

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14388 N 79th AV, 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Excelling
2003-04	Highly 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 <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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. Jim Williams  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 2278  
 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 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.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2181  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 395

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.

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.

School Honors

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

Award/Honor	Year
ü Continued increase on AIMS test scores	2004
ü Awarded Smaller Learning Community Planning Grant	2004
ü Quality Staff Development Program	2004
ü Coyote Academy Credit Recovery Program	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	612	--	69846	98	--	100	721	--	699	10	--	21	7	--	11	57	--	49	25	--	18
All Students (Prior Year)	483	2747	65934	99	98	100	515	508	492	13	21	43	19	23	18	41	35	24	27	21	15
Female	303	--	34328	98	--	99	724	--	702	7	--	19	7	--	12	60	--	51	26	--	18
Male	309	--	35509	98	--	100	718	--	696	14	--	23	8	--	11	54	--	48	24	--	18
African American	21	156	3535	100	99	100	692	685	677	29	19	31	14	8	15	43	61	46	14	11	8
Hispanic	117	--	23363	97	--	100	707	--	680	20	--	32	9	--	16	56	--	45	15	--	7
Asian/Pacific Islander	22	95	1742	100	98	99	733	733	733	5	6	8	5	3	7	59	49	46	32	41	38
American Indian/Alaskan Native	NC	--	4785	NC	--	100	NC	--	671	NC	--	39	NC	--	17	NC	--	39	NC	--	5
White	448	--	36421	99	--	99	726	--	714	7	--	12	7	--	8	58	--	54	28	--	26
Students with Disabilities	49	--	7690	96	--	100	669	--	593	49	--	64	13	--	14	36	--	21	2	--	2
Students without Disabilities	563	--	62220	98	--	99	726	--	712	7	--	16	7	--	11	59	--	53	27	--	20
Limited English Proficient Students	NC	85	5834	NC	100	100	NC	501	612	NC	20	46	NC	20	20	NC	49	31	NC	11	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	31	189	21421	78	82	92	704	708	686	17	12	35	3	11	15	70	67	43	10	10	7
Non-Economically Disadvantaged	581	--	48489	100	--	100	722	--	704	10	--	15	8	--	10	56	--	52	26	--	23

