

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

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

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

### School Overview

Principal/Administrator : Mr. Jim Davis  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : centennialhigh.peoriaud.k12.az.us  
 Phone Number : (623) 412-4400  
 Fax Number : (623) 412-4420  
 E-mail : jdavis@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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

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

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

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

### School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 2261  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	572	2945	71130	99	95	95	718	717	701	10	8	23	9	8	13	60	66	51	21	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	305	1481	35465	99	97	96	717	716	702	9	8	21	9	8	13	62	70	53	20	15	13
Male	267	1464	35648	99	93	94	720	718	701	11	9	24	9	8	12	57	62	50	23	21	14
African American	17	166	3868	100	97	95	694	700	686	24	16	33	6	13	17	71	62	45	NA	8	6
Hispanic	117	621	25103	98	93	95	706	706	685	18	15	34	9	10	16	62	64	45	11	12	5
Asian/Pacific Islander	20	119	1805	100	100	98	721	733	731	5	3	9	15	9	7	65	56	50	15	31	34
American Indian/Alaskan Native	NC	32	4241	NC	86	90	NC	703	679	NC	13	39	NC	9	19	NC	69	39	NC	9	3
White	416	2007	36075	100	95	95	723	721	715	7	6	12	8	7	9	59	67	58	25	20	21
Students with Disabilities	42	209	5862	98	62	71	665	672	658	55	42	63	21	20	15	24	35	20	NA	4	2
Students without Disabilities	530	2736	65268	99	99	98	723	720	705	6	6	19	8	7	12	63	68	54	23	19	15
Limited English Proficient Students	NC	59	4859	NC	88	93	NC	681	662	NC	36	64	NC	15	15	NC	46	20	NC	3	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	28	333	22957	97	92	93	708	703	685	18	16	34	7	10	17	54	63	44	21	11	5
Non-Economically Disadvantaged	544	2612	48173	99	95	96	719	719	709	10	8	17	9	8	11	60	66	55	21	19	18

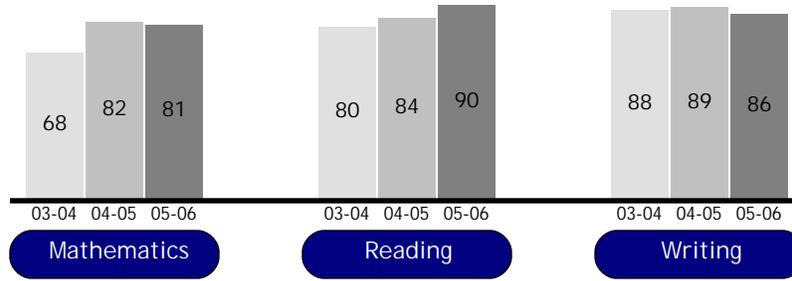
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	3045	73018	93	97	97	724	716	703	2	3	6	8	13	23	80	76	64	10	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	292	1503	36181	95	98	97	725	720	708	1	2	4	9	11	21	80	78	65	10	9	9
Male	244	1542	36816	90	97	96	723	712	699	2	4	7	8	16	24	79	74	62	11	7	7
African American	16	170	3976	94	99	96	699	700	689	13	6	8	13	15	29	75	73	59	NA	6	3
Hispanic	111	643	25801	93	96	96	712	705	683	1	3	10	14	21	34	78	69	53	6	7	3
Asian/Pacific Islander	19	119	1812	90	98	98	714	724	722	5	2	3	5	15	15	79	72	66	11	11	16
American Indian/Alaskan Native	NC	35	4389	NC	100	93	NC	698	675	NC	6	9	NC	23	42	NC	69	47	NC	3	1
White	388	2078	37024	93	98	97	729	720	721	1	2	2	6	10	12	80	78	73	12	9	13
Students with Disabilities	NC	264	7170	NC	78	85	NC	661	654	NC	19	23	NC	45	47	NC	34	29	NC	3	1
Students without Disabilities	535	2781	65848	100	100	98	724	720	708	1	1	4	8	10	20	80	80	67	10	9	9
Limited English Proficient Students	NC	66	5099	NC	96	95	NC	650	641	NC	24	29	NC	53	59	NC	23	12	NC	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	24	346	23912	83	94	94	722	698	681	NA	5	10	8	23	36	83	67	52	8	5	2
Non-Economically Disadvantaged	512	2699	49106	93	98	98	724	718	714	2	2	4	8	12	16	79	77	69	11	9	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	537	3048	72810	93	98	96	701	698	685	1	3	6	13	17	30	80	73	58	6	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	292	1505	36111	95	98	97	706	708	695	0	2	4	10	10	23	82	78	65	8	10	8
Male	245	1543	36678	90	97	95	694	690	674	2	4	9	17	24	36	78	67	52	3	4	3
African American	16	173	3962	94	100	96	687	687	675	6	5	8	31	26	33	63	65	55	NA	5	3
Hispanic	111	643	25735	93	96	96	695	692	669	NA	4	10	19	21	41	78	69	48	3	6	2
Asian/Pacific Islander	19	119	1809	90	98	97	691	715	704	5	2	4	11	11	19	79	72	65	5	15	13
American Indian/Alaskan Native	NC	36	4370	NC	100	92	NC	682	670	NC	6	9	NC	31	39	NC	58	50	NC	6	2
White	389	2077	36915	93	98	97	704	701	697	1	3	3	11	15	21	81	75	67	7	7	8
Students with Disabilities	NC	271	7071	NC	80	84	NC	646	634	NC	17	24	NC	48	53	NC	31	21	NC	4	1
Students without Disabilities	535	2777	65739	100	100	98	701	703	689	1	2	4	13	14	27	80	77	62	6	7	6
Limited English Proficient Students	NC	67	5046	NC	97	94	NC	642	621	NC	19	31	NC	52	56	NC	28	12	NC	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	24	343	23814	83	93	94	700	686	667	NA	6	10	21	26	41	79	64	47	NA	5	2
Non-Economically Disadvantaged	513	2705	48996	93	98	97	701	700	693	1	3	4	13	16	24	80	74	64	6	7	7

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

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

10th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	48	NA	42	95	61	59	51	96	59	58	52
	Language	97	47	48	42	95	59	57	50	96	58	56	50
	Mathematics	96	69	68	63	95	60	57	50	96	59	58	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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	98	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10
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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 Davis	(623) 412-4402
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Rose Ann Wastjer	(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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.