

# Chinle High School

## ARIZONA SCHOOL REPORT CARD 2003-04

U.S. 191 & Navajo Route 7, Chinle, AZ 86503

Chinle Unified District

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

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

High School  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

Corrective Action

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Doug Clauschee  
Schedule : 7:30 AM to 5:00 PM  
Grades : 9-12  
2003 Enrollment : 1206  
Web Address : chinleusd.k12.az.us/chspage.htm  
Phone Number : (928) 674-9507  
Fax Number : (928) 674-9432  
E-mail : dclauschee2@chinleusd.k12.az.us

### Mission

Through a cooperative effort, students, staff and community members seek to promote Chinle High School as an educational institution where each student can achieve his or her potential.

### School / Academic Goals

ü At Chinle High School, three specific academic areas of goals are currently being targeted: reading, writing, and math, with an emphasis on reading.

ü Students participating in the writing portion of the AIMS needs assessment test to meet state standards and will increase the percentage of students who are at or below standards.

### Instructional Programs

ü Math - Remedial, Advance and Honors  
ü English - Reading, Writing and Honors  
ü Social Studies - Advance and Honors  
ü Science - General to Advanced

### Enrollment

October 1, 2002 School Year Student Enrollment : 1156  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 161

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 50 minutes  
First Day of School : 7/28/2003  
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Improvement
- ü Personnel - New Hire
- ü Admissions - New Students
- ü Health, Safety, and Welfare
- ü Curriculum Alignment
- ü Professional Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	71.00
Other Professional Staff	7.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	1	2
4 to 6 years	10	6	0	0
7 to 9 years	8	4	0	0
10 or more years	9	16	0	0

Shared Responsibilities

School

School administration will work with department heads and staff members and parents in implementing the needed academic changes. Critical systems within the school support systems will be renovated or revised.

Parents

Parents will be involved in the writing, planning and implementation of various aspects of the school improvement process.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü Yearbook Club
- ü Student Council
- ü National Honor Society
- ü Native American Leadership

Social Services

- ü IHS Behavioral & Mental Health
- ü District Social Services Department
- ü Twin Trails Treatment
- ü Navajo Nation Police Department

Transportation Policy

Provide the necessary transportation is provided and the safety mode of transportation for all students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Phillips Exeter Prep School 08 students attended 2003 academic year.

Ü Upward Bound Academy - 17 attended with the Dine' College.

School Honors

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

Award/Honor	Year
Ü General Scholarships	2003
Ü Navajo Nation Scholarships	2003
Ü Outstanding Academic Achievements	2003
Ü Chief Manuelito Scholars	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	14	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	4	10	10	9
Promotion Rate <sup>6</sup>	85	99	98	95
Retention Rate <sup>7</sup>	15	1	2	5
Dropout Rate <sup>8</sup>	16			8
Status Unknown <sup>9</sup>	15			6
Graduation Rate <sup>10</sup>	73			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	247	249	57534	89	89	91	461	461	491	87	87	46	7	7	16	6	6	23	0	0	15
All Students (Prior Year)	221	232	51010	NA	NA	NA	448	448	483	86	87	45	9	9	20	4	4	23	0	0	11
Female	131	131	28155	89	89	90	461	461	491	87	87	47	8	8	16	5	5	24	0	0	14
Male	116	118	28932	89	89	89	462	461	491	88	88	46	6	6	15	7	7	23	0	0	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	--	--	17547	--	--	86	--	--	475	--	--	64	--	--	15	--	--	15	--	--	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	240	242	3794	87	87	91	460	460	468	88	89	72	7	7	13	5	4	12	0	0	3
White	NC	NC	29790	NC	NC	86	NC	NC	501	NC	NC	34	NC	NC	17	NC	NC	29	NC	NC	20
Students with Disabilities	41	41	5562	95	95	93	NA	NA	461	NA	NA	79	NA	NA	10	NA	NA	8	NA	NA	3
Students without Disabilities	206	208	51972	88	88	90	461	461	492	87	87	45	7	7	16	6	6	24	0	0	15
Limited English Proficient Students	41	41	5467	29	29	111	NA	NA	458	NA	NA	87	NA	NA	7	NA	NA	5	NA	NA	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	247	249	10446				461	461	472	87	87	70	7	7	13	6	6	13	0	0	4
Non-Economically Disadvantaged	--	--	47088				--	--	495	--	--	42	--	--	16	--	--	26	--	--	17