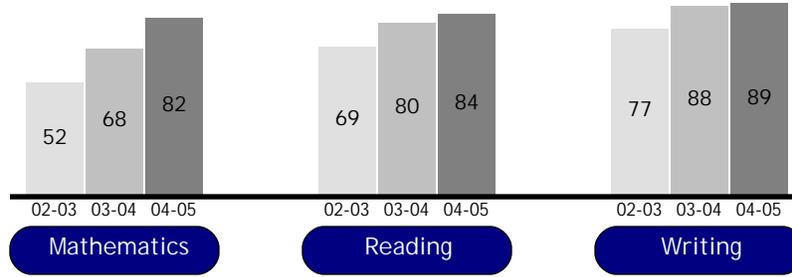
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	619	--	71311	99	--	100	714	--	694	3	--	7	13	--	21	72	--	63	12	--	9
All Students (Prior Year)	497	2819	68162	100	99	100	530	525	509	4	7	18	16	18	24	68	64	51	12	11	8
Female	308	1407	34899	98	99	100	720	712	700	1	1	5	9	11	19	78	76	66	12	12	10
Male	311	--	36430	99	--	100	708	--	688	5	--	9	17	--	22	67	--	61	12	--	8
African American	20	163	3573	95	98	100	695	682	676	5	4	9	30	25	26	55	67	60	10	4	4
Hispanic	122	--	24056	98	--	100	698	--	672	6	--	13	23	--	31	64	--	53	6	--	3
Asian/Pacific Islander	23	96	1731	100	98	98	713	711	717	5	4	3	9	9	13	73	76	68	14	12	16
American Indian/Alaskan Native	NC	--	5110	NC	--	100	NC	--	661	NC	--	14	NC	--	38	NC	--	46	NC	--	2
White	451	--	36841	99	--	99	719	--	713	2	--	3	10	--	12	75	--	72	13	--	13
Students with Disabilities	51	--	8021	100	--	100	665	--	590	19	--	27	36	--	42	45	--	29	0	--	1
Students without Disabilities	568	--	63379	98	--	100	718	--	707	2	--	5	11	--	18	75	--	68	13	--	10
Limited English Proficient Students	NC	84	6402	NC	100	100	NC	482	596	NC	8	25	NC	35	44	NC	54	30	NC	3	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	34	199	22243	79	82	93	695	694	677	12	6	14	15	22	32	67	69	51	6	4	3
Non-Economically Disadvantaged	585	--	49157	100	--	100	715	--	702	3	--	4	13	--	16	73	--	69	12	--	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	616	--	70868	98	--	100	712	--	688	2	--	5	10	--	23	80	--	63	9	--	9
All Students (Prior Year)	494	2808	67629	99	99	100	582	560	524	7	8	22	5	12	16	79	75	59	9	5	3
Female	308	1403	34710	98	99	99	721	709	697	0	1	3	6	8	19	82	80	66	12	11	12
Male	308	--	36176	98	--	100	702	--	678	3	--	7	13	--	27	78	--	59	5	--	7
African American	20	162	3557	95	98	99	691	685	675	0	1	7	30	19	25	65	74	62	5	6	6
Hispanic	122	--	23868	98	--	100	699	--	670	3	--	9	16	--	33	77	--	55	4	--	4
Asian/Pacific Islander	23	96	1732	100	98	98	728	713	713	0	2	2	5	6	12	73	74	64	23	17	22
American Indian/Alaskan Native	NC	--	5001	NC	--	100	NC	--	661	NC	--	9	NC	--	41	NC	--	48	NC	--	2
White	448	--	36710	98	--	99	715	--	702	2	--	2	7	--	15	82	--	69	9	--	13
Students with Disabilities	50	--	7900	100	--	100	660	--	580	15	--	22	41	--	49	41	--	28	2	--	1
Students without Disabilities	566	--	63054	98	--	99	716	--	701	1	--	3	7	--	20	83	--	67	9	--	10
Limited English Proficient Students	NC	83	6308	NC	100	100	NC	483	591	NC	6	19	NC	31	47	NC	58	33	NC	6	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	33	195	21994	77	80	92	696	693	673	6	4	10	16	21	36	75	73	52	3	3	3
Non-Economically Disadvantaged	583	--	48960	100	--	100	713	--	694	1	--	3	9	--	18	80	--	67	9	--	12

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

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

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	52	49	41	95	48	NA	42	95	61	59	51
	Language	97	51	49	42	97	47	48	42	95	59	57	50
	Mathematics	97	72	69	60	96	69	68	63	95	60	57	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	106.18
Other Professional Staff	11.00	Teacher Aide	15.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	7	0	0
4 to 6 years	18	10	1	0
7 to 9 years	7	5	0	0
10 or more years	13	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	413
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs/Technology Labs
- Ü Performing Arts Facilities
- Ü COOP Daycare
- Ü Culinary Arts Kitchen

Extracurricular Activities

- Ü Student Government
- Ü Athletics/Band/Dance/Drama
- Ü AZ CTE Student Organizations
- 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
- Ü Professional Internships

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Centennial HS has implemented several smaller learning community programs that have demonstrated improved student achievement in language arts and math.
  
- ü Steve Maish, Centennial Auto Teacher, was named CTE Teacher of the Year 2005.
  
- ü Centennial HS has moved from an initial label of 'Improving' by ADE in 2002-2003, to 'Performing' in 2003-2004, and to 'Highly Performing' in 2004-2005.
  
- ü On the 2005 AIMS Writing, 92% of test-takers met or exceeded the written standard, making Centennial one of the highest performing schools in Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10
----

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	Jim Williams	(623) 412-4402
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Holly Medina	(623) 412-4404
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lorna Thacker	(623) 412-4400
Student Health/Nurse	Lisa Alexander	(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](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 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](http://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 400 Copies = \$153.00

\*\* 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.