

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

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. Jeff St Clair  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 9-12  
 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

The Power is in the lesson!  
 The Lesson Empowers US ALL!

It is our mission to provide a progressive education that inspires the mind, body, and spirit, while maintaining a safe and supportive environment where mutual respect is promoted by all.

### No Child Left Behind

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

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

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

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 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, 2005 School Year Student Enrollment : 771  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü Honors Classes
- ü Career Technical Education
- ü Music/Drama/Art
- ü 9th Grade Transition Program
- ü Alternative Education Partnership
- ü Cougar Academic Team Period
- ü Dual Enrollment Classes

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 will:

Provide comprehensive and challenging lessons, containing clearly stated objectives, clearly delivered information, guided practice, and assessments.

Lead students toward meeting state standards.

Provide a safe educational environment.

Treat each student as a valued individual with unique physical, social, emotional, spiritual, and intellectual needs.

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 Recognition for One Social Studies Teacher	2006
ü National Recognition FFA Student	2006
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	215	215	71130	97	97	95	694	694	701	22	22	23	13	13	13	60	60	51	5	5	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	102	35465	97	97	96	693	693	702	23	23	21	10	10	13	64	64	53	4	4	13
Male	113	113	35648	97	97	94	695	695	701	22	22	24	15	15	12	58	58	50	5	5	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	36	36	25103	100	100	95	674	674	685	47	47	34	11	11	16	42	42	45	NA	NA	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	175	175	36075	96	96	95	698	698	715	17	17	12	13	13	9	65	65	58	6	6	21
Students with Disabilities	25	25	5862	89	89	71	660	660	658	56	56	63	8	8	15	36	36	20	NA	NA	2
Students without Disabilities	190	190	65268	98	98	98	698	698	705	18	18	19	13	13	12	64	64	54	5	5	15
Limited English Proficient Students	11	11	4859	100	100	93	643	643	662	91	91	64	NA	NA	15	9	9	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	86	86	22957	97	97	93	687	687	685	28	28	34	16	16	17	51	51	44	5	5	5
Non-Economically Disadvantaged	129	129	48173	97	97	96	698	698	709	19	19	17	10	10	11	67	67	55	5	5	18

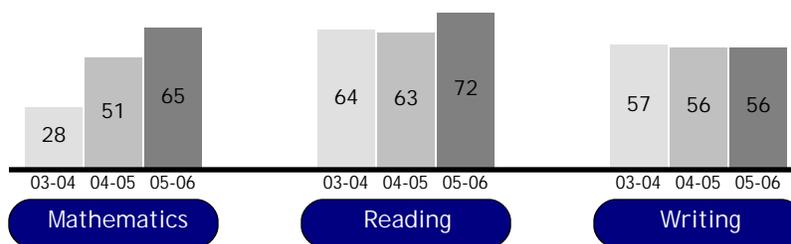
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	216	73018	97	97	97	704	704	703	5	5	6	23	23	23	67	67	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	103	103	36181	98	98	97	708	708	708	3	3	4	20	20	21	73	73	65	4	4	9
Male	113	113	36816	96	96	96	701	701	699	6	6	7	26	26	24	62	62	62	6	6	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	35	35	25801	97	97	96	672	672	683	17	17	10	40	40	34	40	40	53	3	3	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	176	176	37024	97	97	97	711	711	721	2	2	2	19	19	12	73	73	73	6	6	13
Students with Disabilities	27	27	7170	93	93	85	651	651	654	19	19	23	52	52	47	30	30	29	NA	NA	1
Students without Disabilities	189	189	65848	97	97	98	712	712	708	3	3	4	19	19	20	72	72	67	6	6	9
Limited English Proficient Students	10	10	5099	91	91	95	NA	NA	641	NA	NA	29	NA	NA	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	89	89	23912	96	96	94	696	696	681	6	6	10	29	29	36	58	58	52	7	7	2
Non-Economically Disadvantaged	127	127	49106	98	98	98	710	710	714	4	4	4	19	19	16	73	73	69	4	4	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	220	220	72810	99	99	96	667	667	685	13	13	6	31	31	30	53	53	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	105	36111	100	100	97	683	683	695	6	6	4	25	25	23	66	66	65	4	4	8
Male	115	115	36678	97	97	95	652	652	674	19	19	9	37	37	36	42	42	52	2	2	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	35	35	25735	97	97	96	630	630	669	26	26	10	46	46	41	29	29	48	NA	NA	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	180	180	36915	99	99	97	674	674	697	10	10	3	29	29	21	58	58	67	3	3	8
Students with Disabilities	30	30	7071	100	100	84	608	608	634	47	47	24	37	37	53	13	13	21	3	3	1
Students without Disabilities	190	190	65739	98	98	98	675	675	689	7	7	4	31	31	27	59	59	62	3	3	6
Limited English Proficient Students	10	10	5046	91	91	94	NA	NA	621	NA	NA	31	NA	NA	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	91	91	23814	98	98	94	657	657	667	18	18	10	34	34	41	44	44	47	4	4	2
Non-Economically Disadvantaged	129	129	48996	99	99	97	673	673	693	9	9	4	29	29	24	60	60	64	2	2	7

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

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

10th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	38	NA	42	94	50	50	51	96	46	46	52
	Language	88	31	31	42	94	49	49	50	96	44	44	50
	Mathematics	84	54	54	63	95	49	49	50	96	39	39	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	6	2	0	0
4 to 6 years	7	2	1	0
7 to 9 years	2	1	0	0
10 or more years	6	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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.
  
- ü The school added an academic period to the daily schedule.
  
- ü The school added several dual enrollment classes to the master schedule.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	82	89	88	73
Graduation Rate <sup>6</sup>	78	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

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

48

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."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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