

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

605 E. Fremont St., Tombstone, AZ 85638

Tombstone 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 LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Dr. Thomas J Yarborough
 Schedule : 07:30 AM to 12:00 PM
 Grades : 9-12
 2005 Enrollment : 340
 Web Address : www.tombstoneschools.org/highschool
 Phone Number : (520) 457-2215
 Fax Number : (520) 457-4003
 E-mail : tyarborough2@hotmail.com

Mission

Tombstone School Community United to Cultivate Student Potential and Develop Productive Citizens by providing an enriching educational program. The educational process is a shared responsibility of staff, students, parents and community.

School / Academic Goals

- ü Improve percentage of students meeting or exceeding reading, writing, and math standards in grade 10 each year as measured by AIMS. Decrease dropout rate to a rate of 6% or lower.
- ü Setting higher expectations and getting more students to meet them. Getting students involved in rigorous and challenging learning.
- ü Implement a Guidance and advisement program beginning with 2005-2006 Freshman class. The program is designed to provide increased academic focus, heightened awareness, and career guidance for students and parents.
- ü Increase parent and student involvement in Tombstone High School's Site Council.

Enrollment

October 1, 2004 School Year Student Enrollment : 352
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 36

Instructional Programs

- Ü Renaissance Program
- Ü Advanced Studies Diploma
- Ü General Studies Diploma
- Ü Vocational Studies
- Ü On Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 54 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

THS believes that communication with parents is a primary responsibility. Computerized progress reports are sent to all students at 4.5 and 13.5 weeks and midterm report cards at 9 weeks. THS provides each student with a handbook/planner.

Parents

Parents should read and discuss the THS Student Handbook with their students. They should report student absences to school and provide a written excuse when the child returns to school.

Transportation Policy

THS services Tombstone, Huachuca City, and surrounding areas, with the bulk of our students transported from Huachuca City and Whetstone.

School Honors

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

Award/Honor	Year
Ü AETA Teacher of Excellence	2001
Ü Practitioner Research Communication and Mentoring Grant	2001
Ü Walter Cronkite School of Journalism Summer Institute	2001
Ü Performing School	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	88	88	69846	100	100	100	698	698	699	23	23	21	13	13	11	58	58	49	8	8	18
All Students (Prior Year)	84	84	65934	94	94	100	486	486	492	51	51	43	27	27	18	13	13	24	10	10	15
Female	40	40	34328	98	100	99	697	697	702	28	28	19	11	11	12	56	56	51	6	6	18
Male	47	47	35509	100	100	100	699	699	696	18	18	23	14	14	11	59	59	48	9	9	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	16	16	23363	100	100	100	698	698	680	14	14	32	7	7	16	79	79	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	64	64	36421	100	100	99	698	698	714	22	22	12	14	14	8	58	58	54	7	7	26
Students with Disabilities	12	12	7690	100	100	100	650	650	593	83	83	64	0	0	14	17	17	21	0	0	2
Students without Disabilities	76	76	62220	100	100	99	707	707	712	12	12	16	15	15	11	65	65	53	9	9	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	42	42	21421	93	95	92	687	687	686	32	32	35	15	15	15	51	51	43	2	2	7
Non-Economically Disadvantaged	46	46	48489	100	100	100	710	710	704	13	13	15	10	10	10	64	64	52	13	13	23

