

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1905 Apache Blvd, Nogales, AZ 85621

Nogales Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ 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. Mark Valenzuela  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.nusd.k12.az.us/nhs  
 Phone Number : (520) 377-2021  
 Fax Number : (520) 281-4448  
 E-mail : mvalenzuela@nusd.k12.az.us

### Mission

All students are provided opportunities to reach their potential through a variety of exposures to rigorous and relevant academic, vocational, and social interactions while establishing measurable achievement through performance-based activities.

### No Child Left Behind

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

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

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

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 / Academic Goals

- ü All students will improve achievement on the AIMS and Terra Nova .
- ü All students will master the reading concepts necessary to meet local and state requirements in order to be successful beyond high school.
- ü All students will master the mathematical skills necessary to meet local and state requirements in order to be successful beyond high school.
- ü All students will contribute to a safe and secure environment free of bullying, sexual harassment, and inappropriate behavior.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1771  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 195

Instructional Programs

- ü English as a Second Language (ESL)
- ü International Bacculaureate/AP
- ü Business Partnership with Cisco Systems
- ü Fine Arts
- ü AFJ ROTC
- ü Smaller Learning Communities

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parents receive a calendar of events and a newsletter. They are notified for attendance and behavior violations. Parent conferences are held in the fall and spring. Parent education meetings are held once a month. Eight parents are part of the school Senate and are an integral part of the school through organizations such as Band and Athletic Boosters.

Parents

Parents notify the attendance clerk to excuse an absence and make sure their children arrive on time each day, attend Parents for Education meetings, parent conferences, and other special events, and are aware of district and high school policies. Parents participate in IEP meetings where appropriate and volunteer their time and talents to extra curricular activities and sports through booster organizations.

Transportation Policy

Transportation is provided for students living more than one and a half miles from school and also for those for whom walking conditions are hazardous. Parking is available on campus for those with a license and insurance.

School Honors

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

Award/Honor	Year
ü Bill Gates Millennium Scholarships	2005
ü AFROTC Unit Citation Award	2005
ü International Bacculaureate Diplomas	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	462	71130	91	91	95	690	687	701	30	34	23	16	16	13	46	43	51	8	7	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	225	35465	91	93	96	690	686	702	31	36	21	18	17	13	42	39	53	9	8	13
Male	219	237	35648	90	90	94	690	687	701	29	32	24	15	15	12	50	47	50	7	6	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	415	450	25103	90	91	95	689	686	685	31	35	34	17	16	16	45	42	45	7	7	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	12	12	36075	100	100	95	712	712	715	NA	NA	12	NA	NA	9	83	83	58	17	17	21
Students with Disabilities	21	24	5862	53	56	71	638	636	658	90	92	63	NA	NA	15	10	8	20	NA	NA	2
Students without Disabilities	406	438	65268	94	95	98	692	689	705	27	31	19	17	17	12	48	45	54	8	8	15
Limited English Proficient Students	138	156	4859	91	93	93	666	664	662	56	58	64	18	18	15	26	24	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	332	357	22957	90	90	93	686	683	685	34	38	34	17	17	17	43	40	44	6	5	5
Non-Economically Disadvantaged	95	105	48173	91	95	96	704	700	709	16	21	17	13	13	11	57	52	55	15	13	18

