

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

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

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Edward A. Scully Jr.  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : [www.coloradoriverschools.org/rivervalley](http://www.coloradoriverschools.org/rivervalley)  
 Phone Number : (928) 768-2300  
 Fax Number : (928) 768-6156  
 E-mail : [bscully@cruhdsd.org](mailto:bscully@cruhdsd.org)

### Mission

The mission of River Valley High School is to empower students to develop the skills necessary to take responsibility for their learning, to demonstrate respect for others, and to learn to be productive citizens.

### No Child Left Behind

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

2005-06	Met
2004-05	Met
2003-04	Met

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

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü All students attending River Valley High School will improve their reading skills.
- ü All students attending River Valley High School will improve their writing skills.
- ü All students attending River Valley High School will improve their academic performance by improving their daily attendance.
- ü All students attending River Valley High School will improve their math skills.

### Enrollment

October 1, 2005 School Year Student Enrollment : 811  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- ü Honors Classes
- ü Gifted
- ü On-site Special Education
- ü Career & Technical Education
- ü Speech & Debate
- ü Advanced Sciences
- ü College Prep
- ü Dual Enrollment for College Credit

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## 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. We strive to provide a safe learning environment for all students.

### 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 12th Time in 14 Years	2005
ü 3A Individual State Champion Boys Golf - twice 04 & 05	2005
ü Region Champions Football and Boys Basketball	2004
ü Tony Komadina Award Outstanding Girls Athletic Program	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	626	71130	98	98	95	687	682	701	22	34	23	24	20	13	50	43	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	315	35465	98	98	96	687	683	702	24	33	21	23	19	13	51	45	53	2	3	13
Male	97	311	35648	99	99	94	686	682	701	20	34	24	27	21	12	48	42	50	5	4	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	42	166	25103	100	100	95	678	672	685	38	49	34	21	19	16	38	30	45	2	1	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	13	16	4241	100	100	90	676	677	679	23	19	39	38	44	19	38	38	39	NA	NA	3
White	163	434	36075	96	97	95	690	687	715	18	28	12	24	19	9	54	48	58	4	5	21
Students with Disabilities	17	62	5862	100	100	71	649	648	658	71	76	63	24	16	15	6	8	20	NA	NA	2
Students without Disabilities	204	564	65268	98	98	98	690	686	705	18	29	19	25	20	12	53	47	54	4	4	15
Limited English Proficient Students	--	38	4859	--	95	93	--	652	662	--	82	64	--	13	15	--	5	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	64	229	22957	96	97	93	680	675	685	30	42	34	27	19	17	41	37	44	3	2	5
Non-Economically Disadvantaged	157	397	48173	99	99	96	689	686	709	19	28	17	24	20	11	54	47	55	4	5	18

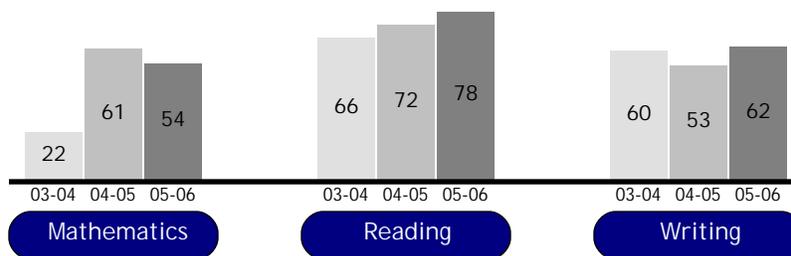
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	636	73018	96	98	97	703	698	703	2	6	6	20	23	23	73	65	64	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	317	36181	95	96	97	705	703	708	2	5	4	20	23	21	72	64	65	7	8	9
Male	98	319	36816	97	100	96	701	693	699	3	8	7	19	23	24	76	66	62	2	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	39	165	25801	95	98	96	696	680	683	5	14	10	13	30	34	79	54	53	3	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	12	15	4389	92	94	93	688	693	675	NA	NA	9	42	33	42	58	67	47	NA	NA	1
White	167	446	37024	96	98	97	707	705	721	1	3	2	20	21	12	73	69	73	5	8	13
Students with Disabilities	17	63	7170	94	97	85	659	645	654	12	19	23	59	59	47	29	19	29	NA	3	1
Students without Disabilities	204	573	65848	96	98	98	707	703	708	1	5	4	17	19	20	77	70	67	5	6	9
Limited English Proficient Students	--	38	5099	--	95	95	--	645	641	--	34	29	--	50	59	--	16	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	67	237	23912	97	98	94	695	689	681	3	9	10	24	30	36	70	57	52	3	4	2
Non-Economically Disadvantaged	154	399	49106	95	98	98	707	703	714	2	5	4	18	20	16	75	69	69	5	7	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	227	638	72810	98	98	96	683	678	685	5	6	6	32	34	30	60	57	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	319	36111	98	97	97	690	686	695	4	4	4	30	29	23	62	65	65	4	3	8
Male	100	319	36678	99	100	95	673	670	674	7	9	9	35	40	36	58	50	52	NA	1	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	42	168	25735	100	100	96	682	667	669	5	10	10	43	43	41	50	45	48	2	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	14	17	4370	100	100	92	665	670	670	14	12	9	21	24	39	64	65	50	NA	NA	2
White	168	443	36915	97	97	97	684	682	697	5	5	3	30	32	21	63	61	67	2	2	8
Students with Disabilities	17	62	7071	94	95	84	610	624	634	29	27	24	59	56	53	12	13	21	NA	3	1
Students without Disabilities	210	576	65739	99	99	98	688	683	689	3	4	4	30	32	27	64	62	62	2	2	6
Limited English Proficient Students	--	38	5046	--	95	94	--	624	621	--	29	31	--	63	56	--	8	12	--	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	68	237	23814	99	98	94	674	669	667	7	10	10	37	38	41	56	51	47	NA	2	2
Non-Economically Disadvantaged	159	401	48996	98	99	97	687	684	693	4	4	4	30	33	24	62	61	64	3	2	7

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	40	NA	42	98	54	49	51	84	59	52	52
	Language	96	37	36	42	98	51	47	50	84	54	48	50
	Mathematics	94	45	50	63	99	46	47	50	84	54	48	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	37.70
Other Professional Staff	6.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	152
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü After-school Community Learning Center
- Ü Auditorium
- Ü Three Computer Labs
- Ü Health and Wellness Center

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 11 straight State Championships in a row and 12 total State Championships in the schools 14 year history. They were runner-ups twice.
  
- ü River Valley was the first school in Arizona to have a student complete the Fire Science Program and be hired as a full-time Firefighter.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	87	NA	NA	81

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 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

51
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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	Kathy Kinsler	(928) 788-1503
Transportation Policy	Jamie Wilhelm	(928) 788-1332
Community Resources	Edward Scully	(928) 768-2300
School Nutrition Programs	Cherly Falkengren	(928) 788-1370
Parent Organization	Linda Greer	(928) 788-1504
Student Health/Nurse	Kendall Retzlaff	(928) 788-1552

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 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.

6 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).

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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.