

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17300 E Mule Deer Dr, Mayer, AZ 86333

Mayer 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>

#### Elementary Achievement Profile (a)

2005-06 Underperforming  
2004-05 Performing  
2003-04 Highly Performing

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

#### High School Achievement Profile (a)

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

#### School Improvement Status (b)

2005-06 Warning Year  
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. Jim Dean  
Schedule : 07:00 AM to 04:00 PM  
Grades : 7-12  
Web Address : www.mayerschools.us  
Phone Number : (928) 642-1201  
Fax Number : (928) 632-5714  
E-mail : jimdean@mayerschools.us

### Mission

The primary goal of students, staff, and administration of Mayer Jr/Sr High School, is to have each individual succeed in their life's quest and become productive citizens.

### School / Academic Goals

- ü 85% of our students will Meet or Exceed the standard on AIMS (Arizona's Instrument to Measure Standards) by their Senior year.
- ü To ensure the faculty will plan for, and students will participate in math and writing (using the Six Trait Writing Rubric) in all curricular areas. Also, each student will have a faculty advocate.
- ü The school will improve communication with parents through the use of the Student Agenda and phones in the classrooms.
- ü The faculty will increase AIMS scores via the use of pre and post test monthly and analyze the data.

### Enrollment

October 1, 2005 School Year Student Enrollment : 276  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 7

## Instructional Programs

- Ü Comprehensive Junior/Senior High School
- Ü Applied Academics to the Standards
- Ü Computer Based Instruction for Credit
- Ü Educational Talent Search - Tutorial
- Ü Upward bound
- Ü Character Education
- Ü Pursuing Victory with Honor-AIA
- Ü Dual Credit with Yavapai College

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/24/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

Mayer Jr/Sr H.S. will provide success-oriented learning activities for students in order to develop their full potential and contribute to society.

Mayer Jr/Sr H.S. will provide Character Education for the school and community to become productive citizens in making the right choices.

Mayer Jr/Sr H.S. will make available increased communication to parents.

Mayer Jr/Sr H.S. will provide a safe school for students to attend.

### Parents

Parents need to be involved in their child's education at the Jr/Sr High level. Parents can help by monitoring student's attendance & progress; define needs; attend school functions; provide a learning environment; and check homework & study skills.

Parents can communicate with their child's teachers via the parent/student handbook or via the telephone.

Parents are responsible to see that their children abide by the dress code and student conduct rules.

## Transportation Policy

Students living at least a mile from school may receive bus transportation. A special vehicle is provided for handicapped children. An activity bus is available for those students participating in afterschool athletic and academic activities.

Parents are to make arrangements for the prompt pick up of their children after an activity.

## School Honors

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

Award/Honor	Year
Ü Basketball Final Four	2002
Ü NCA Accreditation	2005
Ü Math Count student placements	2005
Ü Football, Baseball/Softball and Track State Playoffs	2005

7th 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	36	36	78546	90	90	97	507	507	543	25	25	15	33	33	18	42	42	52	NA	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38645	100	100	98	515	515	545	14	14	13	43	43	18	43	43	54	NA	NA	15
Male	15	15	39792	79	79	97	497	497	542	40	40	17	20	20	17	40	40	50	NA	NA	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	30	30	36450	86	86	97	512	512	563	20	20	7	33	33	12	47	47	57	NA	NA	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	33	33	70453	97	97	100	507	507	549	27	27	11	27	27	17	45	45	56	NA	NA	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	19	19	34694	73	73	96	508	508	524	21	21	23	42	42	23	37	37	48	NA	NA	7
Non-Economically Disadvantaged	17	17	43852	100	100	99	507	507	559	29	29	10	24	24	13	47	47	56	NA	NA	22

