



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2004-05

## Riverside Elementary District

1414 S 51st Ave, Phoenix, AZ 85043-

**No Child Left Behind**

**Adequate Yearly Progress<sup>1</sup>**

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

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.

### Current Administrator<sup>2</sup>

Title: Superintendent  
Name: Mr. Jack Bliss

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## District At A Glance

### Enrollment<sup>3</sup>

	State	District
2003-2004 Student Enrollment	1,012,068	559

### Expenditures<sup>4</sup>

2004 Administration Expense	\$368,875.00
2004 Classroom Supplies Expense	\$325,322.00
2004 Classroom Instruction Expense	\$1,656,349.00
2004 Other Support Services Expense	\$763,387.00
2004 Student Support Services Expense	\$187,614.00
2004 Total Current Expenditures	\$3,301,547.00

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	5	0	0
4 to 6 years	6	0	0	0
7 to 9 years	3	0	0	0
10 or more years	5	3	0	0

Teachers with Emergency Certificaton. 4  
Classes not Taught by Highly Qualified Teachers. \*  
District Poverty Level. \*

\* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	59	75509	87	100	449	521	59	13	25	23	13	33	4	31
All Students (02-03)	62	75372	100	100	481	523	40	9	19	25	23	36	17	30
Female (03-04)	32	37013	86	100	456	522	47	12	37	24	10	33	7	31
Female (02-03)	29	36901	100	100	477	524	37	8	26	25	26	36	11	31
Male (03-04)	27	38430	87	99	440	521	73	14	12	22	15	33	0	31
Male (02-03)	33	38385	100	100	483	523	43	9	14	24	21	36	21	30
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
African American (02-03)	NC	3589	NC	96	NC	501	NC	18	NC	33	NC	33	NC	16
Hispanic (03-04)	NC	30486	NC	99	NC	505	NC	18	NC	29	NC	32	NC	21
Hispanic (02-03)	46	29103	100	99	479	510	41	12	22	31	25	36	13	20
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
Asian/Pacific Islander (02-03)	--	1574	--	96	--	549	--	3	--	14	--	34	--	48
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	53	35192	79	99	446	534	60	8	24	19	14	35	2	39
White (02-03)	NC	34597	NC	98	NC	535	NC	4	NC	20	NC	38	NC	38
Students with Disabilities (03-04)	11	9708	100	100	417	489	90	32	0	27	10	24	0	17
Students with Disabilities (02-03)	NC	8057	NC	99	NC	496	NC	23	NC	31	NC	28	NC	17
Students without Disabilities (03-04)	48	65801	76	98	455	525	52	11	30	23	13	34	4	33
Students without Disabilities (02-03)	57	67315	95	100	488	525	36	8	20	24	25	37	18	31
Limited English Proficient Students (03-04)	NC	16928	NC	100	NC	485	NC	29	NC	33	NC	26	NC	12
Limited English Proficient Students (02-03)	15	16925	NA	100	NA	482	NA	27	NA	40	NA	26	NA	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	NC	36411	NC	NA	NC	503	NC	19	NC	29	NC	32	NC	20
Economically Disadvantaged (02-03)	--	26325	--	NA	--	504	--	15	--	34	--	33	--	18
Non-Economically Disadvantaged (03-04)	55	39040	NA	NA	447	534	62	8	23	19	12	34	4	39
Non-Economically Disadvantaged (02-03)	62	49047	NA	NA	481	530	40	6	19	21	23	37	17	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	59	75492	87	100	481	519	45	12	21	16	30	47	4	24
All Students (02-03)	60	75221	100	100	505	523	19	8	32	16	30	56	19	21
Female (03-04)	32	37013	86	100	489	523	37	10	23	15	33	48	7	27
Female (02-03)	27	36833	100	100	503	526	16	6	32	15	37	56	16	23
Male (03-04)	27	38400	87	99	472	516	54	14	19	17	27	47	0	21
Male (02-03)	33	38319	100	100	507	520	21	9	32	17	25	56	21	18
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
African American (02-03)	NC	3597	NC	97	NC	510	NC	14	NC	22	NC	53	NC	11
Hispanic (03-04)	NC	30438	NC	99	NC	508	NC	17	NC	21	NC	47	NC	15