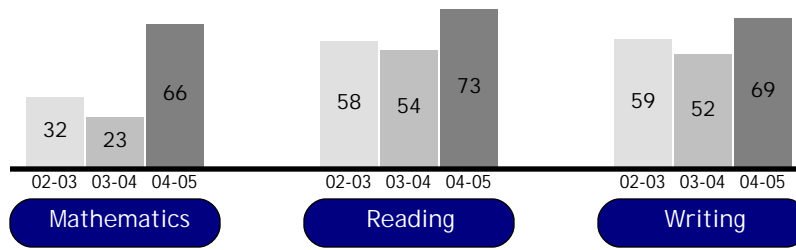
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	89	71311	100	100	100	701	701	694	8	8	7	18	18	21	67	67	63	6	6	9
All Students (Prior Year)	86	86	68162	95	95	100	504	504	509	15	15	18	30	30	24	51	51	51	3	3	8
Female	41	41	34899	98	100	100	710	710	700	5	5	5	18	18	19	69	69	66	8	8	10
Male	46	46	36430	100	100	100	694	694	688	12	12	9	16	16	22	67	67	61	5	5	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	15	15	24056	100	100	100	706	706	672	8	8	13	15	15	31	77	77	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	67	67	36841	100	100	99	697	697	713	10	10	3	19	19	12	65	65	72	6	6	13
Students with Disabilities	15	15	8021	100	100	100	646	646	590	40	40	27	40	40	42	13	13	29	7	7	1
Students without Disabilities	75	75	63379	100	100	100	713	713	707	1	1	5	13	13	18	80	80	68	6	6	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	45	45	22243	94	96	93	686	686	677	14	14	14	23	23	32	61	61	51	2	2	3
Non-Economically Disadvantaged	45	45	49157	100	100	100	718	718	702	3	3	4	13	13	16	75	75	69	10	10	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	89	89	70868	100	100	100	689	689	688	9	9	5	21	21	23	61	61	63	8	8	9
All Students (Prior Year)	86	86	67629	95	95	100	511	511	524	24	24	22	23	23	16	52	52	59	0	0	3
Female	40	40	34710	95	98	99	702	702	697	8	8	3	18	18	19	59	59	66	15	15	12
Male	48	48	36176	100	100	100	678	678	678	11	11	7	22	22	27	64	64	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	16	16	23868	100	100	100	694	694	670	7	7	9	14	14	33	71	71	55	7	7	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	65	65	36710	100	100	99	685	685	702	11	11	2	24	24	15	57	57	69	8	8	13
Students with Disabilities	14	14	7900	100	100	100	634	634	580	36	36	22	43	43	49	21	21	28	0	0	1
Students without Disabilities	76	76	63054	100	100	99	700	700	701	4	4	3	17	17	20	68	68	67	11	11	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	46	46	21994	96	98	92	683	683	673	11	11	10	20	20	36	67	67	52	2	2	3
Non-Economically Disadvantaged	44	44	48960	100	100	100	696	696	694	7	7	3	22	22	18	54	54	67	17	17	12

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	43	43	41	97	40	NA	42	92	48	48	51
	Language	99	40	40	42	99	35	35	42	92	42	42	50
	Mathematics	100	64	64	60	98	56	56	63	92	43	43	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/

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

Council Duties

- ü School Improvement
- ü School Safety Issues
- ü Community relations
- ü Extracurricular Activities
- ü Instructional programs and strategies
- ü New School Facility

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	2.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs: 22 and 30 stations
- ü Industrial technology facilities
- ü Culinary Arts kitchen
- ü Commercial Arts lab

Extracurricular Activities

- ü FBLA
- ü Knowledge Bowl
- ü Hands Across The Border
- ü Eight Sports, Very Experienced Coaches
- ü Science and Technology Club

Social Services

- ü Counseling Services
- ü Health Services
- ü Breakfast Program
- ü Lunch Program
- ü Anti-Bullying Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We are a 'High Schools That Work' school. We are the first school in AZ to utilize this popular improvement model. HSTW is recognized and utilized by 38 other states as an extremely effective way to improve schools.
- ü New standards based upon language arts and math curriculum implemented 1999-2000. New Social Studies standards expected in 2005-2006.
- ü Currently piloting a new science curriculum entitled Active Physics. It is a more hands on, inquiry based method of teaching basic physics. Much more mathematics is incorporated in to Active Physics.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	5	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	82	NA	NA	79

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

The Tombstone Marshal's Department provides a uniformed School Resource Officer through the Safe Schools Grant. The officer is on campus daily and during after hour special events. A Juvenile Probation Officer is also on call as part of the grant.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

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 J. Yarborough	(520) 457-2215
Transportation Policy	Cheryl Leonard	(520) 457-4000
Community Resources	Thomas J. Yarborough	(520) 457-2215
School Nutrition Programs	Ron Hennings	(520) 457-2217
Parent Organization		
Student Health/Nurse	Erica Yokono	(520) 457-2215

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 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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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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.