

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Bagdad High School

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

Bagdad Unified District
515 Breezy Circle, Bagdad, AZ 86321
Mailing Address: PO Box 427, Bagdad, AZ 86321

Principal: Dr. Glen E. Hadlock
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: gehadloc@hotmail.com

Grades: 7-12
2002 Enrollment: 143
Phone: (928) 633-2201
Fax: (928) 633-2541

∨ School Overview ∨

Mission

Bagdad High School affirms its belief in the value of the educational opportunities as a transitional environment that meets the unique needs and enhances the potential of each student. BHS will respond to the diverse needs of our students. Each student can learn and will be provided opportunities for productive, creative, and successful experiences. BHS, the home, and the community share the responsibility for each student's emotional, psychological, and intellectual development.

Organization and Philosophy

- w Traditional Seven Period Schedule
- w Departmental Classrooms
- w Career And Technical Education Programs
- w Comprehensive Co-curricular Activities

Instructional Programs

- w Performance-based Instruction
- w School-To-Work Program
- w Career and Technical Education Program
- w Special Population Programs
- w Advanced Academic Studies In Mathematics
- w Alternative Education Model
- w Library/Media Center For Research

School/Academic Goals

- w In an effort to combat some of the special challenges facing education today, Bagdad High School (BHS) will seek to gain greater parental involvement for the purpose of enhancing the Teacher-Parent Partnership for the Enhancement of School Success.
- w BHS will develop prevention programs to increase students' attendance and help students to overcome personal and family impediments to school attendance.
- w BHS will strive to increase student achievement as measured by the Stanford 9 and AIMS. The school will continue to align the curriculum to state academic standards. Two dimensions of alignment have been targeted: content match, and depth match.
- w BHS will focus on character education. The desired outcomes include the reduction in disciplinary referrals, improvement in school attendance, reduction in the number of drop-outs, and higher achievement scores on standardized achievement tests.

Enrollment

October 1, 2001 School Year Student Enrollment:	349
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Curriculum Development
- w Instructional Strategies
- w Parent/Education Relations
- w Textbook Selection
- w Strategic Planning
- w Scholarship Fund Raising

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.40	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	2	0	0	1
4 to 6 years	1	0	0	0
7 to 9 years	1	3	0	0
10 or more years	2	5	1	0

∨ **Shared Responsibilities** ∨

School

BHS believes that the educational process is a partnership endeavor between the student, home, community, and school. In order to meet educational goals, this partnership is essential. BHS will provide an environment where all participants are treated with respect and valued as human beings. The teaching staff will be committed to educational excellence and will model expectations for behavior to reinforce positive social attitudes. BHS will maintain open lines of communication with parents.

Parents

Parents are viewed as active partners in more than just 'back to school' activities; they participate in and influence their children's lives and learning. Success in school is based on regular school attendance. Therefore, parents have a responsibility to have their children in school each day. Parents play a major role in fostering positive attitudes and values towards school and in promoting respect for the educational process. Parents are the students' first teachers.

∨ **Transportation Policy** ∨

Bagdad Unified School District provides transportation for students who live within the community and approximately five miles outside the community. Also, the school district provides bussing for students with special needs as identified in the student's IEP.

∨ 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 Graduates of 2002 earned approximately \$200,000 worth of scholarship opportunities due to the fine efforts of the community-based scholarship committee and our graduates.</p> | <p>w Students at BHS have a strong interest and commitment to the extracurricular programs. BHS has a very active Community Booster Club that supports the school and the students.</p> |
| <p>w BHS is in the 2 year of the school improvement endorsement with North Central Association.</p> | <p>w BHS sponsors out-of-district enrichment trips for the students.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.7 %	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	10.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	93.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	6.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	3.4 %			9.5 %
Status Unknown ⁹	3.4 %			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Seven Seniors Received Tuition Waivers	2002
Two Attendees At West Point & AF Academy/One Graduated	2002
Past Chairman, Yavapai County Tech Prep Consortium	2002
20/22 Seniors Scheduled For Post Secondary Education	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 8		Number Tested	MS	FFB	A	M	E
Reading	School	--	--	--	--	--	--
	State	57484	504	24%	20%	40%	16%
Writing	School	--	--	--	--	--	--
	State	55420	493	15%	42%	41%	2%
Mathematics	School	--	--	--	--	--	--
	State	57734	459	39%	40%	14%	7%

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

Grade 10 (Class of 2003)²

Reading	School	27	482	33%	22%	41%	4%
	State	49803	512	15%	23%	48%	14%
Writing	School	25	453	20%	56%	24%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	26	455	65%	27%	8%	0%
	State	50429	480	48%	19%	22%	10%

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												
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	--	--	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	--	--	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	--	--	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	--	--	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	--	--	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	--	--	59
9	Reading	71	35	44	77	43	43	99	25	43	81	21	43	72	32	43
	Language	71	27	39	77	36	39	99	19	40	81	15	41	72	24	42
	Mathematics	71	43	57	77	58	57	99	48	59	81	40	61	72	37	62
10	Reading	100	50	42	72	30	42	91	46	42	--	--	--	--	--	--
	Language	100	50	43	72	31	44	91	43	44	--	--	--	--	--	--
	Mathematics	100	43	47	72	37	49	91	47	50	--	--	--	--	--	--
11	Reading	90	51	46	100	40	44	89	32	45	--	--	--	--	--	--
	Language	92	51	43	100	42	42	93	33	44	--	--	--	--	--	--
	Mathematics	92	56	51	100	40	52	93	36	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.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 6-7	***	***
Grades 7-8	**	**

*Less than 10 students matched **No information available ***Not applicable

∨ **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

BHS conducted periodic emergency drills through the 2002-02 school year. The District Safety Committee met in the summer of 2002 to review ADE standards for school safety. BHS's Crisis Response Procedures Plan was reviewed and updated. Building and grounds improvements are ongoing throughout the campus in order to enhance student and staff supervision and safety. Students may report potentially dangerous situations to the toll-free number, 1-877-900-1086, which is available 24 hours a day.

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).

1

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	\$3,395	\$397,737
Classroom Supplies	\$90	\$10,532
Administration	\$550	\$64,405
Support Services-Students	\$5	\$598
Other Support Services and Operations	\$435	\$50,955
Total Expenditures- All Categories 2000-2001	\$4,475	\$524,227

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	Glen E. Hadlock	(928) 633-2201	
Transportation Policy	James E. Christensen	(928) 633-4101	
Community Resources	James E. Christensen	(928) 644-4101	
School Nutrition Programs	NDS		
Parent Organization	Michael Pate	(928) 633-4017	
Student Health/Nurse	Lianne Langston	(928) 633-2201	

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."