Hispanic (02-03)	46	29019	100	99	501	513	18	12	33	21	33	55	15	13
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
Asian/Pacific Islander (02-03)	--	1572	--	95	--	536	--	2	--	9	--	57	--	31
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	53	35177	79	99	479	528	50	8	18	13	28	49	4	31
White (02-03)	NC	34543	NC	97	NC	531	NC	4	NC	12	NC	58	NC	26
Students with Disabilities (03-04)	11	9707	100	100	449	495	80	33	10	21	10	33	0	13
Students with Disabilities (02-03)	NC	8006	NC	99	NC	505	NC	22	NC	23	NC	42	NC	13
Students without Disabilities (03-04)	48	65785	76	98	489	522	37	10	24	16	35	49	4	26
Students without Disabilities (02-03)	54	67215	90	100	512	524	12	7	33	16	33	56	21	21
Limited English Proficient Students (03-04)	NC	16905	NC	100	NC	489	NC	34	NC	28	NC	32	NC	6
Limited English Proficient Students (02-03)	13	16853	NA	100	NA	489	NA	29	NA	36	NA	32	NA	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	NC	36302	NC	NA	NC	507	NC	18	NC	21	NC	46	NC	14
Economically Disadvantaged (02-03)	--	26256	--	NA	--	509	--	14	--	24	--	51	--	11
Non-Economically Disadvantaged (03-04)	55	39164	NA	NA	482	528	46	8	19	13	31	48	4	31
Non-Economically Disadvantaged (02-03)	60	48965	NA	NA	505	528	19	5	32	13	30	58	19	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	56	75053	82	99	516	597	23	7	30	12	43	72	4	9
All Students (02-03)	61	73654	100	99	499	530	31	9	17	13	48	70	4	7
Female (03-04)	30	36872	81	99	537	621	18	5	25	9	54	74	4	12
Female (02-03)	28	36239	100	99	509	537	20	7	15	11	65	72	0	10
Male (03-04)	26	38109	84	99	493	573	28	10	36	14	32	69	4	6
Male (02-03)	33	37301	100	98	492	523	39	12	18	15	36	68	7	5
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
Hispanic (03-04)	NC	30235	NC	98	NC	575	NC	9	NC	14	NC	70	NC	6
Hispanic (02-03)	46	28348	100	96	493	520	30	13	24	17	45	65	0	5
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
Asian/Pacific Islander (02-03)	--	1558	--	95	--	547	--	3	--	8	--	76	--	13
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	51	35028	76	99	512	613	23	6	29	10	46	73	2	11
White (02-03)	NC	33924	NC	96	NC	537	NC	5	NC	10	NC	75	NC	9
Students with Disabilities (03-04)	11	9625	100	100	427	530	50	21	30	21	20	55	0	4
Students with Disabilities (02-03)	NC	7306	NC	90	NC	506	NC	24	NC	20	NC	52	NC	4
Students without Disabilities (03-04)	45	65428	71	98	537	604	16	6	30	11	49	73	5	10
Students without Disabilities (02-03)	55	66348	92	100	506	531	25	8	18	13	52	71	5	8
Limited English Proficient Students (03-04)	NC	16765	NC	100	NC	525	NC	17	NC	20	NC	60	NC	2
Limited English Proficient Students (02-03)	13	16422	NA	100	NA	495	NA	30	NA	27	NA	43	NA	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	NC	36077	NC	NA	NC	566	NC	10	NC	16	NC	69	NC	5
Economically Disadvantaged (02-03)	--	25711	--	NA	--	514	--	16	--	19	--	61	--	3
Non-Economically Disadvantaged (03-04)	52	38950	NA	NA	519	618	22	5	29	9	45	73	4	12
Non-Economically Disadvantaged (02-03)	61	47943	NA	NA	499	535	31	7	17	11	48	74	4	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	64	76019	96	100	455	499	32	14	56	39	5	14	6	33
All Students (02-03)	50	76230	100	100	438	498	53	12	37	38	7	12	2	37
Female (03-04)	36	37207	100	100	452	499	31	12	63	41	3	14	3	33
Female (02-03)	26	37247	100	100	439	500	50	11	41	40	9	13	0	37
Male (03-04)	27	38677	84	100	458	498	35	15	46	38	8	13	12	34
Male (02-03)	24	38725	96	100	437	497	57	14	33	37	5	12	5	37
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
Hispanic (03-04)	13	29458	100	100	466	480	18	20	82	48	0	12	0	20
Hispanic (02-03)	39	28100	100	98	433	482	59	18	32	47	9	11	0	24
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
