

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

550 North Butler St., Eagar, AZ 85925

Round Valley Unified District

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

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

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

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

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

### School Overview

Principal/Administrator : Ms. Renita Kirkham  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 519  
 Web Address : www.elks.net  
 Phone Number : (928) 333-6800  
 Fax Number : (928) 333-6820  
 E-mail : rkirkham@elks.net

### Mission

In partnership with our community and students, it is our mission at RVHS to provide high quality academic and social learning experiences that will foster continued success for all learners.

### No Child Left Behind

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

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

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

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

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Continue to increase student achievement to meet or exceed adequate yearly progress (AYP) goals set forth by the Arizona Department of Education and No Child Left Behind Act.
- ü Continue to maintain, and work to exceed our Achievement Profile of maintaining adequate performance as set forth by the Arizona Department of Education.
- ü Students must achieve a grade of 70% or higher as a final course grade in core and sequential classes in order to receive credit in that class and/or move on to the next level in that subject area.
- ü Provide weekly reward incentives to students meeting grading and attendance standards.

### Enrollment

October 1, 2004 School Year Student Enrollment : 510  
 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 Advanced Placement and Dual Credit
- ü Joint Vocational Program - NAVIT
- ü Special Education - YTP
- ü Alternative Program Offered
- ü VICA
- ü FBLA
- ü FFA
- ü Academic Decathlon

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As educators, our goal is to provide quality education to our students. We believe in high standards and aim for equality of opportunity, academic competence, good citizenship, and ethical responsibility.

Parents

We ask for parental assistance in the following: Ensure the student attends school regularly, is punctual, and prepared to learn. Stay aware of student progress by communicating with the school. Alert the school of any special student needs.

Transportation Policy

Transportation of students is a privilege extended to students in the District. Transportation of students with disabilities is provided as indicated in their IEP. Bus routes in our rural area can extend up to 35 miles one way.

School Honors

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

Award/Honor	Year
ü Skills USA Internetworking National Championship	2005
ü National Merit Scholarship recipient	2005
ü FFA State Dairy Team Champions	2004
ü Girls 3A State Basketball and State Track Champions	2003

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	129	129	69846	98	98	100	702	702	699	12	12	21	10	10	11	58	58	49	21	21	18
All Students (Prior Year)	113	113	65934	93	93	100	490	490	492	46	46	43	17	17	18	22	22	24	15	15	15
Female	64	64	34328	98	98	99	721	721	702	10	10	19	7	7	12	56	56	51	28	28	18
Male	65	65	35509	98	98	100	685	685	696	14	14	23	13	13	11	59	59	48	14	14	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	16	16	23363	94	94	100	689	689	680	33	33	32	7	7	16	53	53	45	7	7	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	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	102	102	36421	99	99	99	711	711	714	7	7	12	11	11	8	59	59	54	23	23	26
Students with Disabilities	14	14	7690	93	93	100	575	575	593	36	36	64	21	21	14	43	43	21	0	0	2
Students without Disabilities	115	115	62220	99	99	99	718	718	712	9	9	16	8	8	11	59	59	53	23	23	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	129	129	48489	100	100	100	702	702	704	12	12	15	10	10	10	58	58	52	21	21	23

