

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12775 E. Mary Ann Cleveland Way, Vail, AZ 85641

Vail Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Highly Performing
2003-04	Performing
2002-03	New School

(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 : Mrs. Tricia L. Pena
 Schedule : 08:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1670
 Web Address : chs.vail.k12.az.us/
 Phone Number : (520) 762-2802
 Fax Number : (520) 762-2801
 E-mail : penat@vail.k12.az.us

Mission

Vision Statement: Cienega High School will create an educational environment utilizing partnerships among community, parents, and staff to assist students in maximizing their academic potential and promote lifelong learning.

Mission Statement: CHS - Connections, High standards, Success

School / Academic Goals

- ü 75% of students in Algebra and Geometry will attain mastery at 80%.
- ü 75% of freshman and sophomore students will improve their writing one level in at least 4 of the 6 traits of writing.
- ü 75% of freshman and sophomore students will demonstrate improvement in their reading comprehension.
- ü 96% of the certified staff members will attend 3 extra curricular student events each semester. One event is to be a non-athletic event.

Enrollment

October 1, 2004 School Year Student Enrollment : 1683
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 28

Instructional Programs

- ü 22 Credit Grad Req, Advisor Base
- ü Block Scheduling (95-minute Blocks)
- ü Freshman Academy, Senior Exit Project
- ü Fine Arts
- ü Honors/AP Offerings
- ü Dual Enrollment-Pima Community College
- ü CTE:Spts Med/Graphics/Bldg. Trades/Mktg

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/22/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Cienega's responsibilities follow the mission of the Vail School District: To provide parents with safe and nurturing school communities where their children can obtain a quality education.

Parents

Parent responsibilities include communication with the school, support of the established Code of Conduct, dress code, attendance and athletic/activity policies, and to work as partners for the well-being of their students.

Transportation Policy

Vail School District provides bus service to high school students meeting varying schedules. To Cienega, 7:00 A.M. activity bus for zero hour, regular schedule transportation, and a 6:00 P.M. evening activity bus.

School Honors

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

Award/Honor	Year
ü Received and Distributed over \$1.8 mill in scholarships	2005
ü North Central Accreditation	2004
ü Ftbll Coach of the Year/Outstanding High Schl Faculty	2004
ü AZ High School Principal of the Year	2005

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	424	433	69846	99	100	100	708	708	699	14	14	21	7	7	11	60	60	49	19	19	18
All Students (Prior Year)	373	373	65934	100	100	100	495	495	492	34	34	43	29	29	18	26	26	24	12	12	15
Female	212	216	34328	100	100	99	714	714	702	10	10	19	7	7	12	63	63	51	20	20	18
Male	212	217	35509	99	100	100	702	701	696	18	19	23	8	8	11	57	56	48	18	18	18
African American	27	27	3535	100	100	100	705	705	677	20	20	31	4	4	15	60	60	46	16	16	8
Hispanic	60	62	23363	100	100	100	698	698	680	20	20	32	8	8	16	61	61	45	10	10	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	325	332	36421	98	99	99	709	709	714	12	13	12	7	7	8	59	59	54	21	21	26
Students with Disabilities	45	47	7690	96	100	100	611	612	593	65	66	64	13	12	14	20	20	21	3	2	2
Students without Disabilities	379	386	62220	100	100	99	719	718	712	8	9	16	7	7	11	64	64	53	21	21	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	424	433	48489	100	100	100	708	708	704	14	14	15	7	7	10	60	60	52	19	19	23

