

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

48827 N. Black Canyon Highway, Phoenix, AZ 85087

Deer 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

### School Overview

Principal/Administrator : Mrs. Tricia Graham  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : K-6  
 2004 Enrollment : 310  
 Web Address : newriver.dvusd.org/  
 Phone Number : (623) 376-3500  
 Fax Number : (623) 376-3580  
 E-mail : tgraham@nr.dvusd.org

### Mission

With the belief that all children are capable of success, the New River staff commits to foster each child's full academic potential; build each child's self-esteem; and empower each child to become a responsible, respectful, contributing citizen.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Students will demonstrate increased achievement in our focus goal area of mathematics.
- ü Students will demonstrate an increase in their ability to make pro-social behavior decisions.
- ü Students will demonstrate increased achievement in Reading.
- ü Students will demonstrate increased achievement in Written Expression.

### Enrollment

October 1, 2003 School Year Student Enrollment : 294  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- ü Remedial Reading
- ü Gifted
- ü Computer Instruction
- ü Character Counts!
- ü Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The New River staff is dedicated to providing quality instruction designed to meet the needs of all learners in a safe environment. The link between school and home is strengthened through varied methods of communication and a welcoming atmosphere.

Parents

Parents are expected to ensure that students attend school and are on time, dressed appropriately, nourished, rested, and ready to learn. Parents are encouraged to take an active role in student learning.

Transportation Policy

Bus rules and regulations follow district standards requiring students to demonstrate safe and responsible behavior at all times.

School Honors

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

Award/Honor	Year
ü District Classified 'Pride' Winner	2004
ü Junior Achievement Young Entrepreneur	2002
ü NAHA Art Contest Honors	2003
ü Recognized as a Kids At Hope School	2003

3rd 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	48	2528	75509	100	99	100	523	532	521	10	7	13	23	19	23	42	38	33	25	36	31
All Students (Prior Year)	40	2543	75372	100	100	100	558	538	523	0	2	9	13	19	25	42	40	36	45	39	30
Female	28	1212	37013	100	99	100	522	530	522	11	7	12	25	19	24	39	39	33	25	35	31
Male	20	1311	38430	100	99	99	524	533	521	10	7	14	20	18	22	45	37	33	25	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	43	1956	35192	100	99	99	525	534	534	9	6	8	26	18	19	37	38	35	28	38	39
Students with Disabilities	11	347	9708	100	100	100	473	499	489	45	24	32	27	26	27	9	29	24	18	21	17
Students without Disabilities	37	2181	65801	95	99	98	537	535	525	0	5	11	22	18	23	51	39	34	27	38	33
Limited English Proficient Students	--	133	16928	--	80	100	--	485	485	--	31	29	--	31	33	--	23	26	--	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	15	604	36411	--	--	--	491	513	503	27	16	19	27	25	29	40	32	32	7	27	20
Non-Economically Disadvantaged	33	1924	39040	--	--	--	537	537	534	3	5	8	21	17	19	42	40	34	33	39	39

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	48	2538	75492	100	100	100	515	528	519	17	7	12	13	12	16	52	52	47	19	30	24
All Students (Prior Year)	39	2540	75221	100	100	100	542	532	523	0	2	8	0	11	16	73	60	56	27	27	21
Female	28	1215	37014	100	99	100	519	531	523	18	6	10	4	10	15	54	52	48	25	33	27
Male	20	1317	38400	100	99	99	510	525	516	15	8	14	25	13	17	50	53	47	10	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	43	1956	35177	100	99	99	515	529	528	19	6	8	12	11	13	49	52	49	21	31	31
Students with Disabilities	11	347	9707	100	100	100	480	502	495	45	25	33	27	25	21	27	36	33	0	14	13
Students without Disabilities	37	2191	65785	95	99	98	526	530	522	8	5	10	8	11	16	59	53	49	24	31	26
Limited English Proficient Students	--	133	16905	--	80	100	--	484	489	--	23	34	--	46	28	--	31	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	15	606	36302	--	--	--	496	515	507	33	15	18	13	17	21	47	48	46	7	20	14
Non-Economically Disadvantaged	33	1932	39164	--	--	--	524	531	528	9	4	8	12	10	13	55	53	48	24	32	31

