

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

140 @ US 191, Sanders, AZ 86512

Sanders 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	Not Met

School Improvement Status ^(b)

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

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

School Overview

Principal/Administrator : Mr. Scott Shakespeare
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 385
 Web Address : susd.k12.az.us
 Phone Number : (928) 688-4200
 Fax Number : (928) 688-4202
 E-mail : scott.shakespeare@sandersusd.net

Mission

The mission of VHS is to carefully design and implement educational programs that will provide the resources to enhance the talents and potential of all students and assist them to become responsible citizens in our culturally diverse society. We are committed to "Excellence and Honor"

School / Academic Goals

- ü On Arizona's Instrument to Measure Standards (AIMS), improve an average of 10% per year in reading, writing and math as shown by more students meeting or exceeding the standards.
- ü Prepare all Seniors to pass the Arizona's Instrument to Measure Standards (AIMS) as required for graduation and help all Juniors and Sophmores in passing the AIMS prior to their Senior year.
- ü Provide quality Career and Technical Education (CTE) programs to students. Provide all CTE students the opportunity for industry level certification upon completion of high school.

Enrollment

October 1, 2004 School Year Student Enrollment : 345
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü ESL
- ü Vocational Education
- ü On-site Special Education
- ü School-to-Work Programs
- ü Accelerated Reader
- ü Accelerated Math
- ü Advanced Placement
- ü Choral Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We communicate regularly with parents regarding attendance, discipline and academic progress. The Site-based Council meets on a regular basis to ensure parent involvement. Progress Reports are mailed home every three weeks.

Parents

It is the responsibility of parents to ensure that their child/ren attend school on a daily basis. They can assist the school through volunteerism, participating at parent conferences, Open House, interscholastic and extracurricular activities.

Transportation Policy

SUSD is responsible for student transportation in a professional and timely manner. Buses transport K-12 students on each bus daily. Additional routes are provided for after school activities Monday to Thursday. SUSD promotes safety 1st.

School Honors

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

Award/Honor	Year
ü North Central Association Accreditation Without Warning	2005
ü North Central Association Accreditation Without Warning	2004
ü North Central Association Accreditation Without Warning	2003

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	77	77	69846	94	95	100	650	650	699	50	50	21	20	20	11	29	29	49	1	1	18
All Students (Prior Year)	75	75	65934	100	100	100	471	471	492	71	71	43	16	16	18	12	12	24	1	1	15
Female	35	35	34328	92	95	99	631	631	702	48	48	19	21	21	12	27	27	51	3	3	18
Male	42	42	35509	95	95	100	667	667	696	51	51	23	19	19	11	30	30	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	77	77	4785	94	95	100	650	650	671	50	50	39	20	20	17	29	29	39	1	1	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	22	22	7690	100	100	100	584	584	593	76	76	64	19	19	14	5	5	21	0	0	2
Students without Disabilities	55	55	62220	92	92	99	678	678	712	39	39	16	20	20	11	39	39	53	2	2	20
Limited English Proficient Students	33	33	5834	100	100	100	623	623	612	62	62	46	15	15	20	24	24	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	56	56	21421	93	95	92	671	671	686	49	49	35	19	19	15	30	30	43	2	2	7
Non-Economically Disadvantaged	21	21	48489	95	95	100	585	585	704	53	53	15	24	24	10	24	24	52	0	0	23