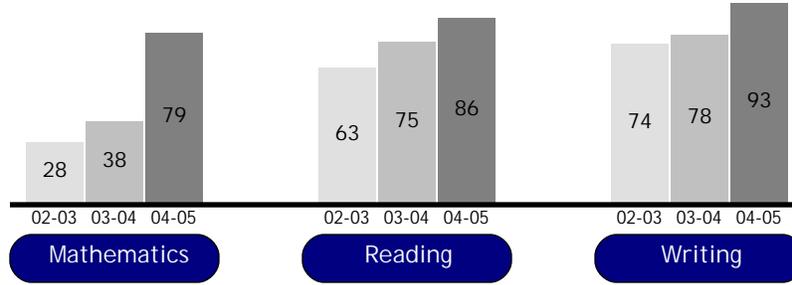
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	428	71311	98	98	100	712	712	694	2	2	7	12	12	21	72	72	63	14	13	9
All Students (Prior Year)	379	379	68162	100	100	100	521	521	509	5	5	18	20	20	24	68	68	51	7	7	8
Female	214	218	34899	98	99	100	722	722	700	2	2	5	6	6	19	75	75	66	17	17	10
Male	209	212	36430	98	99	100	702	701	688	2	3	9	18	18	22	70	70	61	10	10	8
African American	30	30	3573	100	100	100	718	718	676	4	4	9	21	21	26	57	57	60	18	18	4
Hispanic	61	62	24056	98	97	100	710	710	672	2	2	13	14	14	31	79	79	53	5	5	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	318	324	36841	97	97	99	711	710	713	2	2	3	11	11	12	74	73	72	14	14	13
Students with Disabilities	47	48	8021	98	100	100	617	617	590	14	16	27	43	42	42	40	40	29	2	2	1
Students without Disabilities	376	382	63379	98	98	100	723	723	707	1	1	5	8	9	18	76	76	68	15	15	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	423	430	49157	99	100	100	712	712	702	2	2	4	12	12	16	73	72	69	13	13	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	416	421	70868	97	97	100	713	712	688	1	1	5	6	6	23	80	80	63	13	13	9
All Students (Prior Year)	377	377	67629	100	100	100	558	558	524	9	9	22	13	13	16	73	73	59	5	5	3
Female	211	214	34710	97	97	99	723	723	697	0	0	3	2	2	19	78	78	66	20	20	12
Male	207	209	36176	97	97	100	702	701	678	2	2	7	10	10	27	83	82	59	6	6	7
African American	30	30	3557	100	100	99	721	721	675	4	4	7	0	0	25	71	71	62	25	25	6
Hispanic	63	64	23868	100	100	100	715	715	670	0	0	9	7	7	33	88	88	55	5	5	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	311	315	36710	95	95	99	711	710	702	1	1	2	7	7	15	79	79	69	13	13	13
Students with Disabilities	44	45	7900	92	94	100	619	618	580	10	12	22	43	41	49	48	46	28	0	0	1
Students without Disabilities	374	378	63054	98	97	99	723	723	701	0	0	3	2	2	20	84	84	67	14	14	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	418	423	48960	98	98	100	713	712	694	1	1	3	6	6	18	80	80	67	13	13	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	90	52	52	41	99	53	NA	42	97	62	61	51
	Language	95	48	48	42	99	54	54	42	97	59	59	50
	Mathematics	94	66	66	60	99	69	69	63	97	59	58	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Approve Annual School Goals
- Ü Write/Approve Discipline Plans/Handbooks
- Ü Review/Approve Educ. Enrichment Plans
- Ü Review/Approve Spec. Prog./Field Trips
- Ü Review/Approve Annual School Budget
- Ü Review/Approve Calendar/Curric./Schedule

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	82.00
Other Professional Staff	13.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	14	0	0
4 to 6 years	11	7	0	0
7 to 9 years	5	4	0	0
10 or more years	8	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Dining/Fine Arts Center/Blackbox Theatre
- Ü Library/2 Gymnasiums/Wrestling Room
- Ü Computer Labs/Media Studio

Extracurricular Activities

- Ü Choir/Drama/Art/Student Council
- Ü DECA/FBLA/FFA/Skills USA/VICA/FCCLA
- Ü Student Council/Literary Soc/Link Crew
- Ü Spiritline/Cheer/Athletics-3 Levels
- Ü Mock Trial, Academic Decathlon
- Ü Color Guard, Winter Guard, Band
- Ü Literary Club
- Ü Foreign Language/African Am Clubs

Social Services

- Ü Pima Community College - SE Learning Ctr
- Ü Pima Co. Parks & Rec. Fields Partnership
- Ü U of A Extension Courses
- Ü PCC Dual Enrollment Courses
- Ü Childfind

School Achievements/Accomplishments 2004-05

- ü Improved math scores on 2004/2005 AIMS test.

- ü Improved reading and writing scores on 2004/2005 AIMS test.

- ü 100% of teaching staff attended 3 or more extra-curricular student events.

- ü 90% of teaching staff post and articulate instructional objectives to students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	90	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

Advisor Base, parent workshops, student assemblies, security team of eight members and visibility of staff are ways Cienega is promoting a safe and orderly climate for learning. Security, staff and volunteers keep the campus continually monitored. Administration is highly visible during campus hours and at all student activities and athletic events.

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) :

39

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	Lynette Scott	(520) 762-2802
Transportation Policy	Al Flores	(520) 762-2464
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Maureen Mayer	(520) 762-2802
Student Health/Nurse	Alison Toto	(520) 762-2814

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 1670 Copies = \$637.00

** 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.