

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1374 W. Frontage Road, Rio Rico, AZ 85648

Santa Cruz 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 LEARNS¹

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Michael D Brown
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : santacruz.k12.az.us
 Phone Number : (520) 375-8700
 Fax Number : (520) 377-9556
 E-mail : mbrown@santacruz.k12.az.us

Mission

It is the mission of Rio Rico High School to help students develop into knowledgeable, responsible graduates who seek to improve and contribute to our diverse global community.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

School / Academic Goals

- ü Students will improve their math skills as demonstrated on various assessments including (but not limited to) AIMS, Terra Nova, Galileo and standards-based unit tests.
- ü Students will improve their reading comprehension, vocabulary, and writing skills as demonstrated on various assessments including (but not limited to) AIMS, Terra Nova, MAP, Galileo and standards-based unit tests.
- ü Students will improve their work ethic by demonstrating increased attendance and involvement in the RSI system (responsible social involvement) as documented by the SASI reporting system.
- ü RRHS will improve its graduation rate.

Enrollment

October 1, 2005 School Year Student Enrollment : 1013
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 36

Instructional Programs

- Ü Standards-Based Instructional Courses
- Ü Advanced Placement Courses
- Ü Foreign Language/Fine Arts/CTE Courses
- Ü Alternative At-Risk Programs
- Ü Freshman Academy
- Ü Comprehensive Advisory System

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/8/2005
Last Day of School : 5/24/2006

Shared Responsibilities

School

To provide a safe/orderly environment and to communicate via district newsletters, school newsletters, report cards, and individual contacts. Parents are encouraged to join the Site Council, Advisory Committees, and Booster Clubs.

Parents

To ensure that their children attend school, come prepared to learn, have a quiet place to study, are dressed appropriately, and health needs are met. Parents need to sign a school compact, attend conferences, and support the overall goals of RRHS.

Transportation Policy

Transportation is available for all students. Specially equipped busses transport students who are physically and/or mentally challenged.

School Honors

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

Award/Honor	Year
Ü Breaking Ranks II Trainer	2005
Ü District Teacher of the Year	2004
Ü District Administrator of the Year	2004
Ü ASA Distinguished Administrator, Secondary Division	2004

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	243	243	71130	92	92	95	686	686	701	34	34	23	15	15	13	47	47	51	5	5	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	114	35465	90	90	96	685	685	702	34	34	21	16	16	13	46	46	53	4	4	13
Male	129	129	35648	95	95	94	686	686	701	33	33	24	14	14	12	47	47	50	5	5	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	219	219	25103	92	92	95	684	684	685	36	36	34	14	14	16	47	47	45	4	4	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	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	21	21	36075	91	91	95	695	695	715	19	19	12	24	24	9	52	52	58	5	5	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	241	241	65268	100	100	98	686	686	705	34	34	19	15	15	12	47	47	54	5	5	15
Limited English Proficient Students	36	36	4859	80	80	93	662	662	662	67	67	64	14	14	15	19	19	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	157	157	22957	91	91	93	682	682	685	36	36	34	15	15	17	46	46	44	2	2	5
Non-Economically Disadvantaged	86	86	48173	95	95	96	693	693	709	29	29	17	14	14	11	48	48	55	9	9	18

