

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2250 E. Laguna, Mohave Valley, AZ 86440

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. Edward A. Scully Jr.
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 750
 Web Address : www.rvhs.mohave.az.us
 Phone Number : (928) 768-2300
 Fax Number : (928) 768-6156
 E-mail : bscully@cruhdsd.org

Mission

The mission of River Valley High School is to empower students with the skills to thrive in a dynamic, changing world.

School / Academic Goals

- ü River Valley High School will decrease teacher-pupil ratio in math and English.
- ü River Valley High School will integrate the Arizona Academic Standards into all curricula.
- ü River Valley High School will increase the offerings in Career and Technical Education.

Enrollment

October 1, 2003 School Year Student Enrollment : 742
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Honors Classes
- ü Gifted
- ü On-site Special Education
- ü Career & Technical Education
- ü Speech & Debate
- ü Advanced Science
- ü College Prep

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

It is the school's responsibility to establish and maintain open communication with parents, to align curriculum with state academic standards, and to set high standards for behavior and academic achievement.

Parents

We ask for parental support in creating a safe environment that is conducive to learning. Our attendance policy, dress code & behavior expectations are designed to maximize student learning. We ask for help and support in all areas from our parents.

Transportation Policy

We offer bus services to all students outside of a two-mile radius surrounding the school. We also have busing for special needs students. We provide drivers and buses for nearly all extracurricular activities.

School Honors

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

Award/Honor	Year
ü State Speech/Debate Champs 11th Time in 12 Years	2004
ü Small School State Baseball Player of the Year	2003
ü Academic All-American	2003
ü Voice of Democracy Essay Contest	2001

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	162	477	65934	96	94	100	483	479	492	51	57	43	28	22	18	17	17	24	5	4	15
All Students (Prior Year)	159	431	57534	91	89	91	479	486	491	52	50	46	26	20	16	19	21	23	3	8	15
Female	83	237	32586	99	98	100	478	476	491	58	60	44	28	22	19	13	16	24	1	3	14
Male	79	240	33226	94	91	99	488	482	493	42	54	42	28	22	18	21	19	24	8	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	26	127	21740	93	93	100	471	471	475	62	66	63	29	23	17	10	9	15	0	2	5
Asian/Pacific Islander	--	NC	1643	--	NC	99	--	NC	519	--	NC	23	--	NC	13	--	NC	30	--	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	125	322	34819	95	94	99	486	482	505	47	53	27	29	22	20	19	21	31	6	5	22
Students with Disabilities	19	47	6507	79	70	100	470	464	456	86	88	83	0	0	9	14	13	6	0	0	2
Students without Disabilities	143	430	59427	99	98	100	483	479	494	49	56	41	29	23	19	17	17	25	5	4	16
Limited English Proficient Students	--	NC	6793	--	NC	100	--	NC	464	--	NC	79	--	NC	11	--	NC	8	--	NC	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	37	181	18745				480	473	475	61	68	64	17	18	16	22	13	15	0	2	5
Non-Economically Disadvantaged	125	296	47182				484	483	499	47	50	35	32	25	19	15	20	27	6	5	19

