

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4088 Jefferson Road, Elfrida, AZ 85610

Valley Union High School 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)

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. Rusty Taylor
 Schedule : 08:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.valleyunion.org
 Phone Number : (520) 642-3492
 Fax Number : (520) 642-3523
 E-mail : rusty.taylor@vuhs.net

Mission

The mission of Valley Union High School is to educate all of our students physically, intellectually, emotionally, and socially in a safe, caring, and stimulating environment.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü All students will meet or exceed state standards in mathematics by the end of their senior year.
- ü All students will show continuing improvement in reading and writing strategies in order to meet state standards by the end of their senior year.

Enrollment

October 1, 2005 School Year Student Enrollment : 193
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- ü College Prep
- ü On-site Special Education
- ü Vocational Education
- ü Computer Enhancement, NovaNet
- ü Special Ed. Youth Transition Program
- ü Tutoring/P.A.S.S. program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Valley Union provides the safest possible environment for students by giving a copy of procedures and rules to students and parents. Weekly notices are sent to parents of students who are failing. Many of our students receive academic scholarships.

Parents

Valley Union parents are expected to ensure that their student know the school's rules, standards, and expectations. Parents participate by involvement, providing a safe learning environment at home and by assisting with student problems.

Transportation Policy

Valley Union High School has five bus routes that cover Sunsites/Pearce, Sunizona, Elfrida, McNeal, and Double Adobe. Students are expected to follow posted bus rules and procedures. Failure to do so may result in the loss of bus riding privileges.

School Honors

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

Award/Honor	Year
ü Finalist for the E.A. Row Award for School Excellence	2004
ü Most Athletics Teams Qualified for the State Play-offs	2005
ü Music Solo Ensemble Superior Ratings	2005
ü Title I Distinguished Schools Award Finalist	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	46	46	71130	98	98	95	698	698	701	17	17	23	17	17	13	61	61	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	35465	96	96	96	699	699	702	14	14	21	14	14	13	68	68	53	5	5	13
Male	24	24	35648	100	100	94	698	698	701	21	21	24	21	21	12	54	54	50	4	4	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	16	16	25103	100	100	95	696	696	685	25	25	34	13	13	16	56	56	45	6	6	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	29	29	36075	97	97	95	699	699	715	14	14	12	21	21	9	62	62	58	3	3	21
Students with Disabilities	11	11	5862	100	100	71	666	666	658	45	45	63	45	45	15	9	9	20	NA	NA	2
Students without Disabilities	35	35	65268	97	97	98	708	708	705	9	9	19	9	9	12	77	77	54	6	6	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	27	27	22957	96	96	93	696	696	685	19	19	34	15	15	17	63	63	44	4	4	5
Non-Economically Disadvantaged	19	19	48173	100	100	96	702	702	709	16	16	17	21	21	11	58	58	55	5	5	18

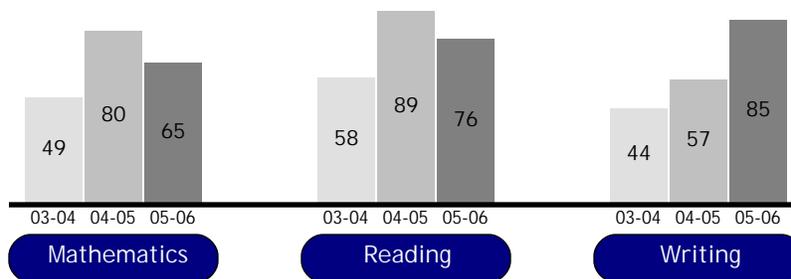
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	73018	98	98	97	712	712	703	2	2	6	22	22	23	67	67	64	9	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	36181	100	100	97	707	707	708	5	5	4	27	27	21	55	55	65	14	14	9
Male	23	23	36816	96	96	96	717	717	699	NA	NA	7	17	17	24	78	78	62	4	4	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	16	16	25801	100	100	96	713	713	683	NA	NA	10	19	19	34	75	75	53	6	6	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	28	28	37024	97	97	97	713	713	721	4	4	2	21	21	12	64	64	73	11	11	13
Students with Disabilities	10	10	7170	91	91	85	NA	NA	654	NA	NA	23	NA	NA	47	NA	NA	29	NA	NA	1
Students without Disabilities	35	35	65848	100	100	98	716	716	708	3	3	4	14	14	20	71	71	67	11	11	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	26	26	23912	96	96	94	709	709	681	4	4	10	23	23	36	65	65	52	8	8	2
Non-Economically Disadvantaged	19	19	49106	100	100	98	717	717	714	NA	NA	4	21	21	16	68	68	69	11	11	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	45	45	72810	98	98	96	699	699	685	2	2	6	13	13	30	78	78	58	7	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	36111	100	100	97	708	708	695	NA	NA	4	9	9	23	77	77	65	14	14	8
Male	23	23	36678	96	96	95	692	692	674	4	4	9	17	17	36	78	78	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	16	16	25735	100	100	96	689	689	669	6	6	10	19	19	41	69	69	48	6	6	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	28	28	36915	97	97	97	706	706	697	NA	NA	3	11	11	21	82	82	67	7	7	8
Students with Disabilities	10	10	7071	91	91	84	NA	NA	634	NA	NA	24	NA	NA	53	NA	NA	21	NA	NA	1
Students without Disabilities	35	35	65739	100	100	98	707	707	689	NA	NA	4	9	9	27	86	86	62	6	6	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	26	26	23814	96	96	94	696	696	667	4	4	10	15	15	41	69	69	47	12	12	2
Non-Economically Disadvantaged	19	19	48996	100	100	97	704	704	693	NA	NA	4	11	11	24	89	89	64	NA	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	89	43	NA	42	96	48	48	51	94	46	46	52
	Language	91	37	37	42	96	44	44	50	94	48	48	50
	Mathematics	91	61	61	63	96	46	46	50	94	43	43	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)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Instructional Programs
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	14.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- Ü Music Hall
- Ü Computer Lab
- Ü Art Studio/Classroom
- Ü Vo-Ag Classroom/Shop area

Extracurricular Activities

- Ü Athletics
- Ü Art
- Ü NHS/Academic Bowl Team
- Ü Band/Choir
- Ü Drama
- Ü FFA

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented summer school program to enhance math scores utilizing traditional and computer based instruction.

- ü All students worked on writing skills across the curriculum.

- ü Valley Union High School made AYP for the 2005-06 school year and had high test scores on the AIMS tests.

- ü Art Program won 30% of awards entered at the Kolbe art competition, including overall champion whose artwork went to Washington D.C. for display.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	95	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

Valley Union requires all students and parents verify they have read the Student Handbook. The school staff works with parents on discipline cases, and the school maintains a positive relationship with local law enforcement.

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) :

2

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	Rusty Taylor	(520) 642-3492
Transportation Policy	Gary Walker	(520) 642-3492
Community Resources	Rusty Taylor & Gary Walker	(520) 642-3492
School Nutrition Programs	Angie McWilliams	(520) 642-3492
Parent Organization	Rusty Taylor	(520) 642-3492
Student Health/Nurse	Reyna Parra	(520) 642-3492

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 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.

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Total cost of printing: 12 Pages X .0243 Per page X 194 Copies = \$57.00

** 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.