

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

455 North 8th Avenue, Holbrook, AZ 86025

Holbrook 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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

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 Overview

Principal/Administrator : Mr. Lance W Phaturus
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address : holbrook.k12.az.us
 Phone Number : (928) 524-2815
 Fax Number : (928) 524-3537
 E-mail : phaturus@holbrook.k12.az.us

Mission

Holbrook High School will provide a learning climate conducive to meeting the needs of all students based on high standards in a safe and orderly environment. The worth and dignity of every individual will be respected and valued. We are committed to our community and its children.

School / Academic Goals

- ü By the end of the 2005-06 school year the percent of sophomore students who meet the requirements to pass the AIMS standard in math will increase by 3%.
- ü By the end of the 2005-06 school year the percent of sophomore students who meet the requirements to pass the AIMS standard in writing will increase by 5%.
- ü By the end of the 2005-2006 school year the percent of sophomore students who meet the requirements to pass the AIMS standard in reading will increase by 5%.
- ü By the end of the 2005-2006 school year the remaining seniors who have not passed portions of AIMS will increase by 25% in reading, writing, and math.

Enrollment

October 1, 2005 School Year Student Enrollment : 762
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 159

Instructional Programs

- Ü Inclusive Special Education
- Ü Navajo Language
- Ü Integration of Technology
- Ü N. AZ. Institute of Technology
- Ü Alternative School
- Ü Specialized Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 47 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for ensuring parents that we have a safe and orderly school climate where every student has the opportunity to learn in a warm and inviting environment. We are obligated to keep parents informed of their child's progress in school.

Parents

Parents are responsible to help ensure that their child will meet the school's academic and behavior standards. Parents must provide encouragement and guidance so that students attend regularly and are prepared each day to learn. Parental involvement is the key to our continual improvement academically and socially.

Transportation Policy

Our main priority is that students are transported in a safe and efficient manner. Bus monitors and cameras help to ensure the fulfillment of our main priority. We pay mileage to parents for delivering their children to a bus stop.

School Honors

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

Award/Honor	Year
Ü Ford Motor Company Scholarship	2005
Ü Burlington Northern Santa Fe/AISES scholarship	2005
Ü Navajo Nation Chief Manuelito Scholarship	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	182	182	71130	99	99	95	692	692	701	25	25	23	20	20	13	49	49	51	7	7	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	84	35465	98	98	96	700	700	702	11	11	21	23	23	13	57	57	53	10	10	13
Male	98	98	35648	100	100	94	685	685	701	37	37	24	17	17	12	42	42	50	4	4	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	23	23	25103	100	100	95	689	689	685	22	22	34	26	26	16	48	48	45	4	4	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	112	112	4241	98	98	90	682	682	679	34	34	39	22	22	19	41	41	39	3	3	3
White	47	47	36075	100	100	95	716	716	715	4	4	12	11	11	9	68	68	58	17	17	21
Students with Disabilities	21	21	5862	100	100	71	649	649	658	81	81	63	14	14	15	5	5	20	NA	NA	2
Students without Disabilities	161	161	65268	99	99	98	698	698	705	17	17	19	20	20	12	55	55	54	7	7	15
Limited English Proficient Students	23	23	4859	100	100	93	657	657	662	74	74	64	22	22	15	4	4	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	107	107	22957	98	98	93	685	685	685	32	32	34	17	17	17	48	48	44	4	4	5
Non-Economically Disadvantaged	75	75	48173	100	100	96	701	701	709	15	15	17	24	24	11	51	51	55	11	11	18

