

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

900 N Main St, Eloy, AZ 85231

Santa Cruz 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)

2004-05	Underperforming
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Mary Jane Griffith
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 533
 Web Address : santacruzdevils.us
 Phone Number : (520) 466-2200
 Fax Number : (520) 466-2222
 E-mail : mjgriffith@cox.net

Mission

The students of Santa Cruz Valley Union High School will be prepared academically and vocationally to be responsible citizens, able to prosper now and in the future.

School / Academic Goals

- ü Students will set and monitor life goals.
- ü Students will demonstrate improved communication skills in writing and reading.
- ü Students will increase scores in mathematics.
- ü Students will increase daily attendance.

Enrollment

October 1, 2004 School Year Student Enrollment : 545
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- ü Fire Science Program
- ü Medical Assistant Program
- ü Alternative Education Academy
- ü CAVIT
- ü ITV Virtual Field Trips
- ü Law Related Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We seek input from parents on issues that affect their children. Parents are provided with interim progress reports at the end of the first and third quarters and at the conclusion of each semester.

Parents

Responsibilities of parents include providing an adequate place to study; placing value on education; getting children to school each day; being involved in children's lives and encouraging children to be successful in school.

Transportation Policy

SCVUHS District provides transportation to all handicapped students whose IEPs include transportation requirements and to all students within district boundaries who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Arizona CPR/First Aid-1st Place--Health Careers Program	2005
ü Math Awards at CAC Math Contest	2005
ü Softball Championships--State & National	2000
ü Boys Tennis Championship - State	2004

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	82	82	69846	86	88	100	654	654	699	51	51	21	15	15	11	31	31	49	3	3	18
All Students (Prior Year)	144	144	65934	100	100	100	455	455	492	88	88	43	8	8	18	3	3	24	0	0	15
Female	45	45	34328	87	90	99	662	662	702	42	42	19	16	16	12	40	40	51	2	2	18
Male	37	37	35509	86	86	100	643	643	696	63	63	23	14	14	11	20	20	48	3	3	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	63	63	23363	90	91	100	659	659	680	53	53	32	10	10	16	34	34	45	3	3	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	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	10	10	7690	100	100	100	493	493	593	89	89	64	0	0	14	11	11	21	0	0	2
Students without Disabilities	72	72	62220	84	86	99	674	674	712	46	46	16	17	17	11	34	34	53	3	3	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	39	39	21421	72	75	92	664	664	686	62	62	35	15	15	15	21	21	43	3	3	7
Non-Economically Disadvantaged	43	43	48489	100	100	100	644	644	704	41	41	15	15	15	10	41	41	52	2	2	23

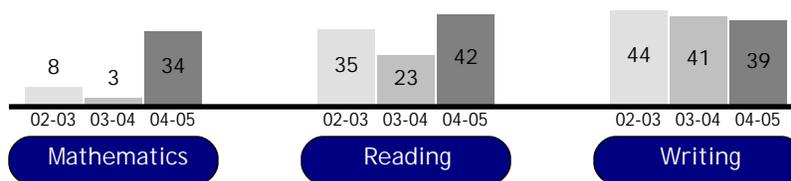
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	71311	95	95	100	648	648	694	18	18	7	40	40	21	42	42	63	0	0	9
All Students (Prior Year)	151	151	68162	100	100	100	476	476	509	37	37	18	40	40	24	23	23	51	0	0	8
Female	52	52	34899	98	98	100	661	661	700	8	8	5	44	44	19	48	48	66	0	0	10
Male	41	41	36430	91	91	100	632	632	688	31	31	9	36	36	22	33	33	61	0	0	8
African American	10	10	3573	83	83	100	644	644	676	33	33	9	44	44	26	22	22	60	0	0	4
Hispanic	70	70	24056	97	97	100	654	654	672	19	19	13	38	38	31	43	43	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	10	10	36841	100	100	99	606	606	713	0	0	3	44	44	12	56	56	72	0	0	13
Students with Disabilities	11	11	8021	100	100	100	496	496	590	64	64	27	27	27	42	9	9	29	0	0	1
Students without Disabilities	82	82	63379	91	91	100	670	670	707	12	12	5	42	42	18	46	46	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	48	48	22243	87	87	93	657	657	677	20	20	14	50	50	32	30	30	51	0	0	3
Non-Economically Disadvantaged	45	45	49157	100	100	100	638	638	702	16	16	4	30	30	16	53	53	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	70868	92	92	100	638	638	688	11	11	5	49	49	23	39	39	63	0	0	9
All Students (Prior Year)	148	148	67629	100	100	100	481	481	524	38	38	22	21	21	16	41	41	59	0	0	3
Female	52	52	34710	98	98	99	653	653	697	6	6	3	44	44	19	50	50	66	0	0	12
Male	38	38	36176	84	84	100	619	619	678	19	19	7	57	57	27	24	24	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	68	68	23868	94	94	100	642	642	670	10	10	9	52	52	33	37	37	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	10	10	36710	100	100	99	598	598	702	0	0	2	67	67	15	33	33	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	81	81	63054	90	90	99	663	663	701	5	5	3	53	53	20	42	42	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	45	45	21994	82	82	92	645	645	673	16	16	10	47	47	36	37	37	52	0	0	3
Non-Economically Disadvantaged	45	45	48960	100	100	100	632	632	694	7	7	3	52	52	18	41	41	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

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	19	19	41	70	22	NA	42	82	27	27	51
	Language	100	19	19	42	68	26	26	42	82	27	27	50
	Mathematics	99	34	34	60	68	35	35	63	82	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/

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

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 8 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Problem Solving
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Nursing Assisting Lab
- Ü Culinary Arts Teaching Lab
- Ü AIMS Preparation Computer
- Ü Interactive Television Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Student Council
- Ü FCCLA
- Ü University of Arizona MESA
- Ü SkillsUSA
- Ü Yearbook

Social Services

- Ü Campus CAC Computer Classes
- Ü Pinal Hispanic Life Skills training
- Ü Truancy Program
- Ü Evening GED/ESL/Citizenship Classes
- Ü Evening Alternative Academy
- Ü Teen Court
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Development of a strategic action plan with West Ed Southwest Center to address and identify strategies for implementing a schoolwide standards-based approach to teaching and learning in all content areas.

- ü Partnership with four other Pinal County school districts to form a joint technological education district, Central Arizona Valley Institute of Technology, whose mission is to improve facilities, purchase equipment, and enhance programs.

- ü Partnership with Cenral Arizona College to offer dual credit courses for Career and Technical Education to improve skills for our students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	63	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	12	0	1	6
Status Unknown ¹¹	10	0	1	4
Graduation Rate ¹²	55	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

Our school has a full-time campus police officer and two Security Officers whose primary responsibilities are to keep our campus safe and orderly for our students and staff alike. Students received photo identification badges which helps everyone to get to know all students. Our campus is 'semi' closed with access onto the campus through one drive through gate and three walk through gates. Security Officers check I.D. cards and parking stickers as a precaution and to ensure complete safety.

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) :

24

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	Mary Jane Griffith	(520) 466-2200
Transportation Policy	Jesse Rosel	(520) 466-2200
Community Resources	Juanita Montijo	(520) 466-2200
School Nutrition Programs	Delora Morgan	(520) 466-2200
Parent Organization	Sheila Tarango	(520) 466-2220
Student Health/Nurse	Anne Decker	(520) 466-2200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.