

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2251 Highway 95, Bullhead City, AZ 86442

Colorado River Union High School 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 LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Jim Daly
 Schedule : 7:30 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 1241
 Web Address : cruhsd.apsc.k12.az.us
 Phone Number : (928) 788-1201
 Fax Number : (928) 758-7145
 E-mail : jdaly@cruhsd.org

Mission

To inspire all to become lifelong learners and productive members of society. With a shared responsibility for academic, physical, aesthetic, social-emotional and ethical-moral development of its students, our purpose is to serve all students well.

School / Academic Goals

- ü Increase our graduation rate by five percent.
- ü Increase our Terra Nova test scores by 10 percentile points on the total school composite in reading, math, and writing.
- ü Make AYP by having 95 percent of our students participating in both the Terra Nova and the AIMS test.

Enrollment

October 1, 2003 School Year Student Enrollment : 1373
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 89

Instructional Programs

- Ü NovaNET Computerized Credit Recovery
- Ü Wilson Reading Program
- Ü Honors Program
- Ü Gifted and Highly Talented Program
- Ü Essential Math
- Ü ELL
- Ü Dual Enrollment/ MCC
- Ü After School Tutoring and Enrichment

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

MHS maintains a commitment to excellence in education by creating a safe, productive climate in our school; by securing and providing consistent student-centered leadership; producing and upholding high performance expectations.

Parents

The parents of MHS share a responsibility to secure transportation when necessary, support consistent attendance, encourage personal development and achievement, and maintain open communication with the school.

Transportation Policy

Our district transports students who live outside a two-mile radius of our schools. Mohave's boundaries are from the Colorado River to the end of the mesa to the Black Mountains. We also provide transportation for all students participating in the after school tutoring program.

School Honors

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

Award/Honor	Year
Ü All State Choir and Band Members	2004
Ü Exemplary Overall Unit Rating AFJROTC	2004
Ü National Merit Scholar	2002
Ü Superior Rating for Cheer Squad	2002

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	315	477	65934	93	94	100	477	479	492	60	57	43	19	22	18	17	17	24	3	4	15
All Students (Prior Year)	272	431	57534	89	89	91	490	486	491	48	50	46	17	20	16	23	21	23	12	8	15
Female	154	237	32586	97	98	100	476	476	491	61	60	44	19	22	19	17	16	24	3	3	14
Male	161	240	33226	89	91	99	479	482	493	59	54	42	20	22	18	17	19	24	3	5	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	101	127	21740	94	93	100	471	471	475	67	66	63	22	23	17	9	9	15	2	2	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	12	4351	NC	92	99	NC	476	472	NC	50	68	NC	50	16	NC	0	13	NC	0	4
White	197	322	34819	92	94	99	480	482	505	58	53	27	17	22	20	22	21	31	4	5	22
Students with Disabilities	28	47	6507	65	70	100	419	464	456	100	88	83	0	0	9	0	13	6	0	0	2
Students without Disabilities	287	430	59427	97	98	100	477	479	494	60	56	41	19	23	19	17	17	25	3	4	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	144	181	18745				471	473	475	70	68	64	18	18	16	10	13	15	2	2	5
Non-Economically Disadvantaged	171	296	47182				482	483	499	53	50	35	20	25	19	23	20	27	4	5	19

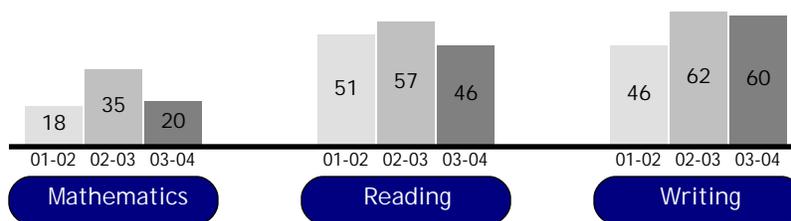
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	500	68162	94	95	100	497	503	509	23	19	18	31	28	24	43	49	51	3	4	8
All Students (Prior Year)	275	435	56700	90	90	89	507	505	512	14	16	15	29	30	23	47	47	52	10	8	10
Female	157	243	33509	96	98	100	503	506	513	19	16	15	33	31	23	44	48	52	4	5	9
Male	175	257	34521	92	91	100	491	501	505	27	22	20	29	25	24	42	50	49	2	3	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	107	134	22624	96	96	100	483	486	487	39	36	32	26	26	31	34	37	35	0	0	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	11	4592	NC	85	100	NC	497	484	NC	20	32	NC	30	37	NC	50	30	NC	0	1
White	208	340	35727	93	94	100	503	510	526	16	13	7	33	28	17	47	53	64	5	6	12
Students with Disabilities	24	44	6845	56	63	100	458	468	468	50	60	53	38	24	29	13	16	18	0	0	1
Students without Disabilities	308	456	61317	99	99	100	498	505	512	22	17	15	31	28	23	44	50	53	3	4	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	149	192	19528				489	491	487	28	28	31	34	30	32	37	41	34	1	1	2
Non-Economically Disadvantaged	183	308	48595				503	511	518	19	14	13	29	26	20	48	54	57	5	6	10