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	36	36	79045	90	90	98	502	502	512	8	8	10	36	36	25	53	53	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38860	100	100	98	517	517	519	5	5	7	24	24	22	67	67	62	5	5	8
Male	15	15	40075	79	79	97	483	483	505	13	13	12	53	53	28	33	33	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	30	30	36730	86	86	98	505	505	532	10	10	4	33	33	16	53	53	68	3	3	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	33	33	70493	97	97	100	502	502	517	6	6	7	33	33	24	58	58	62	3	3	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	19	19	34922	73	73	96	502	502	493	11	11	15	32	32	34	58	58	48	NA	NA	3
Non-Economically Disadvantaged	17	17	44123	100	100	99	503	503	527	6	6	6	41	41	18	47	47	66	6	6	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	39	39	79657	98	98	99	572	572	566	3	3	3	10	10	8	87	87	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39120	100	100	99	588	588	580	5	5	2	5	5	4	90	90	92	NA	NA	2
Male	18	18	40423	95	95	98	555	555	553	NA	NA	5	17	17	12	83	83	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	33	33	36929	94	94	99	570	570	579	3	3	2	12	12	5	85	85	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	35	35	70588	100	100	100	574	574	573	NA	NA	2	6	6	5	94	94	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	22	22	35341	85	85	97	579	579	551	5	5	5	9	9	12	86	86	83	NA	NA	0
Non-Economically Disadvantaged	17	17	44316	100	100	100	564	564	578	NA	NA	2	12	12	5	88	88	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th 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	42	42	78400	91	91	97	524	524	554	26	26	21	36	36	19	38	38	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	38686	91	91	98	515	515	554	40	40	20	40	40	20	20	20	49	NA	NA	12
Male	22	22	39636	92	92	96	532	532	554	14	14	23	32	32	18	55	55	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	33	33	37038	85	85	97	529	529	575	18	18	11	39	39	14	42	42	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	37	37	70560	95	95	99	526	526	560	24	24	17	35	35	19	41	41	50	NA	NA	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	31	31	33014	86	86	95	522	522	534	29	29	31	32	32	24	39	39	40	NA	NA	5
Non-Economically Disadvantaged	11	11	45386	100	100	99	529	529	569	18	18	15	45	45	15	36	36	52	NA	NA	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	43	43	79179	93	93	98	501	501	519	7	7	11	44	44	27	49	49	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38974	95	95	99	504	504	524	10	10	8	43	43	25	48	48	61	NA	NA	5
Male	22	22	40124	92	92	97	498	498	513	5	5	13	45	45	28	50	50	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	34	34	37467	87	87	98	502	502	539	6	6	5	44	44	17	50	50	70	NA	NA	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	38	38	70612	97	97	99	505	505	524	5	5	7	39	39	25	55	55	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	32	32	33345	89	89	96	503	503	499	6	6	17	44	44	36	50	50	46	NA	NA	1
Non-Economically Disadvantaged	11	11	45834	100	100	99	496	496	533	9	9	7	45	45	19	45	45	67	NA	NA	7

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	44	44	79734	96	96	99	558	558	554	NA	NA	3	11	11	19	89	89	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39243	100	100	99	564	564	568	NA	NA	2	9	9	12	91	91	85	NA	NA	1
Male	22	22	40413	92	92	98	552	552	541	NA	NA	4	14	14	26	86	86	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	36	36	37668	92	92	99	556	556	569	NA	NA	1	14	14	13	86	86	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	38	38	70791	97	97	100	561	561	561	NA	NA	2	8	8	15	92	92	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	33	33	33718	92	92	97	554	554	538	NA	NA	5	15	15	26	85	85	69	NA	NA	0
Non-Economically Disadvantaged	11	11	46016	100	100	100	570	570	567	NA	NA	2	NA	NA	14	100	100	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	54	54	71130	92	92	95	685	685	701	33	33	23	11	11	13	54	54	51	2	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	35465	97	97	96	685	685	702	31	31	21	14	14	13	55	55	53	NA	NA	13
Male	25	25	35648	86	86	94	685	685	701	36	36	24	8	8	12	52	52	50	4	4	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	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	45	45	36075	82	82	95	685	685	715	33	33	12	11	11	9	56	56	58	NA	NA	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	50	50	65268	100	100	98	687	687	705	28	28	19	12	12	12	58	58	54	2	2	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	33	33	22957	79	79	93	682	682	685	33	33	34	9	9	17	58	58	44	NA	NA	5
Non-Economically Disadvantaged	21	21	48173	100	100	96	689	689	709	33	33	17	14	14	11	48	48	55	5	5	18

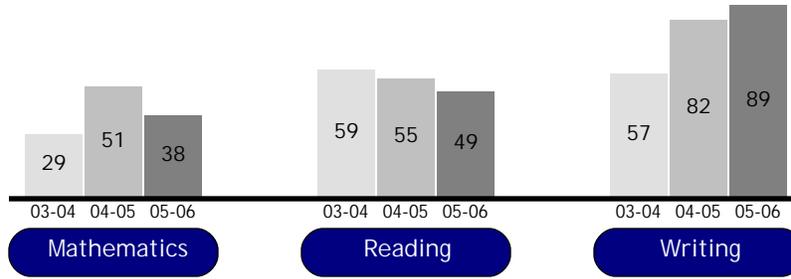
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	73018	89	89	97	703	703	703	7	7	6	24	24	23	65	65	64	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	36181	97	97	97	706	706	708	7	7	4	20	20	21	70	70	65	3	3	9
Male	24	24	36816	80	80	96	700	700	699	8	8	7	29	29	24	58	58	62	4	4	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	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	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	48	48	37024	84	84	97	701	701	721	8	8	2	23	23	12	67	67	73	2	2	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	50	50	65848	98	98	98	707	707	708	2	2	4	24	24	20	70	70	67	4	4	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	33	33	23912	77	77	94	699	699	681	6	6	10	27	27	36	64	64	52	3	3	2
Non-Economically Disadvantaged	21	21	49106	100	100	98	710	710	714	10	10	4	19	19	16	67	67	69	5	5	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	54	54	72810	89	89	96	682	682	685	9	9	6	26	26	30	61	61	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	36111	94	94	97	686	686	695	10	10	4	21	21	23	66	66	65	3	3	8
Male	25	25	36678	83	83	95	678	678	674	8	8	9	32	32	36	56	56	52	4	4	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	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	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	48	48	36915	84	84	97	680	680	697	10	10	3	27	27	21	58	58	67	4	4	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	50	50	65739	98	98	98	687	687	689	4	4	4	26	26	27	66	66	62	4	4	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	32	32	23814	74	74	94	680	680	667	9	9	10	22	22	41	66	66	47	3	3	2
Non-Economically Disadvantaged	22	22	48996	100	100	97	686	686	693	9	9	4	32	32	24	55	55	64	5	5	7

