

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

P.O. Box 587, 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 <sup>(a)</sup>

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 <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Not Met

#### School Improvement Status <sup>(b)</sup>

2004-05	Restructure(Plan)
2003-04	Restructuring
2002-03	Corrective Action

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

### School Overview

Principal/Administrator : Mr. Douglas Clauschee  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 1111  
 Web Address : chinleusd.k12.az.us/chspage.htm  
 Phone Number : (928) 674-9507  
 Fax Number : (928) 674-9432  
 E-mail : dclauschee@chinleusd.k12.az.us

### Mission

The mission of the Chinle High School is 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 mathematics across the curricular.
- ü Students will meet and/or excell the writing standards and increase the percentage of students who Falls Far Below or are Approaching the state standards would use the Six Traits Writing process in our daily intructions and quarterly assessments.
- ü Students will meet the state academic standards in math through research based education instructions and quarterly assessment.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1136  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 1098

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
- Ü Special Education
- Ü Alternative Education
- Ü Vocational Education
- Ü ESL

Calendar Information

Number of Instruction Days : 182  
Average Daily Instruction Time : 6 hours 50 minutes  
First Day of School : 8/8/2005  
Last Day of School : 5/26/2006

Shared Responsibilities

School

School administration will work with department heads, staff members and parents in implementing the district curriculum aligned to the state standards, research based education and other needed academic changes. Critical systems within the school support systems will be renovated or revised.

Parents

Parents will be involved in the planning, developing, and implementation of various aspects of scientifically research-based education and standards of the school improvement process to increase academic achievement.

Transportation Policy

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

School Honors

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

Award/Honor	Year
Ü General Scholarships	2005
Ü Navajo Nation Scholarships	2005
Ü Outstanding Academic Achievements	2005
Ü Chief Manuelito Scholars	2005

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	315	325	69846	100	100	100	647	647	699	42	43	21	21	21	11	35	34	49	2	2	18
All Students (Prior Year)	301	308	65934	100	100	100	464	464	492	79	79	43	14	14	18	6	6	24	1	1	15
Female	149	151	34328	100	100	99	665	664	702	37	38	19	23	22	12	38	38	51	2	2	18
Male	166	174	35509	100	100	100	632	633	696	46	48	23	20	20	11	32	31	48	2	2	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	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	311	321	4785	100	100	100	651	651	671	42	44	39	21	20	17	35	34	39	2	2	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	45	47	7690	100	100	100	458	462	593	61	62	64	16	16	14	23	22	21	0	0	2
Students without Disabilities	270	278	62220	100	100	99	680	680	712	38	40	16	22	22	11	37	36	53	2	2	20
Limited English Proficient Students	196	203	5834	100	100	100	621	622	612	55	56	46	20	19	20	25	24	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	182	186	21421	99	98	92	676	676	686	42	43	35	23	22	15	34	33	43	2	2	7
Non-Economically Disadvantaged	133	139	48489	100	100	100	602	603	704	42	43	15	19	19	10	37	36	52	3	3	23

