ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Heritage Middle School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1076 North Road 1 West, Chino Valley, AZ 86323

Chino Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Highly 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	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Harold O. Tenney
Schedule :	08:00 AM to 04:00 PM
Grades :	6-8
2005 Enrollment :	683
Web Address :	www.cvsd.k12.az.us
Phone Number :	(928) 636-4464
Fax Number :	(928) 636-6214
E-mail :	htenney@cvsd.k12.az.us

Mission

Mission Statement. Students Can Learn Better: When showing concern and respect for self others and school environment. When being taught with a relevant and aligned curriculum. When being provided with appropriate opportunity to achieve mastery.

School / Academic Goals

- Students will show concern and respect for self, others and the school environment.
- Students will be taught a relevant and aligned curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 715

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 2

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Interdisciplinary Teams
- Skills via Exploration
- Flexible Scheduling
- Daily Physical Exercise

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Our primary goals relative to this are to provide a safe and secure environment for students; to teach children the skills found within the Arizona Academic Standards and to maintain regular communications with parents.

Parents

We believe that the potential for student success is increased substantially when parents communicate daily with their child regarding school work, assist their child with homework, and make regular contact with their child's teachers.

Transportation Policy

The Chino Valley School District transportation system supplies pick-up for students before and after school, as well as an afterschool activity bus and special education transportation. Buses are also used for academic/athletic field trips.

School Honors

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

Award/Honor	Year
2 Channel 3 Silver Apple Recipients in 2001 and 2002	2002
Band Recognition via State Fair & ASA Supt's Conference	2004
State Presidential Fitness Champs 9 x's out of 13 Years	2004
National Wildlife Federation School Yard Habitat Site	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

8th 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	240	240	78250	98	98	99	542	542	548	22	22	21	18	18	18	49	49	48	11	11	13
All Students (Prior Year)	247	247	75001	97	97	99	487	487	468	23	23	37	36	36	36	26	26	16	16	16	10
Female	115	115	38071	97	97	99	543	543	549	20	20	20	20	20	19	51	51	49	9	9	12
Male	124	124	40126	98	98	99	541	541	547	25	25	23	17	17	17	46	46	46	13	13	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	38	38	29129	100	100	99	520	520	527	41	41	32	26	26	23	29	29	40	3	3	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	189	189	38320	98	98	99	547	547	568	18	18	12	15	15	14	54	54	55	13	13	19
Students with Disabilities	37	37	9329	97	97	100	449	449	454	72	72	64	9	9	18	19	19	16	0	0	2
Students without Disabilities	207	207	68996	100	100	99	557	557	561	14	14	16	20	20	18	54	54	52	12	12	14
Limited English Proficient Students	13	13	10133	100	100	100	422	422	488	33	33	45	42	42	25	25	25	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	126	126	33388	95	95	94	533	533	530	31	31	32	20	20	22	41	41	40	8	8	5
Non-Economically Disadvantaged	118	118	44937	100	100	100	551	551	561	13	13	13	17	17	15	57	57	54	13	13	18

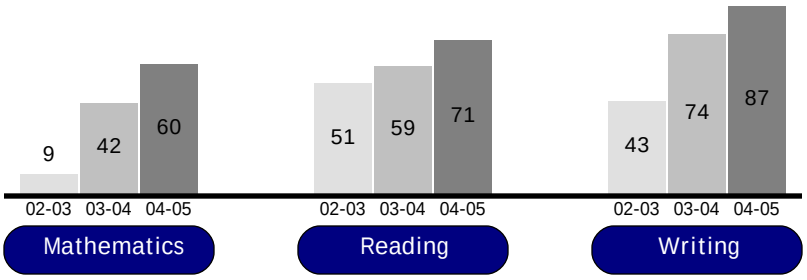
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	240	240	78302	98	0	99	521	521	512	10	10	11	18	18	25	62	62	57	9	9	7
All Students (Prior Year)	247	247	74918	97	97	99	509	509	497	23	23	32	17	17	19	40	40	35	19	19	15
Female	115	115	38082	97	0	99	528	528	518	6	6	8	17	17	24	65	65	61	12	12	7
Male	124	124	40166	98	0	99	514	514	507	13	13	14	20	20	26	60	60	54	7	7	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	38	38	29152	100	0	99	499	499	492	24	24	17	26	26	34	50	50	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	189	189	38347	98	0	99	526	526	531	8	8	5	15	15	17	65	65	68	12	12	10
Students with Disabilities	36	36	9353	95	0	100	433	433	429	39	39	40	35	35	38	19	19	22	6	6	1
Students without Disabilities	208	208	69024	100	0	99	535	535	524	5	5	7	16	16	23	69	69	62	10	10	7
Limited English Proficient Students	13	13	10140	100	0	100	399	399	451	33	33	28	25	25	43	25	25	29	17	17	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	126	126	33398	95	0	94	510	510	495	17	17	18	21	21	35	59	59	46	3	3	2
Non-Economically Disadvantaged	118	118	44979	100	0	100	532	532	525	3	3	6	16	16	18	65	65	66	16	16	10