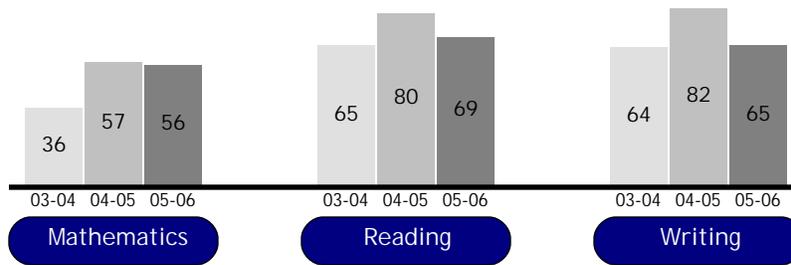
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



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?	N
	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
7	Reading	100	55	NA	54	95	43	43	50	90	50	50	54
	Language	100	59	59	58	95	45	45	52	90	52	52	58
	Mathematics	100	60	60	62	98	40	40	50	90	39	39	54
8	Reading	92	52	NA	55	100	39	39	51	100	44	44	58
	Language	89	52	52	52	100	36	36	50	100	39	39	56
	Mathematics	89	57	57	61	100	50	50	53	100	44	44	58
9	Reading	100	44	NA	42	91	50	50	51	100	44	44	52
	Language	100	41	41	42	91	51	51	50	100	39	39	50
	Mathematics	100	70	70	63	91	48	48	50	100	44	44	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

- 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 Advisory
- Ü Textbook Adoption Advisory
- Ü School Safety Issues
- Ü Student Discipline
- Ü Undesignated Tax Credit money
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.25
Other Professional Staff	1.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	30%

Resources Available at School Site

Special Facilities

- Ü Media Center/Business Lab
- Ü Computer Based Instruction Lab
- Ü Telephones in each room
- Ü Agriculture and Multi-Purpose facilities

Extracurricular Activities

- Ü Student Council
- Ü National Junior and Senior Honor Society
- Ü Varsity, JV, and Jr. High Sports
- Ü FFA for Junior & Senior High
- Ü Vocational programs-FFA and Decca
- Ü Jazz Band

Social Services

- Ü Credit Retrieval Program
- Ü Yavapai College Community Classes
- Ü Drug/Gang Awareness Seminars
- Ü Tutoring Activities
- Ü High School Diploma for drop outs
- Ü Facility use for community
- Ü Anti-Bullying Awareness
- Ü Dual Credit for College English and Math

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All students write across the curriculum and writings are assessed by the Six Trait Writing Rubric. AIMS Writing scores have improved at each grade, meeting/exceeding standards. All staff have been trained to use the Six Trait Rubric.
  
- ü All students have access to computer technology and the Internet on a daily basis. Students earn dual credit for college classes. Credit retrieval and credit advancement is made available via our Community Tech Center.
  
- ü North Central Accreditation with target areas of Writing and Math across the curriculum.
  
- ü Football team were state runner-up. Volleyball and Softball team were in the state playoffs.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	82	89	88	73
Graduation Rate <sup>6</sup>	70	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

To provide for a safe school, disruptive students are removed from their classrooms and receive consequences for behavior including early parent intervention. A School Resource Officer provides Law-related Education and is available for enforcement. An emphasis on Character Education and Pursuing Victory with Honor is a vital part of our school climate. Bullying and fighting will not be tolerated. Lockdown and evacuation drills are practiced and drug dogs are also brought in periodically.

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) :

25
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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	Wayne Mollitor	(928) 642-1200
Transportation Policy	Jim Stone	(928) 642-7265
Community Resources	Jim Dean	(928) 642-1201
School Nutrition Programs	Susie Allen	(928) 642-1150
Parent Organization		
Student Health/Nurse	Beverly Neal	(928) 642-1290

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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\*\* 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.