

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1090 South Vulture Mine Road, Wickenburg, AZ 85390

Wickenburg Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Highly Performing
2004-05	Highly 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	N/A
2004-05	N/A
2003-04	N/A

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

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.

### School Overview

Principal/Administrator : Mr. Thomas Newton  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 Web Address : www.wickenburg.k12.az.us  
 Phone Number : (928) 684-6600  
 Fax Number : (928) 684-6628  
 E-mail : tnewton@wickenburg.k12.az.us

### Mission

The mission of the Wickenburg Unified School District is to promote the education and personal success of all students. Along with the mission we believe that: Every child has hope, Every student is a graduate, Every graduate has a dream.

### School / Academic Goals

- ü Mathematics across the curriculum with a goal of improving standardized math scores and integrating math into all areas and all disciplines and along with that the 6 Trait Writing across the curriculum.
- ü Continue to improve graduation rates by broadening and strengthening the safety net for at-risk youth. Providing a homework center and after-school tutoring to assist the students who need the added help.
- ü Work with the current grant program for school improve- ment and continue to develop the 'Character Counts' program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 606  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 13

## Instructional Programs

- Ü Advanced Placement
- Ü Alternative Education
- Ü ELL
- Ü On-site Special Education
- Ü Construction Trades

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Wickenburg High School has ongoing communication with parents to assure active involvement in helping their son/daughter succeed. We provide a website to parents with overall information about the school's programs. In addition, we offer email notification to parents with up-to-date information regarding their child's grades, attendance, etc. Other media, such as radio, newspaper, and general mailings are used to facilitate a strong communication between the school and parents.

### Parents

Parental responsibility is published in the student/parent handbook. If students attend who do not live in the WUSD, parents must transport them to the nearest bus stop. Parents who have students under the age of 16 years must send them to school. We encourage the parents to come to the school whenever they can to work with us in the school improvement process.

## Transportation Policy

The Wickenburg Unified School District encompasses 754 square miles. Transportation is provided to all parts of Wickenburg as well as to six surrounding tuition districts. Twenty-three daily routes service the district. There are daily activity buses to transport students to their home areas following after-school activities.

## School Honors

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

Award/Honor	Year
Ü Annapolis Cadet Awarded (Primary scholarship)	2004
Ü Elks' State Scholarship Winner	2004
Ü NAU President's Award	2001
Ü 2 Byrd Scholarship Winners	2004

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	148	151	71130	90	90	95	714	713	701	7	8	23	6	6	13	74	74	51	13	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	35465	92	92	96	724	724	702	NA	NA	21	3	3	13	79	79	53	18	18	13
Male	81	84	35648	89	89	94	705	705	701	14	14	24	9	8	12	69	69	50	9	8	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	35	36	25103	83	84	95	697	698	685	23	22	34	14	14	16	51	53	45	11	11	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	111	113	36075	94	94	95	719	718	715	3	4	12	4	4	9	80	80	58	14	13	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	144	147	65268	100	100	98	715	714	705	6	7	19	6	6	12	74	74	54	13	13	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	42	42	22957	79	79	93	700	700	685	14	14	34	14	14	17	67	67	44	5	5	5
Non-Economically Disadvantaged	106	109	48173	95	96	96	719	719	709	5	6	17	3	3	11	76	76	55	16	16	18