Asian/Pacific Islander (02-03)	--	1447	--	95	--	527	--	5	--	26	--	11	--	58
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	49	35880	75	100	451	515	37	7	49	32	6	16	8	45
White (02-03)	NC	35389	NC	96	NC	514	NC	6	NC	32	NC	14	NC	48
Students with Disabilities (03-04)	NC	9786	NC	100	NC	457	NC	39	NC	40	NC	7	NC	13
Students with Disabilities (02-03)	NC	9022	NC	100	NC	465	NC	31	NC	43	NC	8	NC	17
Students without Disabilities (03-04)	57	66233	90	99	457	503	31	11	58	39	4	14	7	35
Students without Disabilities (02-03)	44	67208	88	100	439	500	52	12	38	38	7	12	2	38
Limited English Proficient Students (03-04)	NC	15206	NC	100	NC	459	NC	31	NC	53	NC	7	NC	9
Limited English Proficient Students (02-03)	NC	14826	NC	100	NC	460	NC	31	NC	51	NC	8	NC	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	NC	35714	NC	NA	NC	480	NC	20	NC	47	NC	12	NC	20
Economically Disadvantaged (02-03)	--	25037	--	NA	--	477	--	21	--	47	--	11	--	21
Non-Economically Disadvantaged (03-04)	61	40266	NA	NA	455	513	34	9	54	33	5	15	7	43
Non-Economically Disadvantaged (02-03)	50	51193	NA	NA	438	507	53	9	37	35	7	13	2	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	64	76020	96	100	486	503	56	25	29	23	11	40	3	12
All Students (02-03)	54	76202	100	100	484	505	59	19	16	24	23	46	2	11
Female (03-04)	36	37207	100	100	484	504	51	22	34	23	14	42	0	13
Female (02-03)	27	37231	100	100	482	507	65	16	9	24	26	48	0	13
Male (03-04)	27	38666	84	100	489	501	65	29	19	22	8	38	8	12
Male (02-03)	27	38718	100	100	486	503	52	22	24	24	19	44	5	10
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
Hispanic (03-04)	13	29442	100	99	487	494	36	37	55	26	9	31	0	6
Hispanic (02-03)	44	28090	100	98	481	497	68	28	11	30	21	37	0	5
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
Asian/Pacific Islander (02-03)	--	1443	--	95	--	515	--	9	--	19	--	53	--	19
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	49	35890	75	100	486	511	63	15	20	20	12	48	4	18
White (02-03)	NC	35371	NC	96	NC	512	NC	10	NC	20	NC	54	NC	16
Students with Disabilities (03-04)	NC	9784	NC	100	NC	485	NC	58	NC	19	NC	19	NC	4
Students with Disabilities (02-03)	NC	9097	NC	100	NC	493	NC	39	NC	27	NC	29	NC	5
Students without Disabilities (03-04)	57	66236	90	99	487	504	55	23	31	23	13	42	2	13
Students without Disabilities (02-03)	46	67105	92	100	484	506	59	18	16	24	23	47	2	12
Limited English Proficient Students (03-04)	NC	15198	NC	100	NC	483	NC	59	NC	25	NC	14	NC	1
Limited English Proficient Students (02-03)	NC	14780	NC	100	NC	486	NC	50	NC	32	NC	18	NC	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	NC	35703	NC	NA	NC	494	NC	37	NC	26	NC	31	NC	6
Economically Disadvantaged (02-03)	--	24961	--	NA	--	495	--	32	--	30	--	34	--	4
Non-Economically Disadvantaged (03-04)	61	40274	NA	NA	486	509	58	17	27	20	12	47	3	17
Non-Economically Disadvantaged (02-03)	54	51241	NA	NA	484	509	59	14	16	22	23	51	2	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	64	75673	96	100	487	530	21	12	32	25	47	58	0	4
All Students (02-03)	53	74692	100	99	445	502	58	18	28	27	14	47	0	8
Female (03-04)	36	37099	100	100	496	548	23	8	20	22	57	64	0	6
Female (02-03)	26	36710	100	99	446	509	59	14	23	26	18	50	0	10
Male (03-04)	27	38441	84	99	471	513	19	16	50	29	31	52	0	3
Male (02-03)	27	37742	100	98	445	495	57	22	33	28	10	44	0	6
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
Hispanic (03-04)	13	29305	100	99	519	507	0	16	55	31	45	51	0	2
Hispanic (02-03)	43	27492	100	96	439	486	68	27	22	32	11	38	0	4
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
Asian/Pacific Islander (02-03)	--	1428	--	94	--	528	--	8	--	20	--	54	--	18