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	344	513	67629	97	97	100	519	518	524	24	24	22	15	16	16	59	59	59	1	1	3
All Students (Prior Year)	254	419	55090	83	87	87	471	472	479	19	17	16	19	20	13	61	63	70	1	1	0
Female	160	246	33347	98	99	100	524	522	537	24	23	17	13	16	15	63	60	64	1	1	4
Male	184	267	34151	96	95	99	514	515	512	25	25	27	18	16	18	56	57	54	1	2	2
African American	NC	10	3150	NC	100	99	NC	514	515	NC	38	24	NC	13	19	NC	50	56	NC	0	2
Hispanic	110	137	22313	98	98	100	505	505	493	32	29	34	14	18	19	54	52	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	12	4528	NC	92	99	NC	528	492	NC	30	35	NC	10	21	NC	60	42	NC	0	1
White	215	348	35593	96	96	99	524	523	547	20	22	13	17	16	14	62	61	69	1	2	4
Students with Disabilities	35	56	6712	81	80	100	451	450	445	75	75	61	13	8	18	13	17	21	0	0	0
Students without Disabilities	309	457	60917	99	100	100	521	522	530	23	21	19	16	16	16	61	61	61	1	1	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	155	199	19310				511	510	489	29	30	35	16	15	20	55	55	44	0	0	1
Non-Economically Disadvantaged	189	314	48278				525	524	538	21	20	17	15	16	15	63	61	65	2	2	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	24	30	37	93	33	36	41	95	37	NA	42
	Language	100	29	34	38	95	31	35	42	95	36	36	42
	Mathematics	100	42	44	56	96	47	49	60	93	52	50	63

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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 3 Student(s)

Council Duties

- ü Motivational Program Implementation
- ü School Safety Issues
- ü Instructional Strategies
- ü Curriculum Development
- ü Communication Concerns
- ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	59.60
Other Professional Staff	5.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	4	2	0	0
7 to 9 years	4	1	0	0
10 or more years	15	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 39
 Core academic classes taught by Highly Qualified (NCLB) teachers. 187
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- ü Computer/Internet Labs
- ü Media Studio/Welding Lab/Dark Room
- ü Wood Shop/Family & Consumer Science Lab
- ü Library

Extracurricular Activities

- ü 38 Service Clubs/Sports Teams
- ü DCE/Hospitality/DECA
- ü AFJROTC
- ü National Honor Society
- ü Drama
- ü Performing Choral Groups

Social Services

- ü On-Site Child Care
- ü Afterschool/Summer Programs
- ü Clothing/Food Banks
- ü Counseling Services
- ü Homeless Coordinator
- ü School Resource Officer

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our NovaNet program provided the opportunity for over fifty seniors to graduate with their class. There were a total of 289 classes completed for recovery credit which helped our students either graduate or get back on track to graduate.
- ü The Choral Music program performed throughout the tri-state area. Each group received numerous individual and group commendations, including a summative overall exemplary rating. We had six students who were selected for the All-State Choir and Band.
- ü Our test scores on both the SAT-9 and state AIMS test increased.
- ü Our school was given a 'Maintaining' Status from the Arizona State Department of Education.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	58			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

We are fortunate to have a Safe Schools individual who presents law-related education. We have a Crisis Plan in place in the event of an emergency. We have a full-time SRO and two Security Officers. We have a NO TOLERANCE policy on weapons and fights.

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) :

76

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.

Contacts

	Name	Phone Number
School Site Council	Linda Kelly	(928) 788-1201
Transportation Policy	Chuck Shewmaker	(928) 788-2300
Community Resources	Jerry Duvall	(928) 788-1305
School Nutrition Programs	Cheryl Falkengren	(928) 788-1370
Parent Organization	Jim Daly	(928) 788-1204
Student Health/Nurse	Charlot Holland	(928) 788-1225

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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