

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

38201 W. Indian School Rd., Tonopah, AZ 85354

Saddle Mountain Unified 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)

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

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

School Overview

Principal/Administrator : Mr. John R. Sigala
 Schedule : 07:15 AM to 04:00 PM
 Grades : 9-11
 Web Address : www.smusd.com
 Phone Number : (623) 474-5200
 Fax Number : (623) 474-5214
 E-mail : jsigala@smusd.com

Mission

Students will be taught the skills necessary to become lifelong learners in order to acquire the knowledge necessary to become productive members in society. Strategies implemented to achieve this mission will be provided by the collective commitment of the students, administration, staff, parents, community and school board.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

School Improvement Status ^(b)

2005-06	Warning Year
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 To make math's problem solving and critical thinking an integral part of the teaching and student learning for all students to meet and/or exceed math proficiency.
- ü To make reading and writing central to the teaching and the learning process for all students to meet and/or exceed proficiency levels.
- ü To make science exploration and the critical thinking central to the teaching and the student learning process at/or above proficiency levels.

Enrollment

October 1, 2005 School Year Student Enrollment : 213
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Media Production Programs
- ü Career and Technology Education Program
- ü On Site Special Education Programs
- ü Extra Curricular Activities
- ü Creative Learning Lab
- ü Fine Arts Band, Choir & Drama Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/4/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

Tonopah Valley High School will provide a broad range of academic, vocational and extra-curricular offerings and opportunities. The school will endeavor to create and maintain a safe and substance free learning environment.

Parents

Parents have the responsibility to see that their children attend school regularly and that their children come equipped with the necessary physical, mental and emotional tools to learn in the educational setting.

Transportation Policy

Bus transportation is provided for all students who live more than 1 mile from the TVHS campus. The Safety and Welfare is first consideration of all students. Bus evacuation drills are conducted for a safe and timely exit of a bus when needed.

School Honors

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

Award/Honor

Year

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	72	72	71130	94	94	95	685	685	701	29	29	23	19	19	13	49	49	51	3	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	35465	94	94	96	684	684	702	29	29	21	29	29	13	38	38	53	3	3	13
Male	38	38	35648	93	93	94	685	685	701	29	29	24	11	11	12	58	58	50	3	3	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	17	17	25103	94	94	95	671	671	685	41	41	34	29	29	16	29	29	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	50	50	36075	93	93	95	691	691	715	24	24	12	12	12	9	60	60	58	4	4	21
Students with Disabilities	10	10	5862	71	71	71	NA	NA	658	NA	NA	63	NA	NA	15	NA	NA	20	NA	NA	2
Students without Disabilities	62	62	65268	98	98	98	687	687	705	27	27	19	19	19	12	50	50	54	3	3	15
Limited English Proficient Students	10	10	4859	77	77	93	NA	NA	662	NA	NA	64	NA	NA	15	NA	NA	20	NA	NA	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	28	28	22957	88	88	93	681	681	685	32	32	34	21	21	17	39	39	44	7	7	5
Non-Economically Disadvantaged	44	44	48173	98	98	96	687	687	709	27	27	17	18	18	11	55	55	55	NA	NA	18

