

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Douglas Clauschee  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Not Met

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

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

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

### 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, 2005 School Year Student Enrollment : 1081  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	267	281	71130	96	96	95	677	677	701	39	40	23	26	26	13	33	32	51	2	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	148	35465	95	94	96	680	679	702	34	36	21	26	26	13	38	36	53	2	2	13
Male	124	133	35648	97	97	94	675	674	701	44	44	24	26	26	12	28	28	50	2	2	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	265	279	4241	96	96	90	677	676	679	39	40	39	26	26	19	33	32	39	2	2	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	40	40	5862	98	98	71	647	647	658	75	75	63	15	15	15	10	10	20	NA	NA	2
Students without Disabilities	227	241	65268	95	95	98	682	681	705	32	34	19	28	27	12	37	36	54	3	2	15
Limited English Proficient Students	173	181	4859	95	94	93	669	669	662	49	49	64	25	25	15	26	26	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	267	267	22957	96	96	93	677	677	685	39	39	34	26	26	17	33	33	44	2	2	5
Non-Economically Disadvantaged	--	14	48173	--	93	96	--	661	709	--	64	17	--	21	11	--	14	55	--	NA	18

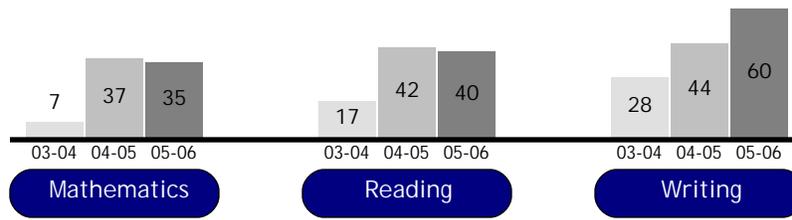
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	272	285	73018	95	96	97	670	669	703	9	9	6	51	51	23	39	39	64	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	153	36181	94	96	97	676	674	708	7	7	4	45	46	21	47	46	65	1	1	9
Male	125	132	36816	96	97	96	664	663	699	12	12	7	58	58	24	30	30	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	270	283	4389	95	96	93	670	669	675	9	10	9	51	52	42	39	38	47	1	1	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	42	42	7170	100	100	85	638	638	654	29	29	23	60	60	47	12	12	29	NA	NA	1
Students without Disabilities	230	243	65848	94	96	98	675	674	708	6	6	4	49	50	20	44	43	67	1	1	9
Limited English Proficient Students	181	185	5099	97	96	95	660	660	641	13	12	29	60	60	59	27	27	12	1	1	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	272	272	23912	95	95	94	670	670	681	9	9	10	51	51	36	39	39	52	1	1	2
Non-Economically Disadvantaged	--	13	49106	--	100	98	--	648	714	--	15	4	--	62	16	--	23	69	--	NA	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	272	287	72810	95	97	96	680	677	685	6	7	6	35	36	30	57	55	58	3	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	152	36111	94	95	97	694	693	695	3	3	4	23	24	23	71	70	65	3	3	8
Male	126	135	36678	97	99	95	663	660	674	9	10	9	49	50	36	40	38	52	2	2	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	270	285	4370	95	97	92	679	677	670	6	7	9	35	36	39	57	55	50	2	2	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	42	42	7071	100	100	84	643	643	634	17	17	24	60	60	53	24	24	21	NA	NA	1
Students without Disabilities	230	245	65739	94	96	98	685	682	689	4	5	4	30	32	27	63	60	62	3	3	6
Limited English Proficient Students	179	184	5046	96	96	94	671	671	621	7	7	31	45	46	56	46	45	12	2	2	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	272	272	23814	95	95	94	680	680	667	6	6	10	35	35	41	57	57	47	3	3	2
Non-Economically Disadvantaged	--	15	48996	--	100	97	--	635	693	--	20	4	--	60	24	--	20	64	--	NA	7

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	75	19	NA	42	81	33	33	51	76	30	30	52
	Language	76	25	25	42	81	33	33	50	76	32	32	50
	Mathematics	76	37	37	63	81	29	29	50	76	28	28	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 Certification.	05
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly 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 Behavioral & 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	1	89	88	73
Graduation Rate <sup>6</sup>	85	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

115
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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.

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 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.

6 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).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.