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	49	35760	75	99	475	550	27	9	29	21	45	64	0	6
White (02-03)	NC	34785	NC	94	NC	517	NC	10	NC	23	NC	56	NC	11
Students with Disabilities (03-04)	NC	9706	NC	100	NC	462	NC	36	NC	32	NC	31	NC	1
Students with Disabilities (02-03)	NC	8428	NC	98	NC	472	NC	38	NC	30	NC	29	NC	3
Students without Disabilities (03-04)	57	65967	90	99	488	536	20	10	33	25	47	60	0	5
Students without Disabilities (02-03)	45	66264	90	99	445	503	58	17	28	27	14	48	0	8
Limited English Proficient Students (03-04)	NC	15115	NC	100	NC	471	NC	26	NC	38	NC	35	NC	1
Limited English Proficient Students (02-03)	NC	14363	NC	100	NC	459	NC	47	NC	34	NC	19	NC	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	NC	35541	NC	NA	NC	504	NC	17	NC	31	NC	50	NC	2
Economically Disadvantaged (02-03)	--	24507	--	NA	--	480	--	31	--	33	--	33	--	3
Non-Economically Disadvantaged (03-04)	61	40091	NA	NA	485	550	22	9	32	21	46	64	0	6
Non-Economically Disadvantaged (02-03)	53	50185	NA	NA	445	511	58	13	28	24	14	53	0	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	45	75001	100	99	429	468	64	37	32	36	5	16	0	10
All Students (02-03)	35	71167	100	99	425	463	67	38	33	41	0	14	0	7
Female (03-04)	24	36846	100	99	429	468	65	36	30	38	4	16	0	10
Female (02-03)	18	34825	100	99	424	462	67	38	33	42	0	14	0	6
Male (03-04)	21	37974	100	99	428	467	62	39	33	34	5	16	0	11
Male (02-03)	16	36047	80	99	425	464	64	38	36	39	0	15	0	8
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
Hispanic (03-04)	13	26675	NA	98	433	448	69	52	31	34	0	10	0	4
Hispanic (02-03)	28	23643	100	97	420	445	64	53	36	37	0	8	0	2
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
Asian/Pacific Islander (02-03)	--	1503	--	100	--	493	--	18	--	40	--	23	--	19
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	27	37785	60	99	431	482	54	25	38	39	8	21	0	15
White (02-03)	NC	35245	NC	95	NC	476	NC	26	NC	45	NC	19	NC	10
Students with Disabilities (03-04)	NC	8802	NC	100	NC	418	NC	79	NC	16	NC	3	NC	1
Students with Disabilities (02-03)	NC	8095	NC	100	NC	426	NC	69	NC	25	NC	5	NC	1
Students without Disabilities (03-04)	39	66199	93	99	432	472	62	34	33	38	5	17	0	11
Students without Disabilities (02-03)	28	63072	82	99	425	464	67	37	33	41	0	15	0	7
Limited English Proficient Students (03-04)	NC	11710	NC	100	NC	429	NC	70	NC	25	NC	4	NC	1
Limited English Proficient Students (02-03)	NC	10317	NC	100	NC	426	NC	72	NC	25	NC	2	NC	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	NC	29814	NC	NA	NC	448	NC	53	NC	33	NC	10	NC	4
Economically Disadvantaged (02-03)	--	17057	--	NA	--	440	--	58	--	34	--	6	--	2
Non-Economically Disadvantaged (03-04)	43	45170	NA	NA	429	479	64	28	31	38	5	20	0	14
Non-Economically Disadvantaged (02-03)	35	54110	NA	NA	425	468	67	33	33	43	0	16	0	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	46	74918	100	99	464	497	64	32	16	19	20	35	0	15
All Students (02-03)	33	71100	97	99	482	502	44	25	24	21	28	40	4	15
Female (03-04)	24	36846	100	99	469	501	61	28	17	19	22	37	0	16
Female (02-03)	17	34801	100	99	482	505	50	21	14	22	36	42	0	15
Male (03-04)	22	37936	100	99	458	493	68	35	14	18	18	33	0	14
Male (02-03)	15	36010	75	99	482	499	40	28	30	20	20	38	10	14
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
Hispanic (03-04)	13	26645	NA	98	465	478	46	46	38	20	15	27	0	6
Hispanic (02-03)	25	23630	100	96	488	485	42	37	21	25	32	32	5	6
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
Asian/Pacific Islander (02-03)	--	1509	--	100	--	522	--	12	--	14	--	46	--	28
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	28	37773	62	99	464	511	70	20	7	18	22	41	0	21
White (02-03)	NC	35198	NC	95	NC	515	NC	15	NC	18	NC	47	NC	21