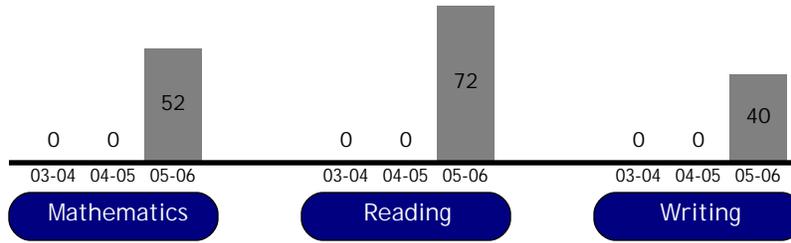
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	76	73018	95	95	97	699	699	703	1	1	6	26	26	23	67	67	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	36181	97	97	97	702	702	708	NA	NA	4	22	22	21	72	72	65	6	6	9
Male	40	40	36816	93	93	96	696	696	699	3	3	7	30	30	24	63	63	62	5	5	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	18	18	25801	95	95	96	682	682	683	6	6	10	33	33	34	61	61	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	53	53	37024	95	95	97	706	706	721	NA	NA	2	23	23	12	70	70	73	8	8	13
Students with Disabilities	11	11	7170	73	73	85	661	661	654	9	9	23	36	36	47	55	55	29	NA	NA	1
Students without Disabilities	65	65	65848	100	100	98	704	704	708	NA	NA	4	25	25	20	69	69	67	6	6	9
Limited English Proficient Students	12	12	5099	92	92	95	683	683	641	NA	NA	29	50	50	59	42	42	12	8	8	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	30	30	23912	91	91	94	683	683	681	3	3	10	37	37	36	60	60	52	NA	NA	2
Non-Economically Disadvantaged	46	46	49106	98	98	98	709	709	714	NA	NA	4	20	20	16	72	72	69	9	9	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	76	76	72810	95	95	96	670	670	685	5	5	6	55	55	30	37	37	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	36111	100	100	97	680	680	695	3	3	4	46	46	23	46	46	65	5	5	8
Male	39	39	36678	91	91	95	661	661	674	8	8	9	64	64	36	28	28	52	NA	NA	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	18	18	25735	95	95	96	656	656	669	11	11	10	61	61	41	28	28	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	53	53	36915	95	95	97	674	674	697	4	4	3	53	53	21	40	40	67	4	4	8
Students with Disabilities	12	12	7071	80	80	84	638	638	634	17	17	24	50	50	53	33	33	21	NA	NA	1
Students without Disabilities	64	64	65739	98	98	98	675	675	689	3	3	4	56	56	27	38	38	62	3	3	6
Limited English Proficient Students	12	12	5046	92	92	94	673	673	621	NA	NA	31	83	83	56	8	8	12	8	8	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	30	30	23814	91	91	94	659	659	667	10	10	10	57	57	41	30	30	47	3	3	2
Non-Economically Disadvantaged	46	46	48996	98	98	97	677	677	693	2	2	4	54	54	24	41	41	64	2	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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	--	--	--	42	--	--	49	51	100	48	48	52
	Language	--	--	--	42	--	--	47	50	100	46	46	50
	Mathematics	--	--	--	63	--	--	48	50	100	44	44	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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Discussion
- Ü Academic Program Review
- Ü School/Parent Communications
- Ü Extra Curricular Programs
- Ü Fine Arts Program Reviews
- Ü After School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	2.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library / Media Center
- Ü Computer Lab
- Ü Creative Learning Lab
- Ü Media /TV Production Studio

Extracurricular Activities

- Ü Athletics
- Ü Student Council
- Ü Band, Choir , Drama
- Ü FCCLA
- Ü Cheerleading/Dance Teams

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Academic Advisement
- Ü Special Education Services
- Ü Service Club

Ü A sophomore Industrial Technology female student was awarded tuition scholarship to attend Future Builders Academy.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	NA	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

Tonopah Valley High School is a closed campus. To insure the safety of students, the campus has installed security fencing surrounding the entire campus. Security cameras have been placed throughout the campus to protect the students from unauthorized outsiders, monitor the students behaviors on campus and protect the school's facilities.

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) :

3

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	John Sigala	(623) 474-5200
Transportation Policy	Cheryl Heinze	(623) 474-5150
Community Resources	Laura Haarstad	(623) 474-5200
School Nutrition Programs	Karen Montgomery	(623) 474-5234
Parent Organization		
Student Health/Nurse	Gerri Teixeira	(623) 474-5207

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.

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.

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Total cost of printing: 12 Pages X .0243 Per page X 150 Copies = \$44.00

** 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.