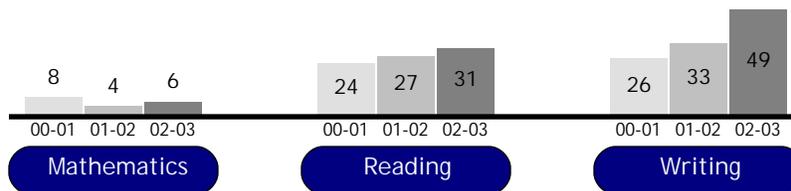
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	265	266	56700	95	95	89	486	485	512	29	29	15	40	39	23	31	31	52	0	0	10
All Students (Prior Year)	220	232	50525	NA	NA	NA	483	481	517	29	31	12	44	41	22	23	24	51	4	4	15
Female	138	138	27862	93	93	89	489	489	517	25	25	12	41	41	22	34	34	54	0	0	12
Male	127	128	28398	98	98	88	481	481	507	33	34	19	38	37	24	28	28	49	1	1	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	--	--	17305	--	--	85	--	--	494	--	--	24	--	--	31	--	--	41	--	--	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	258	259	3815	94	94	91	484	484	489	29	30	29	41	40	35	30	30	35	0	0	2
White	NC	NC	29209	NC	NC	84	NC	NC	525	NC	NC	9	NC	NC	17	NC	NC	59	NC	NC	15
Students with Disabilities	46	46	5215	107	107	87	NA	NA	478	NA	NA	43	NA	NA	29	NA	NA	25	NA	NA	2
Students without Disabilities	219	220	51485	93	93	89	486	485	513	29	29	15	40	39	23	31	31	52	0	0	11
Limited English Proficient Students	46	46	5378	32	32	109	NA	NA	471	NA	NA	48	NA	NA	36	NA	NA	15	NA	NA	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	265	266	10358				486	485	492	29	29	26	40	39	33	31	31	37	0	0	4
Non-Economically Disadvantaged	--	--	46342				--	--	516	--	--	13	--	--	21	--	--	54	--	--	12

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	265	268	55090	95	96	87	439	439	479	44	44	16	7	7	13	49	48	70	0	0	0
All Students (Prior Year)	213	220	50572	NA	NA	NA	439	439	481	42	43	14	25	25	23	33	32	63	0	0	1
Female	141	142	27752	95	96	89	444	444	483	38	39	13	8	8	12	54	53	75	0	0	0
Male	124	126	26842	95	96	83	432	432	474	52	52	20	7	6	15	41	41	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	--	--	16391	--	--	81	--	--	458	--	--	28	--	--	16	--	--	56	--	--	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	256	259	3731	93	94	89	437	437	446	45	45	37	8	7	16	47	47	47	0	0	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	43	43	4141	100	100	69	NA	NA	436	NA	NA	47	NA	NA	18	NA	NA	35	NA	NA	0
Students without Disabilities	222	225	50949	94	95	89	439	439	479	44	44	16	7	7	13	49	48	71	0	0	0
Limited English Proficient Students	43	43	4711	30	30	96	NA	NA	422	NA	NA	61	NA	NA	13	NA	NA	26	NA	NA	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	265	266	10168				439	439	453	44	44	32	7	7	18	49	48	50	0	0	0
Non-Economically Disadvantaged	--	NC	44922				--	NC	484	--	NC	13	--	NC	13	--	NC	73	--	NC	0

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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	15	15	43	99	19	19	37	97	17	17	41
	Language	NC	NC	NC	41	99	23	23	38	98	22	22	42
	Mathematics	100	30	30	59	99	35	35	56	99	35	35	60

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 Safety

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

Internal/External Suspension, Outreach Program, Counseling/Interventions, Youth Home & Detention Center, Probation Office, PHS, NN & NHA Substance Abuse Program, Sec. 504 Homebound, Sp. Ed. Home Instructions, Girls & Boys Club, 21st Century, Title V.

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) :

201
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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.

Contacts

	Name	Phone Number
School Site Council	Doug Clauschee	(928) 674-9507
Transportation Policy	Lafey Tso	(928) 674-9710
Community Resources	Navajo Nation Law Enforcement	(928) 674-2111
School Nutrition Programs	Marcus Alonzo, Armark Food Services	(928) 674-9778
Parent Organization	Parent Center	(928) 674-9544
Student Health/Nurse	Florence Sandoval	(928) 674-9437

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)