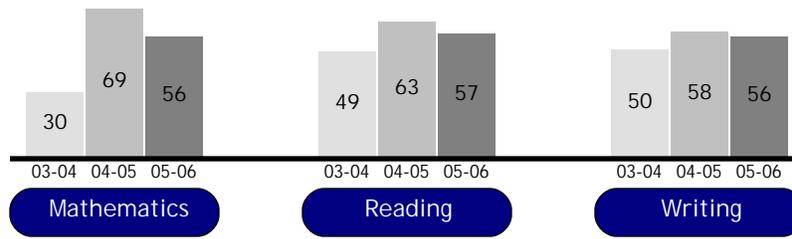
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	186	73018	99	99	97	685	685	703	8	8	6	36	36	23	54	54	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	36181	100	100	97	690	690	708	6	6	4	26	26	21	66	66	65	2	2	9
Male	99	99	36816	98	98	96	680	680	699	9	9	7	44	44	24	43	43	62	3	3	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	24	24	25801	100	100	96	686	686	683	4	4	10	42	42	34	46	46	53	8	8	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	117	117	4389	100	100	93	672	672	675	11	11	9	44	44	42	44	44	47	NA	NA	1
White	45	45	37024	96	96	97	717	717	721	NA	NA	2	11	11	12	82	82	73	7	7	13
Students with Disabilities	21	21	7170	100	100	85	632	632	654	43	43	23	52	52	47	5	5	29	NA	NA	1
Students without Disabilities	165	165	65848	99	99	98	692	692	708	3	3	4	34	34	20	60	60	67	3	3	9
Limited English Proficient Students	23	23	5099	100	100	95	642	642	641	26	26	29	70	70	59	4	4	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	109	109	23912	98	98	94	676	676	681	9	9	10	41	41	36	48	48	52	2	2	2
Non-Economically Disadvantaged	77	77	49106	100	100	98	698	698	714	5	5	4	29	29	16	62	62	69	4	4	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	186	186	72810	99	99	96	672	672	685	11	11	6	33	33	30	54	54	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	36111	100	100	97	683	683	695	8	8	4	24	24	23	64	64	65	3	3	8
Male	99	99	36678	98	98	95	662	662	674	13	13	9	41	41	36	45	45	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	24	24	25735	100	100	96	678	678	669	4	4	10	42	42	41	54	54	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	115	115	4370	98	98	92	660	660	670	15	15	9	37	37	39	46	46	50	2	2	2
White	47	47	36915	100	100	97	698	698	697	4	4	3	19	19	21	74	74	67	2	2	8
Students with Disabilities	21	21	7071	100	100	84	590	590	634	57	57	24	38	38	53	5	5	21	NA	NA	1
Students without Disabilities	165	165	65739	99	99	98	682	682	689	5	5	4	33	33	27	61	61	62	2	2	6
Limited English Proficient Students	23	23	5046	100	100	94	612	612	621	39	39	31	43	43	56	17	17	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	111	111	23814	100	100	94	659	659	667	15	15	10	37	37	41	47	47	47	1	1	2
Non-Economically Disadvantaged	75	75	48996	97	97	97	692	692	693	4	4	4	28	28	24	65	65	64	3	3	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	42	NA	42	99	45	45	51	99	44	44	52
	Language	100	46	46	42	99	45	45	50	99	43	43	50
	Mathematics	100	71	71	63	99	46	46	50	99	43	43	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

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

Council Duties

- Ü School/Community Relations
- Ü Curriculum Development/Assessment
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Policy Review
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.00
Other Professional Staff	4.40	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	8	0	0	0
7 to 9 years	6	1	0	0
10 or more years	12	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	29%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Career Center
- Ü Library

Extracurricular Activities

- Ü National Honor Society
- Ü Academic Decathlon
- Ü Future Business Leaders (FBLA)
- Ü American Indian Science & Eng. Society
- Ü Key Club
- Ü Athletic Clubs
- Ü Outdoor Club
- Ü Spanish/Navajo Clubs

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü School Resource Officer
- Ü Extended Counseling Time
- Ü Parent classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 82% of our sophomores passed the AIMS math test, which was 13% higher than the state average and 76% of our sophomores passed the AIMS reading test, which was 1% higher than the state average.

- ü Post high school statistics for the class of 2005- 18% to a four year university- 55%to a community college- 14% to a career/tech school- 12% directly into the work force- 1% to the military.

- ü We met AYP for the second straight year.

- ü 69% of our sophomores passed the AIMS reading, which was 10% higher than the Navajo County average.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	88	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

Holbrook High School recognizes that a safe and orderly environment is essential for student achievement. To help create a positive learning climate, we have rules and regulations that, when enforced, will aid in the establishment of this climate school wide. We have zero tolerance for drugs and alcohol and have established an alternative school to help in dealing with students that need an another learning environment.

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) :

32

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	Travis Udall	(928) 524-2815
Transportation Policy	CarolLee Dewitt	(928) 524-6192
Community Resources	Terri White	(928) 524-2815
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Teri Tafoya	(928) 524-6144
Student Health/Nurse	Lana Hausman	(928) 524-2815

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.

Footnotes

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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 200 Copies = \$58.00

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

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