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	239	239	78094	98	98	99	570	570	545	3	3	3	9	9	18	84	84	77	3	3	2
All Students (Prior Year)	245	245	74503	96	96	99	526	526	491	4	4	9	22	22	32	61	61	51	13	13	8
Female	115	115	38025	97	97	99	584	584	558	1	1	2	6	6	13	89	89	82	4	4	2
Male	123	123	40013	98	98	99	556	556	534	5	5	5	13	13	23	80	80	71	2	2	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	37	37	29068	97	97	99	548	548	523	3	3	5	24	24	27	70	70	67	3	3	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	189	189	38265	98	98	99	573	573	564	4	4	2	7	7	11	86	86	84	4	4	3
Students with Disabilities	35	35	9275	92	92	100	442	442	444	20	20	14	43	43	46	30	30	39	7	7	1
Students without Disabilities	208	208	68892	100	100	98	591	591	559	1	1	2	4	4	14	93	93	82	3	3	2
Limited English Proficient Students	13	13	10084	100	100	100	429	429	474	8	8	10	25	25	39	50	50	50	17	17	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	125	125	33296	94	94	94	562	562	527	5	5	5	13	13	27	81	81	67	1	1	0
Non-Economically Disadvantaged	118	118	44871	100	100	100	579	579	559	1	1	2	6	6	12	88	88	84	6	6	3

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)

8th 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	62	62	53	96	69	NA	56	99	52	52	51
	Language	100	55	54	45	100	53	53	48	99	48	48	47
	Mathematics	100	68	68	62	99	74	74	66	99	54	54	52
7	Reading	98	60	60	51	98	57	NA	54	98	56	56	50
	Language	98	56	56	54	99	51	51	58	98	55	55	52
	Mathematics	98	69	69	58	95	68	68	62	97	49	49	50
8	Reading	97	53	53	53	97	62	NA	55	99	56	56	51
	Language	98	47	47	49	97	62	62	52	99	53	53	50
	Mathematics	100	59	59	58	96	75	75	61	99	54	54	53

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	Council Duties
3 School Administrator(s)	ü Curriculum Development
1 Non-certified Employee(s)	ü School Safety Issues
2 Teacher(s)	ü Extracurricular Activities
2 Parent(s)	ü Parent/Educator Relations
2 Community Member(s)	ü Community/School Relations
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	1	2	0	0
10 or more years	7	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	165
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Campus Designed for Middle School
- ü Integrated Exploratory Building

Extracurricular Activities

- ü Interscholastic Sports
- ü Band/Choir Program
- ü Drama/Speech Performances
- ü Academic/Fine Arts Fairs

Social Services

- ü GREAT Programs/School Resource Officer
- ü Crisis Intervention
- ü DES Services
- ü Yavapai College Talent Search

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Aligned our language arts, mathematics, science and social studies curricula for grades six through eight with the Arizona Academic Standards.
- Grew from "Performing" in 2003 to "Highly Performing" in 2004 on LEARNS Label

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	93	95	94	95
Transfers Out Rate [5]	10	12	12	17
Transfers In Rate [6]	21	28	28	37
Stability Rate [7]	89	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	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

We provide a daily advisory program for all students to discuss appropriate behavior, safety rules and ways to resolve conflict, etc.

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) : 15

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	Harold O. Tenney	(928) 636-4464
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	Mary A. Bailey	(928) 636-4464
School Nutrition Programs	Beth Williams	(928) 636-7462
Parent Organization	Marie Somers	(928) 636-4464
Student Health/Nurse	Donna McBroom/Wendy Adams/Cheryl Dillenbeck	(928) 636-4464

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.