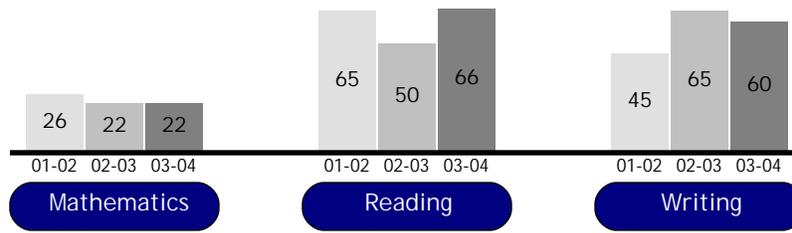
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	168	500	68162	96	95	100	516	503	509	12	19	18	22	28	24	59	49	51	7	4	8
All Students (Prior Year)	160	435	56700	91	90	89	500	505	512	19	16	15	30	30	23	45	47	52	5	8	10
Female	86	243	33509	100	98	100	512	506	513	12	16	15	27	31	23	54	48	52	7	5	9
Male	82	257	34521	91	91	100	521	501	505	13	22	20	16	25	24	65	50	49	6	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	27	134	22624	96	96	100	497	486	487	26	36	32	26	26	31	48	37	35	0	0	2
Asian/Pacific Islander	--	NC	1666	--	NC	100	--	NC	523	--	NC	11	--	NC	17	--	NC	60	--	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	132	340	35727	96	94	100	521	510	526	9	13	7	20	28	17	63	53	64	8	6	12
Students with Disabilities	20	44	6845	74	63	100	472	468	468	65	60	53	18	24	29	18	16	18	0	0	1
Students without Disabilities	148	456	61317	100	99	100	521	505	512	6	17	15	22	28	23	64	50	53	7	4	8
Limited English Proficient Students	--	NC	7152	--	NC	100	--	NC	464	--	NC	57	--	NC	31	--	NC	12	--	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	43	192	19528				499	491	487	26	28	31	19	30	32	53	41	34	2	1	2
Non-Economically Disadvantaged	125	308	48595				522	511	518	7	14	13	23	26	20	61	54	57	8	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	169	513	67629	97	97	100	518	518	524	23	24	22	17	16	16	58	59	59	2	1	3
All Students (Prior Year)	165	419	55090	94	87	87	472	472	479	13	17	16	22	20	13	65	63	70	0	1	0
Female	86	246	33347	100	99	100	518	522	537	22	23	17	20	16	15	56	60	64	1	1	4
Male	83	267	34151	92	95	99	517	515	512	24	25	27	14	16	18	59	57	54	3	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	27	137	22313	96	98	100	504	505	493	19	29	34	35	18	19	46	52	46	0	0	1
Asian/Pacific Islander	--	NC	1659	--	NC	100	--	NC	564	--	NC	11	--	NC	12	--	NC	68	--	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	133	348	35593	97	96	99	521	523	547	24	22	13	13	16	14	61	61	69	2	2	4
Students with Disabilities	21	56	6712	78	80	100	449	450	445	75	75	61	6	8	18	19	17	21	0	0	0
Students without Disabilities	148	457	60917	100	100	100	525	522	530	18	21	19	18	16	16	62	61	61	2	1	3
Limited English Proficient Students	--	NC	6994	--	NC	100	--	NC	442	--	NC	58	--	NC	18	--	NC	23	--	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	44	199	19310				506	510	489	33	30	35	12	15	20	56	55	44	0	0	1
Non-Economically Disadvantaged	125	314	48278				522	524	538	20	20	17	19	16	15	59	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?	Y
	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	39	30	37	98	42	36	41	92	40	NA	42
	Language	100	42	34	38	99	42	35	42	96	37	36	42
	Mathematics	100	47	44	56	99	51	49	60	94	45	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)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities - Tax Credits
- Ü School Safety Issues
- Ü General School Improvement/Fundraising
- Ü Curriculum Development
- Ü Technology

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.50	Teacher	34.50
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	3
4 to 6 years	3	1	0	0
7 to 9 years	8	1	0	0
10 or more years	9	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	118
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü After-school Community Learning Center
- Ü Auditorium
- Ü Three Computer Labs

Extracurricular Activities

- Ü Drama
- Ü Speech & Debate
- Ü Key Club
- Ü Robotics
- Ü Athletics for Both Boys and Girls

Social Services

- Ü Day Care
- Ü Crisis Intervention
- Ü Prenatal/Parenting Assistance
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü River Valley has again increased our math and English scores on standardized tests. We are currently undergoing additional training and this remains a priority.
- ü Our speech and debate program is one of the best in the state. They have won 10 straight State Championships in a row.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	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	67			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

RVHS has a school resource officer on duty during the time students are present, a closed campus, and a security guard who patrols the campus. All visitors are required to check-in at the office with the principal's secretary. We report all crimes to the sheriff's office. We are working towards installing security cameras throughout the campus. Students are required to wear school uniforms and wear ID cards at all times during the school day.

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) :

25

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	Kathy Kinsler	(928) 788-1503
Transportation Policy	Chuck Shewmaker	(928) 758-9064
Community Resources	Edward Scully	(928) 768-2300
School Nutrition Programs	Cherly Falkengren	(928) 758-9545
Parent Organization	D. Wilcox/S. Ulibarri	(928) 768-2300
Student Health/Nurse	Kathy Mejia	(928) 768-2300

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.