Students with Disabilities (03-04)	NC	8801	NC	100	NC	448	NC	75	NC	13	NC	10	NC	2
Students with Disabilities (02-03)	NC	8121	NC	100	NC	470	NC	55	NC	20	NC	21	NC	4
Students without Disabilities (03-04)	40	66117	95	99	469	501	60	28	18	19	23	37	0	16
Students without Disabilities (02-03)	26	62979	76	99	482	503	44	23	24	21	28	41	4	15
Limited English Proficient Students (03-04)	NC	11706	NC	100	NC	454	NC	71	NC	16	NC	12	NC	1
Limited English Proficient Students (02-03)	NC	10304	NC	100	NC	462	NC	63	NC	23	NC	13	NC	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	NC	29785	NC	NA	NC	477	NC	47	NC	20	NC	26	NC	6
Economically Disadvantaged (02-03)	--	17040	--	NA	--	483	--	40	--	25	--	29	--	6
Non-Economically Disadvantaged (03-04)	43	45115	NA	NA	464	508	64	23	14	18	21	39	0	20
Non-Economically Disadvantaged (02-03)	33	54060	NA	NA	482	507	44	20	24	20	28	43	4	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	44	74503	98	99	445	491	12	9	51	32	37	51	0	8
All Students (02-03)	28	69001	82	96	476	490	27	17	50	37	23	45	0	1
Female (03-04)	23	36686	96	99	456	506	5	5	55	29	41	57	0	9
Female (02-03)	15	34086	100	97	477	496	23	13	54	36	23	51	0	1
Male (03-04)	21	37644	100	98	433	476	19	13	48	36	33	45	0	6
Male (02-03)	12	34644	60	95	477	484	25	22	50	39	25	38	0	0
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
Hispanic (03-04)	13	26500	NA	97	458	467	15	13	38	39	46	44	0	4
Hispanic (02-03)	23	22656	100	92	480	476	17	27	56	43	28	30	0	0
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
Asian/Pacific Islander (02-03)	--	1472	--	98	--	507	--	8	--	30	--	60	--	2
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
American Indian/Alaskan Native (02-03)	--	4940	--	98	--	469	--	34	--	43	--	23	--	0
White (03-04)	27	37606	60	99	434	508	12	6	58	28	31	56	0	10
White (02-03)	NC	34501	NC	93	NC	500	NC	10	NC	34	NC	55	NC	1
Students with Disabilities (03-04)	NC	8662	NC	100	NC	409	NC	37	NC	42	NC	20	NC	1
Students with Disabilities (02-03)	NC	7386	NC	95	NC	459	NC	46	NC	37	NC	17	NC	0
Students without Disabilities (03-04)	39	65841	93	98	451	499	8	7	51	32	41	53	0	8
Students without Disabilities (02-03)	23	61615	68	97	476	491	27	16	50	37	23	45	0	1
Limited English Proficient Students (03-04)	NC	11608	NC	100	NC	430	NC	23	NC	47	NC	28	NC	1
Limited English Proficient Students (02-03)	NC	9662	NC	100	NC	454	NC	51	NC	40	NC	9	NC	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	NC	29587	NC	NA	NC	465	NC	14	NC	40	NC	43	NC	4
Economically Disadvantaged (02-03)	--	16383	--	NA	--	472	--	30	--	43	--	26	--	0
Non-Economically Disadvantaged (03-04)	41	44898	NA	NA	448	507	10	7	53	28	38	55	0	10
Non-Economically Disadvantaged (02-03)	28	52618	NA	NA	476	494	27	14	50	36	23	49	0	1

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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](http://www.ade.az.gov/azlearns) and go to NCLB link

# Riverside Elementary District

## SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
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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 school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

# Riverside Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Riverside Elementary School	Underperforming	N/A	Not Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). 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 of data by subgroups and by 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](http://www.ade.az.gov/standards). These data also provides a two year trend analysis of student performance as required by NCLB.

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