

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

760 E. Center Street, Chino Valley, AZ 86323

Chino Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### School Overview

Principal/Administrator : Mr. Jeff St Clair  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 788  
 Web Address : www.cvsd.k12.az.us  
 Phone Number : (928) 636-2298  
 Fax Number : (928) 636-6219  
 E-mail : jstclair@cvsd.k12.az.us

### Mission

To create and maintain a safe and supportive environment of mutual respect and excellence in education where students of diverse needs and abilities can reach their fullest potential.

### No Child Left Behind

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

2004-05	Met
2003-04	Met
2002-03	Met

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

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.

### School / Academic Goals

- ü All students will be able to apply effective writing, reading and math skills across the curriculum.
- ü All students will increase their respect for themselves, others and the environment.

### Enrollment

October 1, 2004 School Year Student Enrollment : 797  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

## Instructional Programs

- ü Honors Classes
- ü Career Technical Education
- ü Music/Drama/Art
- ü 9th Grade Transition Program
- ü Alternative Education Partnership

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

We believe our schools exist as a cooperative partnership between educators, parents and the community. Education must be appropriate to the needs and abilities of each pupil and to the needs of the community and the larger society.

### Parents

Parents have the responsibility to be involved in their student's education. They are responsible for ensuring that their child recognizes the importance of their education, is at school every day, and apply themselves to the best of their ability.

## Transportation Policy

Students are picked up and delivered home each day. Anyone outside the one-mile radius may participate.

## School Honors

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

Award/Honor	Year
ü National Merit Scholar	2001
ü National Vocational Education Recognition	2005
ü Nine Athletic Teams Qualified for State Tournaments	2005
ü National Recognition for Two Social Studies Teachers	2002

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	177	177	69846	97	97	100	665	665	699	36	36	21	13	13	11	41	41	49	10	10	18
All Students (Prior Year)	180	180	65934	96	96	100	485	485	492	48	48	43	24	24	18	21	21	24	7	7	15
Female	92	92	34328	99	99	99	670	670	702	33	33	19	15	15	12	47	47	51	5	5	18
Male	84	84	35509	94	94	100	659	659	696	38	38	23	11	11	11	35	35	48	17	17	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	28	28	23363	88	88	100	578	578	680	71	71	32	8	8	16	17	17	45	4	4	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	146	146	36421	99	99	99	681	681	714	29	29	12	14	14	8	46	46	54	11	11	26
Students with Disabilities	27	27	7690	100	100	100	506	506	593	78	78	64	9	9	14	9	9	21	4	4	2
Students without Disabilities	151	151	62220	97	97	99	692	692	712	29	29	16	14	14	11	46	46	53	11	11	20
Limited English Proficient Students	21	21	5834	100	100	100	496	496	612	71	71	46	14	14	20	5	5	31	10	10	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	68	68	21421	89	89	92	674	674	686	47	47	35	11	11	15	39	39	43	3	3	7
Non-Economically Disadvantaged	110	110	48489	100	100	100	659	659	704	29	29	15	14	14	10	42	42	52	14	14	23