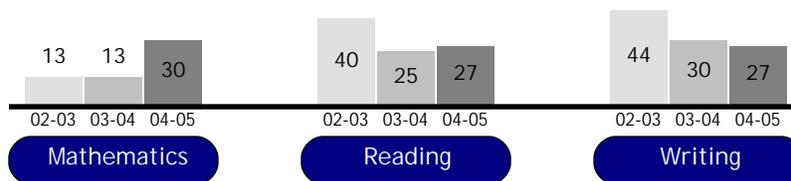
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	81	71311	96	99	100	635	635	694	27	27	7	46	46	21	27	27	63	0	0	9
All Students (Prior Year)	80	80	68162	100	100	100	475	475	509	43	43	18	32	32	24	25	25	51	0	0	8
Female	38	38	34899	95	100	100	624	624	700	19	19	5	44	44	19	36	36	66	0	0	10
Male	43	43	36430	98	98	100	646	646	688	34	34	9	47	47	22	18	18	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	81	81	5110	96	99	100	635	635	661	27	27	14	46	46	38	27	27	46	0	0	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	23	23	8021	100	100	100	565	565	590	59	59	27	36	36	42	5	5	29	0	0	1
Students without Disabilities	58	58	63379	95	95	100	665	665	707	13	13	5	50	50	18	37	37	68	0	0	10
Limited English Proficient Students	35	35	6402	100	100	100	600	600	596	38	38	25	57	57	44	5	5	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	56	56	22243	95	97	93	657	657	677	25	25	14	43	43	32	32	32	51	0	0	3
Non-Economically Disadvantaged	25	25	49157	100	100	100	581	581	702	33	33	4	52	52	16	14	14	69	0	0	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	80	80	70868	95	98	100	620	620	688	21	21	5	52	52	23	27	27	63	0	0	9
All Students (Prior Year)	80	80	67629	100	100	100	466	466	524	44	44	22	25	25	16	30	30	59	0	0	3
Female	37	37	34710	93	97	99	609	609	697	23	23	3	34	34	19	43	43	66	0	0	12
Male	43	43	36176	98	98	100	630	630	678	18	18	7	68	68	27	13	13	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	80	80	5001	95	98	100	620	620	661	21	21	9	52	52	41	27	27	48	0	0	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	23	23	7900	100	100	100	543	543	580	36	36	22	55	55	49	9	9	28	0	0	1
Students without Disabilities	57	57	63054	93	93	99	653	653	701	14	14	3	51	51	20	35	35	67	0	0	10
Limited English Proficient Students	35	35	6308	100	100	100	582	582	591	33	33	19	61	61	47	6	6	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	55	55	21994	93	95	92	642	642	673	17	17	10	58	58	36	25	25	52	0	0	3
Non-Economically Disadvantaged	25	25	48960	100	100	100	566	566	694	29	29	3	38	38	18	33	33	67	0	0	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.

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	19	19	41	88	24	NA	42	94	31	31	51
	Language	100	19	19	42	87	31	31	42	94	32	32	50
	Mathematics	100	41	41	60	88	41	41	63	95	32	32	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Community Involvement
- Ü Curriculum Development
- Ü Facility Improvement
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Vocational Building
- Ü IBM-compatible Computer Lab
- Ü Library / Media Center
- Ü CISCO lab

Extracurricular Activities

- Ü Student Council
- Ü Native American Club
- Ü Yearbook/Newspaper
- Ü Future Business Leaders of America
- Ü SKILLS USA
- Ü National Honor Society
- Ü Full 2A AIA boys and girls program

Social Services

- Ü Community Classes
- Ü GED Classes
- Ü Evening Recreational Activities
- Ü Alternative Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Valley High School was recognized as making Adequate Yearly Progress AYP in 2004-2005 as designated in No Child Left Behind and is a performing school as designated by Arizona Learns.

- ü Several varsity sport participants were recognized with All-Conference honors. Our cross country team took state title for Class AA schools. The Baseball, Basketball, Track and wrestling teams competed at the state level.

- ü Student incentives were expanded to honor advancement with Accelerated Reader, Outstanding School Attendance and Good Citizenship.
 Students received quarterly awards for Superintendents Honor Roll 4.0 GPA and Principals Honor Roll 3.5 to 3.9 GPA

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	53	96	95	81
Retention Rate ⁹	14	1	1	3
Dropout Rate ¹⁰	5	0	1	6
Status Unknown ¹¹	5	0	1	4
Graduation Rate ¹²	96	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

VHS has several student organizations for student participation including Student Council, National Honor Society, Future Business Leaders of America, SKILLS USA, Native American Club, etc. An after school health & wellness program is offered for staff, students and community members.

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) :

6

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	Scott Shakespeare	(928) 688-4200
Transportation Policy	Daniel Murphy	(928) 688-4250
Community Resources	Geneva Garner	(928) 688-4200
School Nutrition Programs	Chris Wyszynski	(928) 688-4612
Parent Organization	Geneva Garner	(928) 688-4200
Student Health/Nurse	Hawia Lasaloo	(928) 688-4200

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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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.