students (Prior Year)	393	2308	50525	NA	NA	NA	526	526	517	3	5	12	21	18	22	62	60	51	14	17	15
Female	202	1208	27862	89	91	89	525	524	517	8	6	12	18	18	22	61	64	54	13	12	12
Male	216	1184	28398	87	87	88	512	513	507	12	12	19	24	23	24	56	56	49	8	9	9
African American	21	117	2529	88	87	85	514	508	495	5	11	24	33	26	31	57	57	41	5	5	4
Hispanic	69	438	17305	88	89	85	508	506	494	12	13	24	31	28	31	50	55	41	7	4	4
Asian/Pacific Islander	17	80	1382	113	90	95	505	531	530	13	6	6	13	14	17	73	65	59	0	14	17
American Indian/Alaskan Native	NC	19	3815	NC	106	91	NC	517	489	NC	15	29	NC	23	35	NC	46	35	NC	15	2
White	311	1725	29209	87	88	84	521	522	525	10	7	9	18	19	17	60	61	59	12	12	15
Students with Disabilities	11	151	5215	34	71	87	NA	489	478	NA	25	43	NA	50	29	NA	25	25	NA	0	2
Students without Disabilities	409	2248	51485	92	91	89	518	519	513	10	9	15	21	21	23	59	60	52	10	11	11
Limited English Proficient Students	NC	60	5378	NC	250	109	NC	531	471	NC	0	48	NC	0	36	NC	100	15	NC	0	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	420	2396	46342				518	519	516	10	9	13	21	21	21	59	60	54	10	11	12

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	446	2499	55090	94	93	87	489	490	479	11	8	16	12	12	13	77	81	70	0	0	0
All Students (Prior Year)	400	2257	50572	NA	NA	NA	493	492	481	5	6	14	15	21	23	79	73	63	1	0	1
Female	222	1275	27752	97	96	89	494	496	483	7	6	13	12	9	12	80	85	75	0	0	0
Male	223	1216	26842	90	90	83	483	484	474	14	10	20	12	14	15	74	76	65	0	0	0
African American	27	122	2336	113	91	78	474	474	464	19	16	25	15	12	14	67	72	62	0	0	0
Hispanic	69	432	16391	88	88	81	477	477	458	17	14	28	17	11	16	65	75	56	0	0	0
Asian/Pacific Islander	20	87	1356	133	98	93	482	499	499	6	3	7	11	8	9	83	89	83	0	0	2
American Indian/Alaskan Native	NC	20	3731	NC	111	89	NC	455	446	NC	38	37	NC	6	16	NC	56	47	NC	0	0
White	326	1815	29053	92	93	84	494	494	492	8	6	8	11	12	12	80	82	79	0	0	0
Students with Disabilities	11	144	4141	34	68	69	432	427	436	33	62	47	0	8	18	67	31	35	0	0	0
Students without Disabilities	435	2355	50949	98	95	89	489	491	479	10	7	16	12	12	13	77	81	71	0	0	0
Limited English Proficient Students	NC	58	4711	NC	242	96	NC	496	422	NC	0	61	NC	0	13	NC	100	26	NC	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	--	NC	10168				--	NC	453	--	NC	32	--	NC	18	--	NC	50	--	NC	0
Non-Economically Disadvantaged	446	2498	44922				489	490	484	11	8	13	12	12	13	77	81	73	0	0	0

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 (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	49	49	43	96	47	45	37	98	52	49	41
	Language	95	46	46	41	96	45	45	38	97	51	49	42
	Mathematics	95	70	68	59	96	67	64	56	97	72	69	60

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Centennial has a safe, secure and friendly atmosphere where students, parents and teachers focus on student success. Staff is visible and knowledgeable about the Campus Emergency/Crisis Plan. A district Hot Line exists to report potential concerns.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Jim Williams	(623) 412-4402
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Frank Vargas	(623) 412-4404
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lorna Thacker	(623) 412-4400
Student Health/Nurse	Cecilia Bean	(623) 412-4408

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards