

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Valley High School

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

Sanders Unified District  
I-40, Hwy 191, Sanders, AZ 86512  
Mailing Address: P.O. Box 250, Sanders, AZ 86512-0250

Principal: Dr. Wayne McCullar

Schedule: 7:30 AM to 4:30 PM

Web Address: [susd.k12.az.us](http://susd.k12.az.us)

E-mail: [wayne.mccullar@susd.k12.az.us](mailto:wayne.mccullar@susd.k12.az.us)

Grades: 9-12

2002 Enrollment: 349

Phone: (928) 688-4200 x 4203

Fax: (928) 688-4202

### ∨ School Overview ∨

#### Mission

The mission of Valley High School, in partnership with parents and community, is to carefully design and implement educational programs that will provide the resources to enhance the talents and potential of all students, and which will assist them to become responsible citizens in our culturally diverse democratic society.

#### Organization and Philosophy

- w Departmentalized Classrooms
- w Traditional
- w Site-based
- w Small Classrooms

#### Instructional Programs

- w ESL
- w Vocational Education
- w On-site Special Education
- w School-to-Work Programs
- w Tutoring
- w Alternative Classes
- w Summer School
- w Alternative Classes After Hour Classes

#### School/Academic Goals

- w To improve student reading, math and writing performance as measured by the Stanford 9 Achievement Test. By an average score of 3 percentile.
- w On Arizona's Instrument to Measure Standards (AIMS), on an average in all three areas have 10% more students meet the standards.
- w To enable students to be productive citizens in a multicultural setting.
- w To empower students to become effective self-managers and build self-confidence for a lifelong journey.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	362
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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

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

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Safety Issues
- w Community Involvement
- w Curriculum Development
- w Changing to a Block Schedule
- w School Improvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	2.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	2	0	0
10 or more years	6	2	1	1

∨ **Shared Responsibilities** ∨

**School**

We are responsible to communicate regularly with parents regarding attendance, discipline and academic progress. The Site-based Council meets once a month to ensure parent involvement in the guiding policies of the school. Progress Reports are mailed home every three weeks. Parents receive letters after 3, 6 and 9 absences to remind them of their child's status and encourage communication with the school. Parents are allowed to view their children's grades and assignments on Powerschool.

**Parents**

It is the responsibility of parents to ensure that their child/ren attend school on a daily basis. Parents should take an interest in the education of their child(ren). They can assist the school through volunteerism, participating at parent conferences, Open House, interscholastic and extracurricular activities; and through open communication with the school. Parents need to be an integral part of the partnership on behalf of their child(ren). Parents are to model positive school traits.

∨ **Transportation Policy** ∨

The district transports students approximately 1,606 miles daily. Yearly miles do not include the afterschool activity runs which occur four days a week. SUSD is responsible for student transportation in a professional and timely manner. Buses must transport K-12 students on each bus daily. Transportation starts its routes at 6 A.M. and some do not finish until after 6:30 P.M. Middle and high school students have separate bus runs from elementary students.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	181	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 20 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/30/02	12/23/02	3/17/03	5/30/03
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### Additional Calendar/Report Card Information

Every three weeks, Progress Reports are mailed home to parents of students that are either failing or at-risk of failing in any one course.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Vocational Building	W IBM-compatible Computer Lab
W Apple Macintosh Lab	W Library/Media Center

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#### Extracurricular Activities

W Student Council	W Native American Unity Club
W Yearbook/Newspaper	W Future Business Leaders of America
W Future Farmers of America	W National Honor Society
W Spanish Club	W Eight Varsity-level Sports

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#### School/Community Resources

W Community Classes	W GED Classes through NPC
W Evening Recreational Activities	W Alternative Classes
W Afterschool Activities by 21st Century	

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W Student incentives were expanded to honor advancement with Accelerated Reader, Outstanding School Attendance and Good Citizenship. Teachers, once a month, nominate a male and female for the Student of the Month.
- W Several varsity sport participants were recognized with All-Conference honors. A number of the teams finished very high in the conference. Our cross country team took state title for Class AA schools.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	91.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	10.5 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	8.9 %			6.0 %

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

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

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

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

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

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

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

## ∨ School Honors ∨

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

Award/Honor	Year
North Central Association Accreditation Without Warning	2000
We the People Regional Winners	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	87	474	32%	38%	28%	2%
	State	49803	512	15%	23%	48%	14%
Writing	School	83	438	41%	30%	29%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	81	462	75%	16%	7%	1%
	State	50429	480	48%	19%	22%	10%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	88	17	44	92	13	43	80	16	43	85	19	43	66	2	43
	Language	89	21	39	91	16	39	83	19	40	83	25	41	68	3	42
	Mathematics	90	36	57	90	29	57	83	37	59	85	39	61	67	11	62
10	Reading	100	19	42	93	14	42	98	14	42	--	--	--	--	--	--
	Language	100	29	43	93	20	44	97	24	44	--	--	--	--	--	--
	Mathematics	100	21	47	89	32	49	97	25	50	--	--	--	--	--	--
11	Reading	95	20	46	100	20	44	90	22	45	--	--	--	--	--	--
	Language	91	28	43	100	33	42	92	32	44	--	--	--	--	--	--
	Mathematics	95	28	51	100	28	52	92	38	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

VHS has several student clubs and organization for student participation such as FFA, National Honor Society, Spanish Club, Future Business Leaders of America (FBLA), Native American Unity Club, GAA, Rodeo Club, etc. We are also in the process of contacting outside agencies to work with students who need assistance with behavior and/or drug problems.

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

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**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,628	\$1,293,198
Classroom Supplies	\$87	\$31,141
Administration	\$1,012	\$360,907
Support Services-Students	\$232	\$82,714
Other Support Services and Operations	\$1,148	\$409,361
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$6,108</b>	<b>\$2,177,321</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Wayne McCullar	(928) 688-4200	4203
<b>Transportation Policy</b>	Sam Iashie	(928) 688-4250	
<b>Community Resources</b>	Wayne McCullar	(928) 688-4200	4203
<b>School Nutrition Programs</b>	Genevieve Olson	(928) 688-3051	
<b>Parent Organization</b>	Ted Goodluck	(928) 688-4200	
<b>Student Health/Nurse</b>	Marion Skye	(928) 688-4200	4208

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.

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