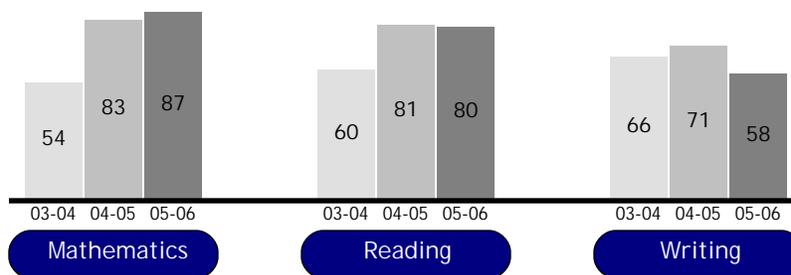
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	160	73018	95	95	97	705	705	703	8	8	6	13	13	23	74	74	64	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	72	36181	97	97	97	715	715	708	6	6	4	6	6	21	83	83	65	6	6	9
Male	85	88	36816	92	93	96	697	696	699	9	9	7	19	19	24	66	66	62	6	6	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	40	40	25801	93	93	96	670	670	683	23	23	10	30	30	34	48	48	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	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	113	116	37024	95	95	97	718	717	721	3	3	2	6	7	12	83	83	73	8	8	13
Students with Disabilities	14	14	7170	64	64	85	649	649	654	50	50	23	21	21	47	29	29	29	NA	NA	1
Students without Disabilities	143	146	65848	99	99	98	711	710	708	3	3	4	12	12	20	78	78	67	6	6	9
Limited English Proficient Students	11	11	5099	85	85	95	617	617	641	64	64	29	36	36	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	45	45	23912	85	85	94	680	680	681	18	18	10	22	22	36	60	60	52	NA	NA	2
Non-Economically Disadvantaged	112	115	49106	99	99	98	715	714	714	4	3	4	9	10	16	79	79	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	162	165	72810	98	98	96	674	674	685	9	8	6	33	33	30	57	57	58	1	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	36111	99	99	97	684	684	695	4	4	4	32	32	23	63	63	65	1	1	8
Male	89	92	36678	97	97	95	666	665	674	12	12	9	34	35	36	53	52	52	1	1	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	42	42	25735	98	98	96	648	648	669	24	24	10	40	40	41	36	36	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	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	116	119	36915	97	98	97	684	683	697	3	3	3	29	30	21	66	65	67	2	2	8
Students with Disabilities	18	18	7071	82	82	84	632	632	634	17	17	24	72	72	53	11	11	21	NA	NA	1
Students without Disabilities	144	147	65739	100	100	98	679	679	689	8	7	4	28	29	27	63	63	62	1	1	6
Limited English Proficient Students	13	13	5046	100	100	94	589	589	621	62	62	31	38	38	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	49	49	23814	92	92	94	650	650	667	18	18	10	43	43	41	39	39	47	NA	NA	2
Non-Economically Disadvantaged	113	116	48996	100	100	97	684	683	693	4	4	4	28	29	24	65	65	64	2	2	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	92	48	NA	42	95	52	52	51	100	52	52	52
	Language	92	44	44	42	95	48	48	50	100	52	52	50
	Mathematics	92	68	67	63	96	55	55	50	100	54	54	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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Culture
- Ü Teacher Effectiveness
- Ü Parent/Community Involvement
- Ü School's Curriculum
- Ü School Improvement Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	3	0	1
4 to 6 years	9	0	0	0
7 to 9 years	1	0	0	0
10 or more years	11	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Vocational Building
- Ü Center for the Performing Arts
- Ü Athletic Complex

Extracurricular Activities

- Ü National Honor Society
- Ü Interscholastic Athletics
- Ü Rifle Team (Nationally Competitive)
- Ü Club Med
- Ü Astronomy Club
- Ü Art Club
- Ü Student Council
- Ü Culinary Arts Club

Social Services

- Ü Recreational Activities
- Ü After School Tutoring Program
- Ü Musical Concert in Center for Perf. Arts
- Ü Free Vision and Hearing Screening
- Ü Aims Tutoring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of school Improvement Plan and documentation of goals for improvement: School Culture, Teacher Effectiveness, School Curriculum, and Parent/Community involvement. Has action plans, interventions, with timeline of completion.
- ü Professional development plan and implementation. Plan is available at the high school office. Purpose is to develop school improvement plan, Development of curriculum maps, and articulate with feeder schools.
- ü Are now a highly performing school as reflected in the AZ Learns High school profile.

Student Activity Rates for School Year 2005-06

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

Peer Mediation Program is available on a daily basis to deal with student issues. We have a school culture committee as well as a site council to help develop student buy-in with school improvement, which are all a part of the School Improvement Program. We have quotes on safety items, i.e. security cameras in buildings and security fencing around the campus and we plan to do some revising of our security. An SRO would be of benefit since our campus has eight buildings and is spread out.

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) :

22
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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	Thomas Newton	(928) 684-6600
Transportation Policy	Donna Null	(928) 688-5342
Community Resources		
School Nutrition Programs	Orlando Luevano	(928) 684-6607
Parent Organization		
Student Health/Nurse	Carissa Moser	(928) 684-6606

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.