

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mogollon High School

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

Heber-Overgaard Unified District
3450 Mustang Avenue, Heber, AZ 85928
Mailing Address: P.O. Box 279, Heber, AZ 85928-0279

Principal: Mr. Lance Heister
Schedule: 7:30 AM to 4:00 PM
Web Address: www.housd.com/mhs
E-mail: lheister@h-o.k12.az.us

Grades: 9-12
2002 Enrollment: 183
Phone: (928) 535-4238
Fax: (928) 535-3933

∨ School Overview ∨

Mission

The mission of Mogollon High School is to prepare all students for success in life. All students will have opportunities to develop their potential in academics, vocational skills, fine arts, physical fitness, social skills and civic responsibilities. We believe all students can learn, that each student is unique, and that parental commitment and support is vital to student success.

Organization and Philosophy

- w Back-to-Basics
- w Traditional
- w Departmentalized Classrooms

School/Academic Goals

- w All students will become more proficient in reading and writing (communication skills).
- w All MHS students will become proficient in the use of technology.
- w Develop a safe atmosphere for learning.
- w Before graduating from MHS, all students will be given the opportunity to further their education at an institution of higher learning.

Instructional Programs

- w School-to-Work
- w Advanced Placement
- w On-site Special Education
- w Gifted
- w Alternative Education

Enrollment

October 1, 2001 School Year Student Enrollment:	189
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1

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

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	13.10
Other Professional Staff	1.10	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school will provide a broad range of academic, vocational, and extracurricular activities. The school will endeavor to create a safe, substance-free environment. Parents will be notified of their children's grades and attendance.

Parents

Parents who enroll their children in the district must provide the district with the Birth Certificate, Immunization Record and any other important documentation that will help in the placement of the student into the appropriate classes. Parents also have the responsibility to see that their children are present at school and are prepared for class.

∨ **Transportation Policy** ∨

Transportation is provided to students with disabilities as indicated on their IEPs. Transportation is available to students who are residents of the district; live more than one mile from school; and live on or near county or state maintained roadways.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 18 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/9/03	3/13/03	5/29/03
----------	--------	---------	---------

Additional Calendar/Report Card Information

In addition to report cards at the end of each quarter, parents are notified of students' failing or near-failing grades every three weeks.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Vocational Education Facility	W Science and Computer Lab
W Alternative Education Computer Lab	W Library with Adjacent Career Center

Extracurricular Activities

W Music/Band/Orchestra	W Speech/Debate/Drama
W Athletics	W FFA
W Academic Decathlon	W FBLA
W Mountaineering Club (Ski, and Bicycling)	W Varsity Club

School/Community Resources

W Lunch Program	W Breakfast Program
W Health Services	W Northland Pioneer Community College
W Recreational Activities	W Heber Ranger District

∨ 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 Completed our fourth year on our School Improvement Plan for North Central Association accreditation. High school is focusing on reading, writing and technology. Successful implementation of Accelerated Reader program. AIMS reading scores high.</p> | <p>W Conference championships posted in football, volleyball, baseball. Football and volleyball become smallest school represented in semifinals at 2A state competition. Three wrestlers win state wrestling. Three athletes awarded college scholarships.</p> |
| <p>W Agriculture department establishes very popular game bird production operation. Several students enter animals in the county fair.</p> | <p>W Student body successfully participated in forest reclamation project after summer fire.</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	17.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	5.5 %			9.5 %
Status Unknown ⁹	2.7 %			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
Byrd Scholarship Recipient	2002
ASU Provost Scholarship Recipients	2002
BYU Award of Excellence Scholarship Recipient	2002
NAU Provost Scholarship Recipients	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	46	520	4%	17%	70%	9%
	State	49803	512	15%	23%	48%	14%
Writing	School	49	464	12%	51%	37%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	48	486	48%	10%	23%	19%
	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	87	43	44	92	42	43	98	47	43	91	34	43	98	35	43
	Language	87	40	39	94	34	39	98	45	40	91	27	41	98	34	42
	Mathematics	87	53	57	94	52	57	98	57	59	91	53	61	98	60	62
10	Reading	90	54	42	94	35	42	89	43	42	--	--	--	--	--	--
	Language	90	54	43	94	33	44	89	45	44	--	--	--	--	--	--
	Mathematics	91	47	47	94	43	49	89	47	50	--	--	--	--	--	--
11	Reading	86	43	46	96	49	44	71	26	45	--	--	--	--	--	--
	Language	86	42	43	96	40	42	71	24	44	--	--	--	--	--	--
	Mathematics	86	50	51	96	55	52	71	46	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

Mogollon High School continues to work with local law enforcement officials to help create a safe environment at school. Students are expected to adhere to specific rules and guidelines regarding the safety of themselves and others. MHS has also successfully incorporated an alternative to suspension program, with an In School Suspension Coordinator. MHS has also added a School Resource Officer to its staff.

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).

2

School uniforms are not 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	\$2,549	\$472,389
Classroom Supplies	\$54	\$10,042
Administration	\$990	\$183,475
Support Services-Students	\$310	\$57,392
Other Support Services and Operations	\$1,228	\$227,566
Total Expenditures- All Categories 2000-2001	\$5,132	\$950,864

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	NDS		
Transportation Policy	Velan Porter	(928) 535-5160	
Community Resources	Ronald Squire	(928) 535-4622	
School Nutrition Programs	Jo Beecroft	(928) 535-4667	
Parent Organization	NDS		
Student Health/Nurse	Alicia Acedo	(928) 535-4238	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."