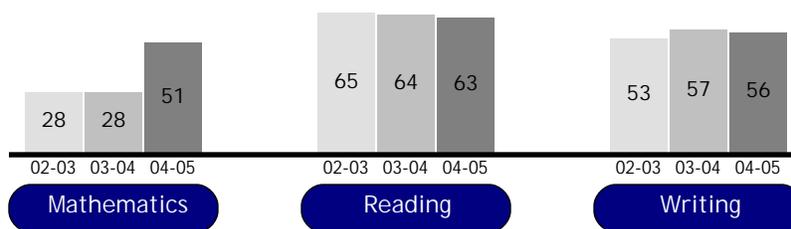
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	183	183	71311	97	97	100	667	667	694	10	10	7	28	28	21	61	61	63	2	2	9
All Students (Prior Year)	185	185	68162	96	96	100	511	511	509	18	18	18	18	18	24	55	55	51	9	9	8
Female	95	95	34899	98	98	100	676	676	700	5	5	5	26	26	19	68	68	66	1	1	10
Male	88	88	36430	96	96	100	655	655	688	16	16	9	28	28	22	53	53	61	3	3	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	31	31	24056	91	91	100	569	569	672	40	40	13	28	28	31	32	32	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	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	149	149	36841	98	98	99	684	684	713	4	4	3	27	27	12	66	66	72	2	2	13
Students with Disabilities	28	28	8021	100	100	100	492	492	590	27	27	27	59	59	42	9	9	29	5	5	1
Students without Disabilities	156	156	63379	96	96	100	694	694	707	7	7	5	23	23	18	69	69	68	1	1	10
Limited English Proficient Students	23	23	6402	100	100	100	489	489	596	43	43	25	29	29	44	24	24	30	5	5	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	78	78	22243	95	95	93	671	671	677	21	21	14	27	27	32	51	51	51	1	1	3
Non-Economically Disadvantaged	106	106	49157	99	99	100	664	664	702	2	2	4	28	28	16	68	68	69	2	2	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	177	177	70868	94	94	100	652	652	688	11	11	5	32	32	23	54	54	63	2	2	9
All Students (Prior Year)	183	183	67629	95	95	100	497	497	524	26	26	22	17	17	16	56	56	59	1	1	3
Female	93	93	34710	96	96	99	665	665	697	7	7	3	29	29	19	62	62	66	2	2	12
Male	83	83	36176	90	90	100	637	637	678	17	17	7	35	35	27	46	46	59	3	3	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	30	30	23868	88	88	100	537	537	670	40	40	9	52	52	33	4	4	55	4	4	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	144	144	36710	95	95	99	673	673	702	6	6	2	29	29	15	63	63	69	2	2	13
Students with Disabilities	26	26	7900	96	96	100	476	476	580	32	32	22	55	55	49	9	9	28	5	5	1
Students without Disabilities	152	152	63054	94	94	99	680	680	701	8	8	3	29	29	20	61	61	67	2	2	10
Limited English Proficient Students	23	23	6308	100	100	100	453	453	591	43	43	19	43	43	47	10	10	33	5	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	75	75	21994	91	91	92	652	652	673	21	21	10	39	39	36	38	38	52	2	2	3
Non-Economically Disadvantaged	103	103	48960	96	96	100	652	652	694	4	4	3	27	27	18	65	65	67	3	3	12

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

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

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	45	45	41	86	38	NA	42	94	50	50	51
	Language	91	34	34	42	88	31	31	42	94	49	49	50
	Mathematics	97	54	54	60	84	54	54	63	95	49	49	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Improvement
- Ü Curriculum
- Ü School Environment and Safety
- Ü Home-School Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	6.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	6	3	0	0
7 to 9 years	5	0	0	0
10 or more years	6	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Aquaculture and Biotech Lab
- Ü Computer/Business Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Vocational Student Organizations
- Ü Twelve Varsity Athletic Programs
- Ü Marching Band and Choir

Social Services

- Ü Upward Bound/Talent Search Programs
- Ü Counseling Services
- Ü Tobacco Prevention Program
- Ü Pregnancy Prevention Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implementation of writing across the curriculum including writing assignments in all classes evaluated with a common rubric. Daily Silent Sustained Reading Program.
  
- ü The district adopted an extended calendar schedule. This schedule allows us to provide academic assistance to students during the intersession periods.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	7	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	91	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

Teachers have a right to teach and students have a right to learn. Disruptive/disorderly students are not permitted to participate in the classroom activities. Students are provided assistance to develop the appropriate social skills. On campus security guard. Off-duty officer at events. School Resource Officer. Demerit system.

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) :

48
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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	Jeff St. Clair	(928) 636-2298
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	John Scholl	(928) 636-2298
School Nutrition Programs	Beth Williams	(928) 636-7461
Parent Organization	Mike Haddow	(928) 636-2298
Student Health/Nurse	Jean Gerhard	(928) 636-2298

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."

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.

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

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

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

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

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

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

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

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

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

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

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

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

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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.