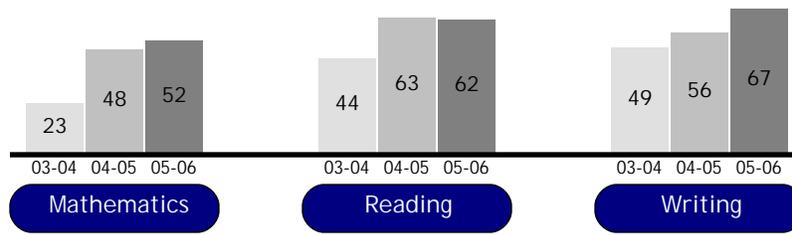
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	266	266	73018	100	100	97	688	688	703	5	5	6	33	33	23	59	59	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	131	36181	100	100	97	687	687	708	7	7	4	27	27	21	63	63	65	3	3	9
Male	135	135	36816	99	99	96	688	688	699	4	4	7	39	39	24	56	56	62	2	2	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	240	240	25801	100	100	96	685	685	683	6	6	10	35	35	34	57	57	53	3	3	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	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	23	23	37024	100	100	97	711	711	721	NA	NA	2	17	17	12	83	83	73	NA	NA	13
Students with Disabilities	22	22	7170	100	100	85	657	657	654	14	14	23	64	64	47	23	23	29	NA	NA	1
Students without Disabilities	244	244	65848	100	100	98	690	690	708	5	5	4	30	30	20	62	62	67	3	3	9
Limited English Proficient Students	47	47	5099	100	100	95	649	649	641	17	17	29	68	68	59	15	15	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	175	175	23912	100	100	94	681	681	681	6	6	10	39	39	36	53	53	52	2	2	2
Non-Economically Disadvantaged	91	91	49106	100	100	98	699	699	714	4	4	4	21	21	16	70	70	69	4	4	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	264	264	72810	99	99	96	685	685	685	3	3	6	30	30	30	63	63	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	129	36111	99	99	97	690	690	695	3	3	4	29	29	23	62	62	65	6	6	8
Male	135	135	36678	99	99	95	681	681	674	4	4	9	32	32	36	63	63	52	1	1	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	238	238	25735	99	99	96	683	683	669	4	4	10	32	32	41	61	61	48	3	3	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	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	23	23	36915	100	100	97	705	705	697	NA	NA	3	13	13	21	83	83	67	4	4	8
Students with Disabilities	21	21	7071	95	95	84	640	640	634	14	14	24	76	76	53	10	10	21	NA	NA	1
Students without Disabilities	243	243	65739	100	100	98	689	689	689	2	2	4	26	26	27	67	67	62	4	4	6
Limited English Proficient Students	46	46	5046	100	100	94	648	648	621	13	13	31	63	63	56	24	24	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	174	174	23814	99	99	94	682	682	667	3	3	10	35	35	41	60	60	47	2	2	2
Non-Economically Disadvantaged	90	90	48996	99	99	97	692	692	693	4	4	4	21	21	24	67	67	64	8	8	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	96	34	NA	42	97	46	46	51	100	43	43	52
	Language	96	35	35	42	97	47	47	50	100	46	46	50
	Mathematics	96	51	51	63	98	46	46	50	100	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/

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

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Achievement Accountability
- Ü School Climate
- Ü Community Outreach/Service Requirement
- Ü Co-Curricular Activities
- Ü School Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	49.50
Other Professional Staff	2.70	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	194
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Athletic Training Room
- Ü Greenhouse
- Ü 5 Computer Labs

Extracurricular Activities

- Ü Comprehensive Athletic Program
- Ü German Exchange Program/Spanish Club
- Ü Fine Arts Clubs: Band, Drama, Visual Art
- Ü Astronomy/Equestrian/Chess Clubs
- Ü STUGO/NHS/FBLA/FFA
- Ü Health Careers Opportunity Program
- Ü Journalism/Yearbook
- Ü Interact (Junior Rotary)

Social Services

- Ü Counseling Services
- Ü Parenting Classes
- Ü Gear-Up Program
- Ü Local Health Services Network
- Ü Health Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Met Adequate Yearly Progress (AYP) for past three years.

- ü Received 13 awards in the Grand Canyon State Essay Contest.

- ü Granted NCA/CASI accreditation for another 5-year period.

- ü Implemented Breaking Ranks II school initiatives as outlined by the National Association of Secondary School Principals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	100	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

The District will continue its School Climate Task Force as one of the Governing Board's Standards. Areas include: parent/student/staff compacts, discipline data collection, emergency plans/safety drills, dog searches, character education, promotion of co-curricular activities, bus issues, guidance prevention and intervention programs. In addition there will be a student-led climate committee.

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) :

61

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	Michael D. Brown	(520) 375-8702
Transportation Policy	Fred Laguna	(520) 375-8278
Community Resources	Frank Armenta	(520) 375-8703
School Nutrition Programs	Rachel Carroll	(520) 375-8276
Parent Organization	George Hardwick	(520) 375-8701
Student Health/Nurse	Nina Coe	(520) 375-8607

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.

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.

Footnotes

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. 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** 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.