

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

600 East Cherry St., Winslow, AZ 86047

Winslow 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	Performing
2003-04	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 (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 Overview

Principal/Administrator : Mr. Douglas P. Watson
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 876
 Web Address : winslowd.k12.az.us
 Phone Number : (928) 288-8100
 Fax Number : (928) 288-8290
 E-mail : douglasw@winslowd.k12.az.us

Mission

The mission of Winslow High School is to provide comprehensive, success-oriented learning activities for students that are matched to the Arizona State Standards. Education should be a continuous lifetime process motivated by parents, schools, and one's environment, therefore making it possible for students to attain their highest level of academic success, become productive members of society and contribute to their community.

School / Academic Goals

- ü All students will increase their pleasure and technical reading skills as measured by local benchmark tests, AIMS tests and any other state mandated test. This will occur through staff training and incorporating reading skills into all content areas.
- ü To increase the use of 'best teaching practices' and technology in all classrooms. Best practices will be increased through training and monitoring. Technology will be increased through purchase of additional portable computer labs.
- ü All students will increase writing skills as measured by local benchmark tests, AIMS tests and any other state mandated test. This will occur through staff training in 6-traits of writing and incorporating writing into all content areas.
- ü All students will increase math skills as measured by local benchmark tests, AIMS tests and any other state mandated test. This will occur through staff training and incorporating graph interpretation skills into all content areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 861
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Accelerated Classes
- Ü Fine Arts Classes
- Ü Vocational Classes
- Ü On-site Special Education
- Ü Concurrent College Credit Classes
- Ü AP Classes
- Ü Tutoring
- Ü Alternative Education Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 1 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school provides parents with handbooks containing school policies and information. The school provides an open house at the start of the year and two parent-teacher conference days during the school year. Report cards are given out two times each semester. Four times per year parents are mailed the 'Bulldog Messenger' newsletter to keep them informed of what is going on at school. The district maintains a school web site and teachers make additional grade reports as needed.

Parents

The school recognizes that the ultimate responsibility for the well-being of each child rests with the parents. Parents can assist in the school's educational effort by fostering an attitude that recognizes the importance of education and follow that up with communication with the child's teachers.

Transportation Policy

Winslow High School serves an area of 279 square miles. Buses run regular routes throughout the district. Navajo County provides transportation from within the Unorganized Territories. Additional special needs transportation is available.

School Honors

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

Award/Honor	Year
Ü State Championship Girls Basketball	2005
Ü Wendy's Heisman Award State Winner	2003
Ü Flinn and National Merit Scholar Winner	2003
Ü 3A Conference Outstanding School	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	207	207	69846	95	96	100	700	700	699	13	13	21	13	13	11	60	60	49	14	14	18
All Students (Prior Year)	214	214	65934	99	99	100	496	496	492	34	34	43	22	22	18	30	30	24	14	14	15
Female	116	116	34328	96	96	99	705	705	702	15	15	19	14	14	12	58	58	51	13	13	18
Male	91	91	35509	95	96	100	694	694	696	10	10	23	10	10	11	64	64	48	16	16	18
African American	13	13	3535	100	100	100	703	703	677	31	31	31	8	8	15	46	46	46	15	15	8
Hispanic	37	37	23363	93	93	100	699	699	680	14	14	32	17	17	16	56	56	45	14	14	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	119	119	4785	97	98	100	696	696	671	14	14	39	15	15	17	61	61	39	10	10	5
White	38	38	36421	90	90	99	713	713	714	3	3	12	3	3	8	68	68	54	27	27	26
Students with Disabilities	20	20	7690	87	87	100	586	586	593	70	70	64	15	15	14	15	15	21	0	0	2
Students without Disabilities	187	187	62220	96	97	99	713	713	712	7	7	16	12	12	11	65	65	53	16	16	20
Limited English Proficient Students	18	18	5834	100	100	100	625	625	612	25	25	46	33	33	20	38	38	31	4	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	103	103	21421	94	94	92	699	699	686	18	18	35	16	16	15	57	57	43	9	9	7
Non-Economically Disadvantaged	104	104	48489	97	98	100	701	701	704	8	8	15	9	9	10	64	64	52	19	19	23

