

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1001 South Main Street, Florence, AZ 85232

Florence Unified School 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### School Overview

Principal/Administrator : Mr. Nick McVicker  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.florenceusd.org  
 Phone Number : (520) 866-3560  
 Fax Number : (520) 868-2329  
 E-mail : nmcvicker@florence.k12.az.us

### Mission

The mission of Florence High School is to provide an educational foundation that allows each student to reach his or her individual potential.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Not Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

### School / Academic Goals

- ü All students will demonstrate increased ability in reading, writing and mathematics skills, as well as skills in being responsible citizens.
- ü All students will be able to utilize the operations, applications and opportunities offered in available technology.

### Enrollment

October 1, 2005 School Year Student Enrollment : 819  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- ü College Prep/Honors Classes
- ü Vocational (CAVIT)
- ü School-to-Work
- ü On-Site Special Education
- ü Distance Learning Capabilities
- ü Media Studies/Television Studio

Calendar Information

Number of Instruction Days :	187
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/25/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Florence High School is committed to providing a safe environment for its entire student body. In keeping with that commitment FHS has instituted a closed campus policy effective with the 2003-04 school year.

Parents

It is our belief that parents and the school must form a working partnership. Parents must accept the responsibility to provide their child proper housing, clothing and nutrition. Parents must also support the policies of the school, or work with administration to modify them.

Transportation Policy

We transport any student who lives more than one mile from school.

School Honors

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

Award/Honor	Year
ü NCA Outcome-based Evaluation	1994
ü NCA 75 Year Recognition	1998

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	214	214	71130	87	87	95	692	692	701	26	26	23	17	17	13	48	48	51	8	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	96	35465	91	91	96	695	695	702	23	23	21	16	16	13	53	53	53	8	8	13
Male	118	118	35648	84	84	94	689	689	701	29	29	24	19	19	12	44	44	50	8	8	14
African American	21	21	3868	88	88	95	696	696	686	29	29	33	19	19	17	48	48	45	5	5	6
Hispanic	68	68	25103	87	87	95	683	683	685	34	34	34	18	18	16	46	46	45	3	3	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	119	119	36075	88	88	95	696	696	715	21	21	12	16	16	9	52	52	58	11	11	21
Students with Disabilities	22	22	5862	63	63	71	650	650	658	77	77	63	14	14	15	9	9	20	NA	NA	2
Students without Disabilities	192	192	65268	91	91	98	695	695	705	20	20	19	18	18	12	53	53	54	9	9	15
Limited English Proficient Students	15	15	4859	75	75	93	671	671	662	47	47	64	27	27	15	20	20	20	7	7	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	87	87	22957	81	81	93	685	685	685	37	37	34	14	14	17	40	40	44	9	9	5
Non-Economically Disadvantaged	127	127	48173	92	92	96	696	696	709	19	19	17	20	20	11	54	54	55	8	8	18

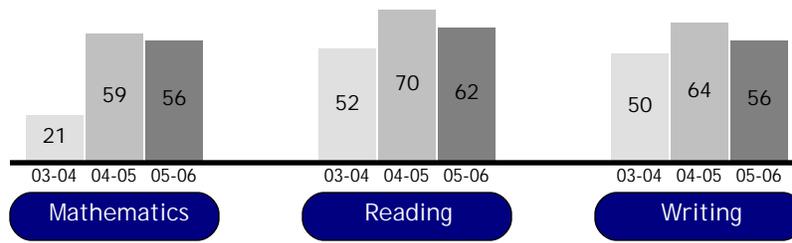
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	216	73018	88	88	97	690	690	703	9	9	6	30	30	23	57	57	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	91	36181	88	88	97	699	699	708	4	4	4	25	25	21	62	62	65	9	9	9
Male	124	124	36816	87	87	96	684	684	699	11	11	7	33	33	24	54	54	62	2	2	7
African American	21	21	3976	88	88	96	698	698	689	10	10	8	29	29	29	52	52	59	10	10	3
Hispanic	72	72	25801	94	94	96	677	677	683	14	14	10	36	36	34	50	50	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	116	116	37024	86	86	97	698	698	721	5	5	2	26	26	12	62	62	73	7	7	13
Students with Disabilities	19	19	7170	53	53	85	639	639	654	47	47	23	42	42	47	11	11	29	NA	NA	1
Students without Disabilities	197	197	65848	94	94	98	694	694	708	5	5	4	28	28	20	61	61	67	5	5	9
Limited English Proficient Students	17	17	5099	77	77	95	645	645	641	29	29	29	59	59	59	12	12	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	73	73	23912	70	70	94	683	683	681	16	16	10	30	30	36	48	48	52	5	5	2
Non-Economically Disadvantaged	143	143	49106	100	100	98	693	693	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	206	206	72810	84	84	96	677	677	685	7	7	6	36	36	30	52	52	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	90	36111	87	87	97	693	693	695	3	3	4	24	24	23	64	64	65	8	8	8
Male	115	115	36678	81	81	95	666	666	674	10	10	9	45	45	36	43	43	52	1	1	3
African American	21	21	3962	88	88	96	687	687	675	10	10	8	29	29	33	48	48	55	14	14	3
Hispanic	66	66	25735	86	86	96	657	657	669	12	12	10	48	48	41	39	39	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	112	112	36915	83	83	97	687	687	697	4	4	3	31	31	21	60	60	67	4	4	8
Students with Disabilities	13	13	7071	36	36	84	635	635	634	46	46	24	46	46	53	NA	NA	21	8	8	1
Students without Disabilities	193	193	65739	92	92	98	679	679	689	5	5	4	36	36	27	56	56	62	4	4	6
Limited English Proficient Students	16	16	5046	73	73	94	612	612	621	44	44	31	44	44	56	13	13	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	73	73	23814	70	70	94	665	665	667	18	18	10	36	36	41	44	44	47	3	3	2
Non-Economically Disadvantaged	133	133	48996	94	94	97	684	684	693	2	2	4	37	37	24	57	57	64	5	5	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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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	46	32	NA	42	94	44	44	51	95	48	48	52
	Language	50	29	29	42	94	42	42	50	95	46	46	50
	Mathematics	48	43	43	63	93	37	37	50	95	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/](http://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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	45.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	1	0	0
4 to 6 years	6	0	1	0
7 to 9 years	1	2	0	0
10 or more years	3	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	107
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Distance Learning Lab
- Ü Television Production Studio

Extracurricular Activities

- Ü Band/Choir
- Ü Athletic Program Including Cheerleading
- Ü Future Business Leaders of America
- Ü Fine Arts Club
- Ü National Honor Society
- Ü Spanish Club
- Ü Outing Club
- Ü SADD (Students Against Destructive Decis

Social Services

- Ü Literacy Classes
- Ü Counseling Services
- Ü Health Services
- Ü Job Placement Services

ü United States Department of Education recognition as a Site of Education Success.

ü North Central Association.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	78	89	88	73
Graduation Rate <sup>6</sup>	85	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

FHS has a comprehensive disciplinary code of conduct that is enforced by the School Administration. The school also utilizes the services of a full-time 'Safe Schools Officer' who works with our students on anger management and conflict mediation. We also have an SRO person on staff for monitoring student activity and handling any major violations of school policy.

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) :

3

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	Bill Lavor	(520) 866-3560
Transportation Policy	Mark Lamas	(520) 866-3527
Community Resources	Michelle Martinez	(520) 866-3560
School Nutrition Programs	Sheba Granillo	(520) 866-3571
Parent Organization	Bill Lavor	(520) 866-3560
Student Health/Nurse	Marsha Woodruff	(520) 866-3560

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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* 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.