

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mohave High School

Colorado River Union High School District
2251 Hwy 95, Bullhead City, AZ 86442

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mr. Stephen W. Sexton

Schedule: 7:00 AM to 3:30 PM

Web Address: cruhsd.apsc.k12.az.us

E-mail: ssexton@cruhsd.org

Grades: 9-12

2002 Enrollment: 1199

Phone: (928) 788-1201

Fax: (928) 758-7145

∨ School Overview ∨

Mission

Our mission is to inspire everyone to become lifelong learners and productive members of society. The school's educational philosophy is to establish a shared responsibility for academic, physical, aesthetic, social-emotional and ethical-moral development of its students; with, at the same time, a narrow enough focus to direct each student to a successful role in society. Our main purpose is to serve all students well.

Organization and Philosophy

- w Traditional
- w Departmentalized Classroom
- w Self-contained Classrooms
- w Comprehensive Co-curriculars

Instructional Programs

- w NovaNET Computerized Credit Recovery
- w Articulated Second Language Program
- w School-to-Work/Transition Services
- w Gifted and Highly Talented Program
- w Honors/College Bound Classes
- w On-site Special Education
- w On-site Day Care & Early Childhood Dev.
- w Post-curricular Tutoring

School/Academic Goals

- w Increase our graduation rate by at least 5%.
- w Increase our Stanford 9 test scores by at least 10 percentile points on the total school composite in both Reading and Math.
- w Increase our percent of students passing AIMS on the first try in math to 60%.
- w Increase the percent of students passing AIMS on the first try in language and reading to 65%.

Enrollment

October 1, 2001 School Year Student Enrollment:	1304
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Motivational Program Implementation
- w School Safety Issues
- w Instructional Strategies
- w Curriculum Development
- w Communication Concerns
- w Parent/Educator Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	57.20
Other Professional Staff	5.50	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	7	4	0	0
7 to 9 years	9	4	1	0
10 or more years	14	16	0	0

∨ **Shared Responsibilities** ∨

School

MHS maintains a commitment to excellence in education by creating safe, productive climates in our school; securing and providing consistent student-centered leadership; producing and upholding high performance expectations; and providing the very best material available.

Parents

The parents of MHS share an indigenous responsibility to secure transportation when necessary, support consistent attendance, encourage personal development and achievement, maintain open communication with the school, and provide proper clothing, shelter and nourishment for their children.

∨ **Transportation Policy** ∨

Our district transports students who live outside a three-mile radius of our schools. Mohave's boundaries are from the Colorado River to the end of the mesa to the Black Mountains.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	5 hrs. 55 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

12/19/02	5/23/03
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Additional Calendar/Report Card Information

Progress reports are distributed every six weeks. The reports are just an indication of the student's progress thus far in the semester. Semester grades are the only grades that are recorded on the permanent transcript.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer/Internet Labs	W Media Studio/Welding Lab/Dark Room
W Day Care/Preschool Center	W 21st Century Learning Center

Extracurricular Activities

W 38 Service and Participation Clubs	W DCE/Hospitality/DECA/STRIVE
W AFJROTC	W National Honor Society/Beta Club
W We the People/Close-Up	W Comprehensive Interscholastic Athletics
W Theater/Performing Arts	W Service Learning Organizations

School/Community Resources

W Day Care	W Afterschool/Summer Programs
W Clothing/Food Banks	W Counseling Services
W Crisis Intervention/Outreach Services	W Prenatal/Parenting Assistance
W Job Placement Services	W Recreational Activities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Our state-recognized Cheer Squad won numerous superior ratings at a recent Cheer Camp.</p> | <p>W The Choral Music Program performed throughout the Tri-State Area. Each group received numerous individual and group commendations, including a summative overall exemplary rating. We had four students who were selected for the All-State Choir.</p> |
| <p>W We had a National Merit Scholar. Our Math contest team won second in the regional competition. Our Robotics team went to California and took sixth in a multistate competition.</p> | <p>W The 138 members of AFJROTC have distinguished themselves not only as an outstanding ROTC Unit, but have also been recognized for their consistent improvement in all academic areas. The Corp's recent successes have included active drill/rifle teams.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	11.6 %			9.5 %
Status Unknown ⁹	9.4 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 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 2001-02 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 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Outstanding Arizona Chorale	2001
Exemplary Overall Unit Rating AFJROTC	2001
National Merit Scholar	2002
Superior Rating for Cheer Squad	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	243	497	23%	26%	42%	9%
	State	49803	512	15%	23%	48%	14%
Writing	School	257	467	20%	34%	46%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	245	462	65%	17%	15%	3%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	60	42	44	71	41	43	56	35	43	70	38	43	57	38	43
	Language	59	36	39	69	36	39	54	32	40	70	34	41	64	34	42
	Mathematics	61	50	57	70	56	57	56	49	59	72	50	61	62	51	62
10	Reading	80	32	42	84	37	42	94	36	42	--	--	--	--	--	--
	Language	83	30	43	81	39	44	93	38	44	--	--	--	--	--	--
	Mathematics	81	37	47	83	39	49	93	46	50	--	--	--	--	--	--
11	Reading	97	38	46	100	35	44	87	37	45	--	--	--	--	--	--
	Language	95	34	43	100	30	42	78	38	44	--	--	--	--	--	--
	Mathematics	93	40	51	100	39	52	79	42	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Security is a major concern of the school. We are fortunate to have a Safe Schools individual who presents law-related education to classes and work individually with students. We have a Crisis Plan in place in the event of an emergency. Peer mediation helps students to solve their own problems. Intervention is of great importance and we try to focus on this goal. We also have a full-time Security Officer on duty to assist the School Resource Officer.

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)

100

School uniforms are required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,799	\$2,166,963
Classroom Supplies	\$29	\$35,250
Administration	\$503	\$605,635
Support Services-Students	\$180	\$217,129
Other Support Services and Operations	\$753	\$906,905
Total Expenditures- All Categories 2000-2001	\$3,265	\$3,931,882

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Linda Kelly	(928) 788-1201	
Transportation Policy	Chuck Shewmaker	(928) 788-2300	
Community Resources	Jerry Duvall	(928) 788-1219	
School Nutrition Programs	Cheryl Falkengren	(928) 788-1370	
Parent Organization	Mike Carrell	(928) 788-1226	
Student Health/Nurse	Charlot Holland	(928) 788-1225	

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.

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