

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

197 East 7th Street, Benson, AZ 85602

San Pedro Valley High School

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 (a)

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

(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	N/A
2002-03	N/A

#### 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.

### School Overview

Principal/Administrator : Mr. Shad Housley  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 40  
 Web Address : spvhs.bensonsd.k12.az.us/  
 Phone Number : (520) 586-8901  
 Fax Number : (520) 586-6189  
 E-mail : shousley@bensonsd.k12.az.us

### Mission

San Pedro Valley High School in cooperation with local entities in the community will provide an environment for a successful educational program designed to promote academic proficiency, career training, and work skills according to student interest, aptitude, past history, and need.

### School / Academic Goals

- ü San Pedro Valley High School will demonstrate competence on State Standards.
- ü Students graduating from San Pedro Valley High School will be literate and possess the skills necessary to compete in the future, fast-paced, global economy.
- ü Students at San Pedro Valley High School will develop the personal, social, and work skills necessary for them to lead successful lives.
- ü San Pedro Valley High School will provide a safe, disciplined, and drug-free environment in which all students can be educated.

### Enrollment

October 1, 2004 School Year Student Enrollment : 36  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Integrated learning system
- ü Computer based curriculum
- ü City-As-School
- ü School-To-Work
- ü Community College Partnership

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The responsibility of San Pedro Valley High School is to provide every student with a safe environment in which they can obtain a quality education that is aligned to the state standards. The opportunity to earn credits toward graduation while maintaining high academic standards. Provide students with the opportunity to explore career interest.

Parents

Parents can assist in coordinating partnerships within the community, participate in school activities, monitor their student's progress, volunteer in the classroom and participate on school committees.

Transportation Policy

San Pedro Valley High School will provide transportation by contracting with the Benson Unified School District Governing Board. However, some students will furnish their own transportation.

School Honors

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

Award/Honor

Year

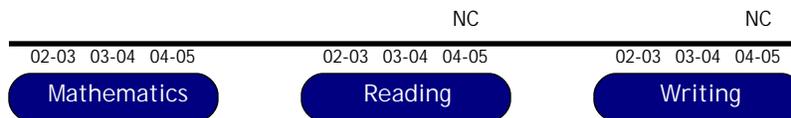
10th Grade

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	--	92	69846	--	96	100	--	721	699	--	9	21	--	7	11	--	64	49	--	20	18
All Students (Prior Year)	--	102	65934	--	97	100	--	502	492	--	28	43	--	21	18	--	28	24	--	23	15
Female	--	47	34328	--	100	99	--	732	702	--	5	19	--	0	12	--	73	51	--	23	18
Male	--	45	35509	--	90	100	--	710	696	--	14	23	--	14	11	--	55	48	--	17	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	--	26	23363	--	100	100	--	710	680	--	15	32	--	12	16	--	62	45	--	12	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	--	59	36421	--	92	99	--	727	714	--	7	12	--	5	8	--	64	54	--	24	26
Students with Disabilities	--	NC	7690	--	NC	100	--	NC	593	--	NC	64	--	NC	14	--	NC	21	--	NC	2
Students without Disabilities	--	84	62220	--	95	99	--	726	712	--	4	16	--	8	11	--	68	53	--	21	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	18	21421	--	95	92	--	712	686	--	12	35	--	6	15	--	65	43	--	18	7
Non-Economically Disadvantaged	--	74	48489	--	96	100	--	723	704	--	9	15	--	7	10	--	64	52	--	20	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	NC	102	71311	NC	100	100	NC	713	694	NC	4	7	NC	9	21	NC	74	63	NC	13	9
All Students (Prior Year)	--	105	68162	--	98	100	--	522	509	--	4	18	--	22	24	--	65	51	--	9	8
Female	NC	49	34899	NC	100	100	NC	723	700	NC	4	5	NC	2	19	NC	76	66	NC	17	10
Male	NC	53	36430	NC	100	100	NC	703	688	NC	4	9	NC	15	22	NC	72	61	NC	9	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	--	28	24056	--	100	100	--	697	672	--	12	13	--	12	31	--	69	53	--	8	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	--	NC	5110	--	NC	100	--	NC	661	--	NC	14	--	NC	38	--	NC	46	--	NC	2
White	NC	67	36841	NC	100	99	NC	720	713	NC	2	3	NC	8	12	NC	74	72	NC	16	13
Students with Disabilities	--	NC	8021	--	NC	100	--	NC	590	--	NC	27	--	NC	42	--	NC	29	--	NC	1
Students without Disabilities	NC	93	63379	NC	100	100	NC	718	707	NC	2	5	NC	7	18	NC	76	68	NC	14	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	19	22243	--	100	93	--	690	677	--	6	14	--	17	32	--	78	51	--	0	3
Non-Economically Disadvantaged	NC	83	49157	NC	100	100	NC	719	702	NC	4	4	NC	7	16	NC	73	69	NC	16	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	NC	99	70868	NC	100	100	NC	704	688	NC	1	5	NC	27	23	NC	63	63	NC	9	9
All Students (Prior Year)	--	104	67629	--	97	100	--	530	524	--	12	22	--	16	16	--	71	59	--	2	3
Female	NC	48	34710	NC	100	99	NC	716	697	NC	0	3	NC	18	19	NC	67	66	NC	16	12
Male	NC	51	36176	NC	100	100	NC	692	678	NC	2	7	NC	36	27	NC	59	59	NC	2	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	--	28	23868	--	100	100	--	698	670	--	4	9	--	31	33	--	54	55	--	12	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	5001	--	NC	100	--	NC	661	--	NC	9	--	NC	41	--	NC	48	--	NC	2
White	NC	64	36710	NC	100	99	NC	708	702	NC	0	2	NC	24	15	NC	67	69	NC	9	13
Students with Disabilities	--	NC	7900	--	NC	100	--	NC	580	--	NC	22	--	NC	49	--	NC	28	--	NC	1
Students without Disabilities	NC	91	63054	NC	100	99	NC	708	701	NC	0	3	NC	23	20	NC	67	67	NC	10	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	18	21994	--	95	92	--	684	673	--	0	10	--	47	36	--	47	52	--	6	3
Non-Economically Disadvantaged	NC	81	48960	NC	100	100	NC	709	694	NC	1	3	NC	22	18	NC	67	67	NC	10	12

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



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

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	--	--	46	41	--	--	NA	42	--	--	53	51
	Language	--	--	40	42	--	--	42	42	--	--	50	50
	Mathematics	--	--	66	60	--	--	63	63	--	--	52	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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	1.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	80%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Room

Extracurricular Activities

- Ü School-To-Work
- Ü Yearbook Club

Social Services

- Ü School Resource Officer
- Ü Community Resource Counseling

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	100	95	94	95
Transfers Out Rates <sup>5</sup>	60	12	12	17
Transfers In Rate <sup>6</sup>	171	28	28	37
Stability Rate <sup>7</sup>	39	87	87	82
Promotion Rate <sup>8</sup>	40	96	95	81
Retention Rate <sup>9</sup>	7	1	1	3
Dropout Rate <sup>10</sup>	36	0	1	6
Status Unknown <sup>11</sup>	12	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We maintain a small friendly classroom with clearly defined expectations.

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) :

0

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		
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Anita Choate	(520) 586-2213
School Nutrition Programs	Suzannah Olson	(520) 586-2213
Parent Organization		
Student Health/Nurse	Kelly Johnson	(520) 586-2213

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 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).

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.