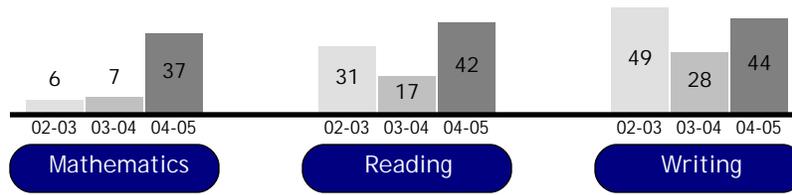
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	317	327	71311	100	100	100	636	637	694	14	15	7	43	43	21	42	42	63	0	0	9
All Students (Prior Year)	284	291	68162	100	100	100	475	474	509	38	38	18	45	44	24	17	17	51	0	0	8
Female	153	155	34899	100	100	100	656	656	700	13	13	5	42	42	19	45	45	66	1	1	10
Male	164	172	36430	100	100	100	618	619	688	16	17	9	44	43	22	40	40	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	314	324	5110	100	100	100	640	641	661	15	15	14	43	43	38	42	42	46	0	0	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	47	48	8021	100	100	100	462	466	590	26	25	27	49	50	42	26	25	29	0	0	1
Students without Disabilities	270	279	63379	100	100	100	669	669	707	12	13	5	42	41	18	45	45	68	0	0	10
Limited English Proficient Students	196	204	6402	100	100	100	607	608	596	21	21	25	50	50	44	30	29	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	199	202	22243	100	100	93	663	662	677	16	17	14	46	45	32	38	38	51	0	0	3
Non-Economically Disadvantaged	118	125	49157	100	100	100	587	590	702	12	11	4	38	38	16	50	50	69	1	1	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	314	325	70868	100	100	100	633	633	688	9	9	5	46	47	23	43	42	63	1	1	9
All Students (Prior Year)	278	285	67629	100	100	100	479	478	524	42	44	22	29	28	16	28	28	59	0	0	3
Female	148	150	34710	100	100	99	659	659	697	4	4	3	42	42	19	52	52	66	2	2	12
Male	166	175	36176	100	100	100	611	612	678	13	13	7	50	52	27	36	35	59	1	1	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	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	309	320	5001	100	100	100	637	637	661	9	9	9	46	47	41	44	43	48	1	1	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	46	47	7900	100	100	100	451	455	580	11	11	22	65	66	49	24	23	28	0	0	1
Students without Disabilities	268	278	63054	100	100	99	667	667	701	9	8	3	43	44	20	47	46	67	2	2	10
Limited English Proficient Students	197	206	6308	100	100	100	604	605	591	13	12	19	56	56	47	31	31	33	1	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	196	199	21994	100	100	92	659	658	673	10	10	10	49	50	36	40	39	52	0	0	3
Non-Economically Disadvantaged	118	126	48960	100	100	100	584	586	694	6	6	3	41	42	18	50	48	67	4	4	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	97	17	17	41	75	19	NA	42	81	33	33	51
	Language	98	22	22	42	76	25	25	42	81	33	33	50
	Mathematics	99	35	35	60	76	37	37	63	81	29	29	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 2 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	76.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	6	2	0
4 to 6 years	10	6	0	0
7 to 9 years	5	14	0	0
10 or more years	6	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	05
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Theatre Room
- Ü Library
- Ü Parent

Extracurricular Activities

- Ü Yearbook Club
- Ü FBLA
- Ü Student Council
- Ü FFA
- Ü National Honor Society
- Ü Rodeo Club & Team
- Ü Native American Leadership
- Ü Sports Clubs

Social Services

- Ü IHS Behaviorial & Mental Health
- Ü Navajo Nation Juvenile Detention Center
- Ü District Social Services Department
- Ü Department of Youth Services
- Ü Twin Trails Treatment
- Ü Navajo Nation Social Services Department
- Ü Navajo Nation Police Department
- Ü Student Assistance Program

## School Achievements/Accomplishments 2004-05

- ü Phillips Exeter Prep School 08 students attended 2004 academic Summer Program.
  
- ü Upward Bound Program and Academy - 15 students participated in the acadmic year program and attended the Dine' College Summer Program.
  
- ü 6 students recieved Navajo Nation Manuelito Scholar ships. A total of 450,000 dollars worth of scholarships.
  
- ü Increases in the AIMS scores.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	37	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	58	96	95	81
Retention Rate <sup>9</sup>	11	1	1	3
Dropout Rate <sup>10</sup>	12	0	1	6
Status Unknown <sup>11</sup>	11	0	1	4
Graduation Rate <sup>12</sup>	100	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

Internal/External Suspension, Outreach Program, Counseling/Interventions, Youth Home & Detention Center, Probation Office, Public Health Services, Navajo Nation & Navajo Housing Authority Substance Abuse Program, Sec. 504 Homebound, Sp. Ed. Home Bound Instructions, Girls & Boys Club, 21st Century, Title V.

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) :

115

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	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) 674-9612
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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

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.