

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4703 E Indian School Rd, Phoenix, AZ 85018

Scottsdale 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

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mrs. Anne-Marie Woolsey
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1399
 Web Address : www.susd.org/arcadia
 Phone Number : (480) 484-6300
 Fax Number : (480) 484-6301
 E-mail : awoolsey@susd.org

Mission

The staff of Arcadia High School pledges to create a safe environment. We are committed to fostering personal ethics; encouraging artistic expression; promoting physical health and preparing students to enter a diverse and ever-changing society.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü Arcadia will improve student achievement in the area of reading as measured by an increase in the percentage of students who meet or exceed the standards on the AIMS Math portion.
- ü Arcadia students will show an increased awareness of the destructive effects of drugs and alcohol.
- ü Arcadia teachers and students will demonstrate competence in using technology to access and evaluate information efficiently and effectively.
- ü Full-time teachers will participate in at least 6 hours of professional development outside of the contracted school day.

Enrollment

October 1, 2004 School Year Student Enrollment : 1288
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 246

Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü On-site Special Education
- ü English Immersion Studies
- ü Career Technical Education
- ü Media Communication Internships
- ü Advertising Art Internships
- ü School Newspaper/Yearbook

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Arcadia H.S. is responsible for providing students with a safe and disciplined environment conducive to learning. Parents are kept well-informed about their students' attendance, behavior and academic progress.

Parents

Parents are urged to provide a supportive home environment conducive to study and learning; be role models; participate in school activities. Parents are expected to help their children abide by the district's Code of Conduct and the school's rules.

Transportation Policy

Transportation is a privilege provided for all students who live outside a 1.5-mile radius of Arcadia High School. The farthest point from school within our attendance area is three miles.

School Honors

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

Award/Honor	Year
ü Media Comm named Outstanding AZ CTE Program of the Year	2005
ü National Merit Finalists (4)	2005
ü National Merit Commended Students (7)	2005
ü \$5.5 Million Awarded in Scholarships	2005

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	320	2216	69846	99	100	100	718	720	699	12	10	21	9	7	11	55	52	49	24	31	18
All Students (Prior Year)	282	2007	65934	100	99	100	507	512	492	19	20	43	18	18	18	39	35	24	24	27	15
Female	155	1084	34328	97	100	99	721	721	702	10	8	19	12	7	12	50	53	51	29	32	18
Male	166	1133	35509	100	100	100	716	719	696	15	11	23	6	7	11	61	51	48	19	30	18
African American	NC	39	3535	NC	100	100	NC	637	677	NC	26	31	NC	9	15	NC	60	46	NC	6	8
Hispanic	59	245	23363	97	100	100	678	678	680	46	36	32	19	18	16	29	38	45	6	8	7
Asian/Pacific Islander	NC	86	1742	NC	100	99	NC	754	733	NC	5	8	NC	2	7	NC	46	46	NC	47	38
American Indian/Alaskan Native	--	36	4785	--	100	100	--	669	671	--	23	39	--	19	17	--	48	39	--	10	5
White	249	1810	36421	100	100	99	728	726	714	4	6	12	6	6	8	61	54	54	28	34	26
Students with Disabilities	24	191	7690	100	100	100	680	598	593	46	49	64	8	17	14	46	32	21	0	2	2
Students without Disabilities	297	2027	62220	99	100	99	722	731	712	9	6	16	9	6	11	56	54	53	26	34	20
Limited English Proficient Students	19	98	5834	100	100	100	657	581	612	78	51	46	7	17	20	15	26	31	0	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	34	194	21421	85	95	92	678	685	686	47	40	35	13	14	15	37	39	43	3	8	7
Non-Economically Disadvantaged	287	2024	48489	100	100	100	723	723	704	9	7	15	8	7	10	57	53	52	26	33	23