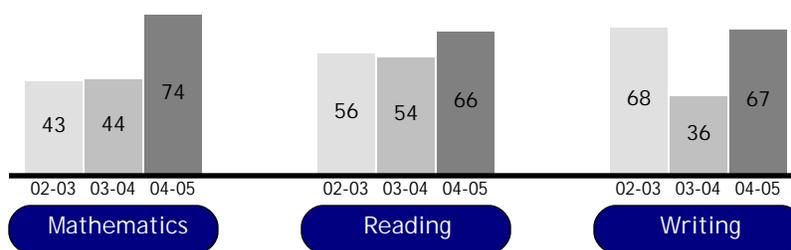
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	214	214	71311	98	98	100	681	681	694	8	8	7	26	26	21	64	64	63	2	2	9
All Students (Prior Year)	223	223	68162	98	98	100	505	505	509	13	13	18	33	33	24	50	50	51	4	4	8
Female	119	119	34899	98	98	100	685	685	700	9	9	5	28	28	19	63	63	66	0	0	10
Male	95	95	36430	99	99	100	676	676	688	8	8	9	23	23	22	65	65	61	4	4	8
African American	13	13	3573	100	100	100	693	693	676	0	0	9	31	31	26	69	69	60	0	0	4
Hispanic	38	38	24056	97	97	100	692	692	672	8	8	13	19	19	31	69	69	53	3	3	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	124	124	5110	99	99	100	673	673	661	11	11	14	32	32	38	55	55	46	2	2	2
White	39	39	36841	93	93	99	691	691	713	3	3	3	11	11	12	84	84	72	3	3	13
Students with Disabilities	22	22	8021	100	100	100	578	578	590	38	38	27	38	38	42	24	24	29	0	0	1
Students without Disabilities	192	192	63379	98	98	100	693	693	707	5	5	5	24	24	18	68	68	68	2	2	10
Limited English Proficient Students	18	18	6402	100	100	100	599	599	596	25	25	25	46	46	44	29	29	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	107	107	22243	96	96	93	680	680	677	13	13	14	26	26	32	60	60	51	1	1	3
Non-Economically Disadvantaged	107	107	49157	100	100	100	682	682	702	4	4	4	25	25	16	68	68	69	3	3	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	211	211	70868	97	97	100	681	681	688	3	3	5	30	30	23	63	63	63	4	4	9
All Students (Prior Year)	223	223	67629	98	98	100	489	489	524	42	42	22	22	22	16	35	35	59	1	1	3
Female	118	118	34710	97	97	99	693	693	697	3	3	3	28	28	19	63	63	66	6	6	12
Male	93	93	36176	97	97	100	667	667	678	3	3	7	31	31	27	63	63	59	2	2	7
African American	13	13	3557	100	100	99	690	690	675	0	0	7	23	23	25	77	77	62	0	0	6
Hispanic	37	37	23868	95	95	100	691	691	670	0	0	9	26	26	33	69	69	55	6	6	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	122	122	5001	98	98	100	678	678	661	5	5	9	31	31	41	60	60	48	3	3	2
White	39	39	36710	93	93	99	679	679	702	0	0	2	32	32	15	61	61	69	8	8	13
Students with Disabilities	20	20	7900	91	91	100	565	565	580	16	16	22	58	58	49	26	26	28	0	0	1
Students without Disabilities	191	191	63054	97	97	99	693	693	701	2	2	3	27	27	20	67	67	67	5	5	10
Limited English Proficient Students	17	17	6308	100	100	100	608	608	591	13	13	19	30	30	47	57	57	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	105	105	21994	94	94	92	683	683	673	5	5	10	31	31	36	62	62	52	2	2	3
Non-Economically Disadvantaged	106	106	48960	100	100	100	680	680	694	1	1	3	29	29	18	63	63	67	7	7	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	94	34	34	41	95	26	NA	42	94	44	44	51
	Language	99	35	35	42	97	28	28	42	94	41	41	50
	Mathematics	97	59	59	60	97	51	51	63	94	41	41	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Community Involvement/Support
- ü General Advisory To Principal
- ü Advisement on Tax Credit Spending

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	6.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	1	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	166
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- ü Computer Labs with Internet Access
- ü Career Center
- ü New state of the art Campus & Auditorium
- ü Off-site house const. program

Extracurricular Activities

- ü National Honor Society
- ü Fine Arts Programs
- ü Student Service Organizations
- ü After School Abstinence Only Program
- ü Student Council
- ü Boys Athletics
- ü Girls Athletics
- ü Science Club

Social Services

- ü Northland Pioneer College
- ü JOM/Title VII Indian Education Programs
- ü Counseling
- ü NAU Talent Search Program
- ü Leadership Class
- ü After School Abstinence Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The school has worked to further align lessons with the Arizona State Standards. All teachers indicate when they have taught a performance objective and there are direct links between their lesson plans and the state standards.

- ü Most of the staff have undergone SEI training through workshops offered during the summer. Many staff members have completed the SEI coursework through the university and now have the requisite 60 hours of SEI training.

- ü The school purchased an additional portable computer lab. Technology is now used by students in nearly every classroom.

- ü Student achievement as measured by the AIMS testing indicate that the school is making good progress in the areas of reading and writing. The number of students meeting or exceeding the standards in math were well above the state average.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	75	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	7	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	79	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

The school has an SRO (School Resource Officer) on campus. A progressive discipline code is in effect and activities for students and staff such as the 'Victory With Honor Program' and leadership class promote good citizenship and a safe orderly environment. The school is in the process of incorporating the 'Responsible Thinking Process' into the discipline policies and procedures.

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) :

23

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	Douglas Watson	(928) 288-8100
Transportation Policy	Pam Ferkan	(928) 288-8107
Community Resources	Evelyn Begay	(928) 288-8126
School Nutrition Programs	Julian Goolsby	(928) 288-4890
Parent Organization		
Student Health/Nurse	Corey Lyons	(928) 288-8119

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.