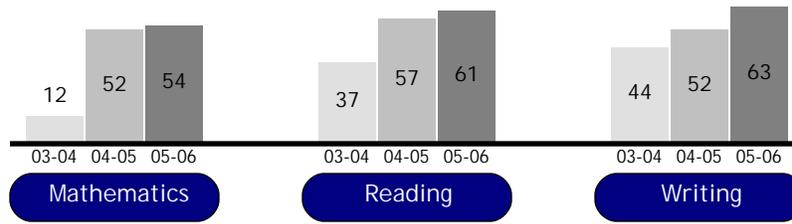
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	441	468	73018	94	93	97	689	686	703	7	8	6	32	34	23	56	54	64	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	216	230	36181	94	95	97	693	690	708	5	7	4	33	35	21	56	53	65	5	5	9
Male	225	238	36816	93	91	96	684	683	699	9	9	7	32	34	24	55	54	62	4	4	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	429	456	25801	93	93	96	687	685	683	7	8	10	33	35	34	55	53	53	4	4	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	12	12	37024	100	100	97	735	735	721	NA	NA	2	8	8	12	83	83	73	8	8	13
Students with Disabilities	36	36	7170	90	84	85	647	647	654	31	31	23	44	44	47	22	22	29	3	3	1
Students without Disabilities	405	432	65848	94	94	98	692	689	708	5	6	4	31	33	20	59	56	67	5	4	9
Limited English Proficient Students	150	163	5099	99	98	95	651	650	641	18	20	29	59	58	59	23	22	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	346	365	23912	94	92	94	681	679	681	9	10	10	37	39	36	51	48	52	3	3	2
Non-Economically Disadvantaged	95	103	49106	91	94	98	716	712	714	1	2	4	16	18	16	75	72	69	8	8	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	441	461	72810	94	91	96	681	680	685	7	8	6	29	31	30	58	56	58	5	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	215	227	36111	94	93	97	691	689	695	6	7	4	21	23	23	67	63	65	7	6	8
Male	226	234	36678	93	90	95	672	672	674	9	9	9	37	38	36	50	50	52	4	3	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	429	449	25735	93	91	96	681	679	669	8	8	10	30	31	41	58	56	48	5	4	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	12	12	36915	100	100	97	716	716	697	NA	NA	3	17	17	21	67	67	67	17	17	8
Students with Disabilities	37	37	7071	93	86	84	646	646	634	16	16	24	57	57	53	24	24	21	3	3	1
Students without Disabilities	404	424	65739	94	92	98	684	683	689	7	7	4	27	29	27	61	59	62	5	5	6
Limited English Proficient Students	147	158	5046	97	95	94	642	642	621	17	18	31	58	58	56	25	24	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	344	358	23814	94	91	94	674	673	667	9	9	10	33	34	41	55	54	47	3	3	2
Non-Economically Disadvantaged	97	103	48996	93	94	97	708	704	693	2	4	4	18	18	24	68	66	64	12	12	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	97	29	NA	42	82	40	40	51	86	43	43	52
	Language	97	32	31	42	82	41	40	50	86	43	41	50
	Mathematics	97	48	47	63	83	42	42	50	86	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)
- 0 Non-certified Employee(s)
- 12 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Academic Achievement
- Ü Curriculum Implementation
- Ü School Safety Issues
- Ü Parent/Educator Relationships
- Ü Budget Recommendations
- Ü Technology Recommendations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	87.00
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	1	0
4 to 6 years	6	3	1	0
7 to 9 years	6	5	0	0
10 or more years	20	28	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	296
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Performing Arts Center
- Ü Media Center
- Ü Four Curriculum Area Computer Labs
- Ü Facility for severely handicapped

Extracurricular Activities

- Ü Vocational Clubs
- Ü Service Clubs
- Ü JrROTC
- Ü National Honor Society
- Ü Sports
- Ü Fine Arts Groups

Social Services

- Ü School/Parent Liaison
- Ü High Five program
- Ü Tutoring Program
- Ü Breakfast Program
- Ü Link Crew

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü NHS was awarded a very competitive federal Smaller Learning Communities grant and also a state Comprehensive Reform grant, both of which address the goals of increased professional development for teachers and increased academic support for students
- ü NHS establishes a partnership with Cisco, a computer company which provides hands-on training over the Internet in computer networking. Those who successfully complete the program are guaranteed employment at high wages.
- ü NHS hosts an Air Force JrROTC program that has garnered top awards and recognition across the state. Student cadets have captured numerous honors, including being named top cadet at state-wide summer programs.
- ü NHS continues to offer the International Baccalaureate program as well as Advanced Placement and Honors classes offered to all students.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	100	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

Student safety is a top priority. The campus is closed throughout the school day, all visitors pass through a check-point, and four security guards and one SRO patrol the campus. There are regular drills for fire, lock-downs, and evacuations.

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) :

93
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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	Mark Valenzuela	(520) 377-2021
Transportation Policy	Javier Barajas	(520) 377-2021
Community Resources	Claudia Welden	(520) 377-2021
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Office	(520) 377-2021
Student Health/Nurse	Nancy Tucek	(520) 377-2021

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.