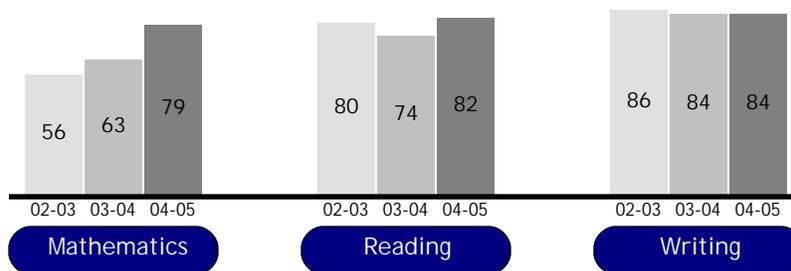
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	320	2227	71311	99	100	100	717	719	694	4	3	7	14	10	21	72	72	63	10	16	9
All Students (Prior Year)	292	2049	68162	100	100	100	532	534	509	8	7	18	18	14	24	58	64	51	16	16	8
Female	155	1073	34899	98	100	100	719	723	700	3	2	5	11	7	19	76	73	66	10	18	10
Male	165	1154	36430	100	100	100	715	715	688	4	4	9	18	12	22	68	70	61	10	14	8
African American	NC	38	3573	NC	100	100	NC	649	676	NC	6	9	NC	14	26	NC	66	60	NC	14	4
Hispanic	64	261	24056	100	100	100	668	672	672	19	16	13	39	31	31	42	49	53	0	5	3
Asian/Pacific Islander	NC	85	1731	NC	100	98	NC	739	717	NC	1	3	NC	12	13	NC	61	68	NC	26	16
American Indian/Alaskan Native	NC	36	5110	NC	100	100	NC	667	661	NC	13	14	NC	23	38	NC	60	46	NC	3	2
White	245	1807	36841	99	100	99	729	726	713	0	1	3	8	7	12	79	75	72	13	17	13
Students with Disabilities	25	186	8021	100	100	100	675	599	590	12	14	27	36	34	42	48	49	29	4	2	1
Students without Disabilities	295	2041	63379	98	100	100	721	730	707	3	2	5	12	8	18	74	74	68	11	17	10
Limited English Proficient Students	20	111	6402	91	100	100	644	570	596	33	28	25	53	43	44	13	27	30	0	2	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	35	205	22243	92	99	93	673	680	677	19	13	14	35	30	32	42	52	51	3	4	3
Non-Economically Disadvantaged	285	2022	49157	100	100	100	722	722	702	2	2	4	12	8	16	75	73	69	11	17	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	320	2259	70868	99	100	100	713	711	688	3	2	5	13	11	23	65	68	63	19	19	9
All Students (Prior Year)	291	2032	67629	100	99	100	568	566	524	10	9	22	6	11	16	77	73	59	7	7	3
Female	155	1092	34710	98	100	99	721	718	697	2	1	3	8	8	19	66	67	66	24	24	12
Male	165	1167	36176	100	100	100	707	704	678	3	3	7	18	14	27	65	68	59	14	14	7
African American	NC	42	3557	NC	100	99	NC	646	675	NC	10	7	NC	15	25	NC	62	62	NC	13	6
Hispanic	66	261	23868	100	100	100	671	670	670	10	11	9	41	34	33	46	49	55	3	7	4
Asian/Pacific Islander	NC	92	1732	NC	100	98	NC	729	713	NC	0	2	NC	13	12	NC	55	64	NC	32	22
American Indian/Alaskan Native	NC	36	5001	NC	100	100	NC	667	661	NC	3	9	NC	40	41	NC	50	48	NC	7	2
White	243	1828	36710	98	100	99	724	718	702	0	1	2	7	8	15	70	71	69	23	20	13
Students with Disabilities	25	185	7900	100	100	100	682	591	580	4	13	22	36	40	49	56	45	28	4	2	1
Students without Disabilities	295	2074	63054	98	100	99	716	722	701	3	1	3	11	9	20	66	70	67	20	20	10
Limited English Proficient Students	22	112	6308	100	100	100	647	567	591	20	20	19	50	47	47	30	30	33	0	3	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	36	204	21994	95	98	92	679	680	673	10	7	10	37	39	36	40	47	52	13	8	3
Non-Economically Disadvantaged	284	2055	48960	100	100	100	717	714	694	2	2	3	11	9	18	68	70	67	19	20	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.

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	89	57	58	41	98	54	NA	42	93	68	66	51
	Language	92	57	59	42	98	53	59	42	93	65	64	50
	Mathematics	95	71	76	60	99	74	78	63	93	60	63	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

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

Council Duties

- Ü Site-based Management
- Ü School Academic Goals
- Ü School Improvement Plan
- Ü Program Evaluation
- Ü School Climate
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	69.00
Other Professional Staff	4.80	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	5	0	0
4 to 6 years	5	2	0	0
7 to 9 years	7	7	0	0
10 or more years	10	32	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
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 Wheel-shaped Classroom Building
- Ü TV Production Studio
- Ü State of Art Advertising Art facility
- Ü Library Promotes Informational Literacy

Extracurricular Activities

- Ü 12 Varsity Sports
- Ü 50 Clubs/Organizations
- Ü Unitown
- Ü Service Learning
- Ü National Honor Society
- Ü Impact Club
- Ü National Arts Honor Society
- Ü Arcadia for Saving/Preserving the Earth

Social Services

- Ü Arcadia Pride Foundation
- Ü Parent-Teacher Organization
- Ü Scottsdale Prevention Institute
- Ü Police Liaison Officer
- Ü Community Service Representative
- Ü Partners for Prevention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increased percentage of students who met or exceeded the reading, writing and math portions of the AIMS.

- ü Increased a positive, respectful and safe learning environment.

- ü Increased teacher and student proficiency in the use of high-level technologies.

- ü All full-time teachers gained six hours or more of professional development outside of the work day.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	87	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

Arcadia High School is a place for students to safely pursue academic and extracurricular goals. Parent and teacher involvement is encouraged to enhance the feeling of unity between school and home.

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) :

36

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	Anne-Marie Woolsey	(602) 484-6300
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Kevin McGloin	(480) 484-6300
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Ames McGarey	(480) 945-5511
Student Health/Nurse	Brenda Campbell	(480) 484-6300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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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.