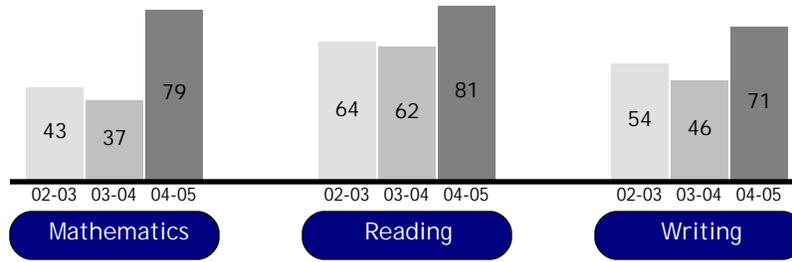
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	131	71311	99	99	100	700	700	694	3	3	7	16	16	21	69	69	63	12	12	9
All Students (Prior Year)	124	124	68162	95	95	100	511	511	509	19	19	18	19	19	24	53	53	51	9	9	8
Female	65	65	34899	100	100	100	724	724	700	0	0	5	8	8	19	73	73	66	19	19	10
Male	66	66	36430	99	99	100	677	677	688	6	6	9	24	24	22	65	65	61	5	5	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	18	18	24056	100	100	100	696	696	672	6	6	13	24	24	31	59	59	53	12	12	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	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	102	102	36841	99	99	99	708	708	713	2	2	3	14	14	12	72	72	72	12	12	13
Students with Disabilities	15	15	8021	100	100	100	571	571	590	20	20	27	53	53	42	27	27	29	0	0	1
Students without Disabilities	116	116	63379	99	99	100	717	717	707	1	1	5	12	12	18	74	74	68	13	13	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	131	131	49157	100	100	100	700	700	702	3	3	4	16	16	16	69	69	69	12	12	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	130	130	70868	98	98	100	680	680	688	6	6	5	23	23	23	65	65	63	6	6	9
All Students (Prior Year)	122	122	67629	93	93	100	499	499	524	25	25	22	30	30	16	46	46	59	0	0	3
Female	65	65	34710	100	100	99	703	703	697	5	5	3	15	15	19	69	69	66	11	11	12
Male	65	65	36176	97	97	100	658	658	678	8	8	7	31	31	27	60	60	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	18	18	23868	100	100	100	680	680	670	12	12	9	29	29	33	53	53	55	6	6	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	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	101	101	36710	98	98	99	685	685	702	4	4	2	24	24	15	66	66	69	6	6	13
Students with Disabilities	14	14	7900	93	93	100	550	550	580	29	29	22	36	36	49	36	36	28	0	0	1
Students without Disabilities	116	116	63054	99	99	99	696	696	701	4	4	3	21	21	20	68	68	67	7	7	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	130	130	48960	100	100	100	680	680	694	6	6	3	23	23	18	65	65	67	6	6	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	97	46	46	41	98	50	NA	42	92	54	54	51
	Language	97	38	38	42	97	48	48	42	92	52	52	50
	Mathematics	100	62	62	60	97	71	71	63	92	52	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

- 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 Articulation with School/Community
- Ü Extracurricular Activity Involvement
- Ü Advisory for Success Beyond High School
- Ü Parent/Educator Relations
- Ü Cooperate to Meet Site Goals
- Ü Academic Standards, School Guidelines

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	29.00
Other Professional Staff	3.25	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	1	0	0
10 or more years	14	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	111
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	0%

Resources Available at School Site

Special Facilities

- Ü High-Tech Computer Lab
- Ü Aquaculture Lab
- Ü Athletic Dome/Indoor Athletics

Extracurricular Activities

- Ü National Honor Society
- Ü Ski Club
- Ü Academic Decathlon
- Ü Music Club
- Ü FFA/VICA/FBLA
- Ü Computer Club
- Ü Athletics (5 Girls/6 Boys)

Social Services

- Ü School Counseling Services
- Ü Community Counseling Services
- Ü Youth Transition Program
- Ü Community College (NPC)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Round Valley High School students are rewarded by ending their Friday's early providing they have earned 70% or higher in all classes and have no absences for the week. This reward system has been a positive incentive and has been well received.
  
- ü Round Valley High School has met NCLB and AYP requirements. We exceeded state standards for achievement level, graduation rate, daily attendance rate, and are well below the state's average dropout rate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	83	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	9	0	1	6
Status Unknown <sup>11</sup>	4	0	1	4
Graduation Rate <sup>12</sup>	87	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

RVHS participates in the Safe Schools program which places a police officer and juvenile probation officer on campus. This program provides law-related education classes, campus security, crisis management, and an overall safe climate for students. A student and parent survey indicates that students feel safe on our campus. A positive relationship has been established between administration, law enforcement, and students.

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) :

7

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	Renita Kirkham	(928) 333-6800
Transportation Policy	Art Eagar	(928) 333-5195
Community Resources	LaDonna Tafoya	(928) 333-2683
School Nutrition Programs	Denise Gilliam	(928) 333-6803
Parent Organization		
Student Health/Nurse	Candy Cook	(928) 333-6800

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.