

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Cibola High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Yuma Union High School District  
4100 W. 20th Street, Yuma, AZ 85364

**Principal:** Mr. Tony Steen  
**Schedule:** 7:00 AM to 3:30 PM  
**Web Address:** [www.cibolahigh.com](http://www.cibolahigh.com)  
**E-mail:** [asteen@yumaed.org](mailto:asteen@yumaed.org)

**Grades:** 9-12  
**2002 Enrollment:** 2671  
**Phone:** (928) 783-7837  
**Fax:** (928) 782-0093

### ∨ School Overview ∨

#### Mission

Cibola High School is committed to success, challenging students and staff to achieve their highest potential. Our mission statement is a strong acknowledgement of the diverse nature of the community. Cibola maintains a vision of academic accomplishment, innovation and dedication. It manifests itself in the number of graduates accepted to institutions of higher learning across the nation. Cibola has created a unique school culture born from the exceptional expectations of its staff.

#### Organization and Philosophy

- w Comprehensive High School
- w Team Teaching
- w Departmentalized Classrooms
- w Accessible and Equitable Technology

#### Instructional Programs

- w Honors Classes
- w Advanced Placement
- w Gifted Education
- w Interdisciplinary Teams
- w School-to-Work
- w English Language
- w On-site Special Education
- w Vision and Hearing Impaired Ed. Magnet

#### School/Academic Goals

- w Students will improve ability to interpret data across curriculum. Target objectives: Ability to decode text; determine appropriate style/main points; utilize sources of information; summarize information from text.
- w Students will improve writing skills across the curriculum. Target objectives: Organization, format, introductions and conclusions; supports with examples, persuasive writing; grammar, spelling, punctuation; appropriate style, audience awareness.
- w Students will improve speaking skills across the curriculum. Target objectives: Organization; support w/examples, quotations & proof; purpose, format, audience awareness/reactions; use of non-verbal languages, vocal variety & visual aids.
- w Students will improve skills necessary to actively demonstrate respect and responsibility as members of the high school and the community. Target objectives: Increased student promotion, attendance, GPAs, club participation, citizenship.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	2501
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Parent/Educator Relations
- w Extracurricular Activities
- w North Central Association SIP
- w School Safety Issues
- w Alumni Surveys
- w Parent Surveys

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	5.00	Teacher	117.00
Other Professional Staff	15.00	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	3	1	1
4 to 6 years	18	6	0	1
7 to 9 years	10	10	0	1
10 or more years	14	43	3	0

∨ **Shared Responsibilities** ∨

**School**

Model and nurture a passion for learning. Teach students to learn independently. Teach literacy and communication skills in all disciplines to all students. Teach relevance by using the natural connections among disciplines, and between school and the work place. Increase the technological literacy of our students and staff. Teach citizenship and leadership skills, including critical thinking, problem solving and decision making. Increase communication with parents and the community at large.

**Parents**

Make sure your child attends all classes. Support the school in its efforts to maintain proper discipline. Encourage your sons and daughters to do their homework and provide a quiet, well-lighted place for study. Become actively involved in your child's education. Model reading at home and talk with your child about his or her goals.

∨ **Transportation Policy** ∨

Our transportation policy provides a complete spectrum of support so that students can take advantage of all educational opportunities. Students who live more than 1.5 miles from school are provided transportation. Special education students receive service in accordance with their IEPs. AIA teams and clubs travel to Phoenix about 6 times per week for competition. Fifty-two buses travel 6,500 miles, transporting a third of our students daily throughout the district's 2,000 square miles.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 18 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

9/20/02	12/13/02	2/14/03	5/23/03
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### Additional Calendar/Report Card Information

Students receive a report card at the end of each six-week period. There are six grading periods during the school year. The semester grade consists of three marking periods and a final exam. GPA and credits are based on semester grades.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W 6-8 Computers in English Classes	W Agriculture Biotech Lab & Library
W Radio/Television Studio	W CADA Classroom

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#### Extracurricular Activities

W National Honor Society	W AIA Sports and Activities
W Vocational Industrial Clubs of America	W Academic Decathlon
W Future Farmers of America	W Student Council
W Performing Arts	W Service Organizations

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#### School/Community Resources

W Community College Classes	W Graduate/Teacher Certification Classes
W Sunday Church Services	W Visiting Performing Artists
W Blood Drives	W Annual Colorado River Balloon Festival
W Library Open to Community on Weeknights	W Parks and Recreational Activities

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- w The graduation rate has increased from 73% in 1993-94 to 88% in 2000-2001. The dropout rate has decreased from 8% in 1993-94 to 3.7% in 1999-2000.
- w SAT mean scores for Cibola students in 2000-01 were 526 in Verbal and 528 in Math. 27.5% of the class of 2002 took the ACT with an average composite score of 20.9.
- w The daily student attendance rate is steady at 97%.
- w 65% of the Class of 2000 was enrolled in a formal higher education program as of October 2001.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	97.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	16.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	2.5 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	1.0 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Flinn Scholars (3)	2001
Dorrance Merit Scholars (2)	2002
Arizona Outstanding Student Council Award	2002
NAAE Outstanding Secondary Ag. Education Program	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	547	493	25%	28%	38%	9%
	State	49803	512	15%	23%	48%	14%
Writing	School	578	463	26%	19%	54%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	580	467	63%	16%	16%	5%
	State	50429	480	48%	19%	22%	10%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	98	34	44	100	32	43	94	35	43	86	32	43	70	35	43
	Language	98	30	39	100	32	39	95	33	40	86	31	41	70	36	42
	Mathematics	98	44	57	100	41	57	94	48	59	86	50	61	71	59	62
10	Reading	99	30	42	100	34	42	93	28	42	--	--	--	--	--	--
	Language	100	31	43	100	35	44	94	30	44	--	--	--	--	--	--
	Mathematics	100	35	47	100	38	49	93	36	50	--	--	--	--	--	--
11	Reading	96	36	46	100	30	44	92	29	45	--	--	--	--	--	--
	Language	97	35	43	100	32	42	92	30	44	--	--	--	--	--	--
	Mathematics	97	39	51	100	36	52	92	40	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

A closed campus with fenced grounds and gated parking lots. Constant security on site during school hours and extracurricular activities. Regularly scheduled fire, earthquake, bomb and intruder drills keep students and staff prepared. Tardy sweep program minimizes class tardies and helps ensure that students are safely in class and accounted for. Cibola High School offers a wide variety of extracurricular activities to keep students involved in a positive, threat-free environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,454	\$5,881,019
Classroom Supplies	\$272	\$651,615
Administration	\$427	\$1,022,919
Support Services-Students	\$279	\$668,260
Other Support Services and Operations	\$748	\$1,792,209
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,179</b>	<b>\$10,016,022</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Tony Steen	(928) 783-7837	316
<b>Transportation Policy</b>	Robert C. Filbey	(928) 341-9076	
<b>Community Resources</b>	Gerrick Monroe	(928) 783-7837	323
<b>School Nutrition Programs</b>	TBD	(928) 726-4479	
<b>Parent Organization</b>	Tony Steen	(928) 783-7837	316
<b>Student Health/Nurse</b>	Nancy Woodhouse	(928) 783-7837	404

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.

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