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	48	2525	75053	100	99	99	607	625	597	4	4	7	13	8	12	77	76	72	6	12	9
All Students (Prior Year)	40	2511	73654	100	99	99	548	542	530	0	3	9	0	7	13	89	79	70	11	11	7
Female	28	1212	36872	100	99	99	625	651	621	4	3	5	11	6	9	79	75	74	7	16	12
Male	20	1310	38109	100	99	99	583	600	573	5	6	10	15	9	14	75	76	69	5	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	43	1948	35028	100	99	99	596	626	613	5	5	6	14	8	10	77	75	73	5	12	11
Students with Disabilities	11	343	9625	100	100	100	490	551	530	18	12	21	45	21	21	36	63	55	0	4	4
Students without Disabilities	37	2182	65428	95	99	98	642	631	604	0	4	6	3	6	11	89	77	73	8	13	10
Limited English Proficient Students	--	132	16765	--	79	100	--	546	525	--	8	17	--	0	20	--	92	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	15	601	36077	--	--	--	569	590	566	7	8	10	13	13	16	73	70	69	7	8	5
Non-Economically Disadvantaged	33	1924	38950	--	--	--	625	634	618	3	4	5	12	6	9	79	77	73	6	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	50	2572	76019	100	100	100	498	517	499	4	5	14	43	33	39	28	18	14	24	44	33
All Students (Prior Year)	56	2489	76230	100	100	100	493	516	498	2	4	12	56	32	38	20	14	12	22	50	37
Female	26	1284	37207	100	100	100	507	515	499	4	5	12	29	36	41	42	18	14	25	41	33
Male	24	1284	38677	100	100	100	489	519	498	5	5	15	59	30	38	14	18	13	23	47	34
African American	--	73	3817	--	97	100	--	494	475	--	10	23	--	41	47	--	25	11	--	24	18
Hispanic	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	28	20
Asian/Pacific Islander	--	79	1673	--	99	99	--	547	531	--	1	4	--	19	29	--	15	14	--	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	47	2080	35880	100	99	100	500	518	515	2	4	7	44	33	32	29	17	16	24	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	41	2234	66233	100	99	99	507	519	503	3	4	11	34	33	39	34	18	14	29	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	14	532	35714				487	495	480	0	10	20	64	45	47	27	20	12	9	26	20
Non-Economically Disadvantaged	36	2040	40266				502	522	513	6	4	9	37	31	33	29	17	15	29	48	43

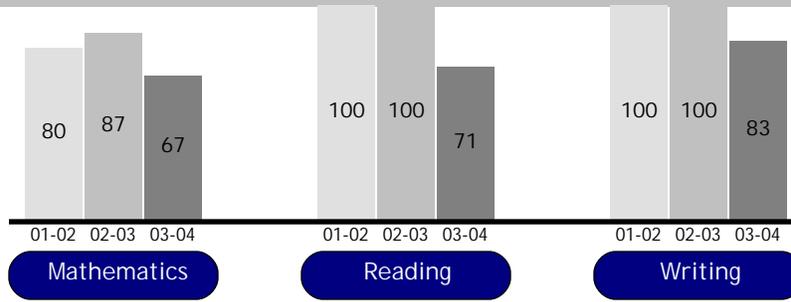
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	2572	76020	100	100	100	506	510	503	20	14	25	13	21	23	59	50	40	9	15	12
All Students (Prior Year)	56	2490	76202	100	100	100	507	510	505	8	10	19	23	21	24	60	57	46	8	12	11
Female	26	1284	37213	100	100	100	509	510	504	4	12	22	17	22	23	71	52	42	8	15	13
Male	24	1284	38666	100	100	100	503	510	501	36	17	29	9	19	22	45	49	38	9	15	12
African American	--	74	3819	--	99	100	--	500	494	--	24	37	--	28	26	--	41	31	--	7	6
Hispanic	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	7	6
Asian/Pacific Islander	--	79	1672	--	99	99	--	516	513	--	6	12	--	12	19	--	54	49	--	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	47	2081	35890	100	100	100	507	511	511	20	14	15	11	20	20	60	51	48	9	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	41	2233	66236	100	99	99	515	511	504	3	12	23	16	21	23	71	52	42	11	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	14	533	35703				501	499	494	18	25	37	36	26	26	27	42	31	18	7	6
Non-Economically Disadvantaged	36	2039	40274				508	512	509	20	12	17	6	19	20	69	52	47	6	16	17

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	49	2565	75673	100	100	100	581	553	530	18	7	12	18	20	25	51	66	58	13	6	4
All Students (Prior Year)	56	2460	74692	100	100	99	510	518	502	6	8	18	35	23	27	57	59	47	2	10	8
Female	25	1281	37099	96	100	100	627	570	548	0	5	8	13	15	22	74	71	64	13	8	6
Male	24	1280	38441	100	100	99	533	536	513	36	10	16	23	25	29	27	60	52	14	4	3
African American	--	74	3791	--	99	99	--	509	506	--	15	18	--	32	29	--	50	50	--	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	5	2
Asian/Pacific Islander	--	79	1665	--	99	99	--	597	573	--	6	6	--	12	16	--	65	67	--	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	46	2074	35760	100	99	99	583	556	550	18	7	9	16	19	21	52	67	64	14	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	40	2226	65967	98	98	99	617	558	536	8	6	10	14	19	25	62	68	60	16	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	14	532	35541				564	519	504	9	14	17	36	26	31	55	57	50	0	4	2
Non-Economically Disadvantaged	35	2033	40091				586	561	550	21	6	9	12	19	21	50	68	64	18	7	6

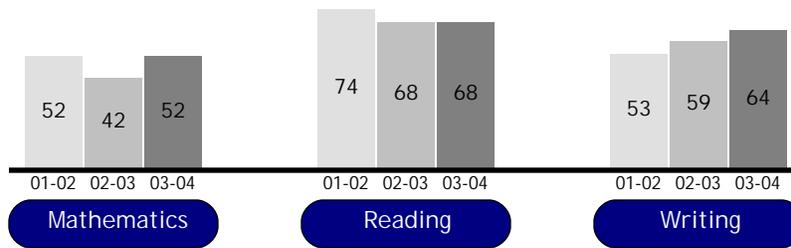
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	87	54	44	100	64	63	50	100	65	NA	58
	Language	93	80	54	39	100	57	58	43	100	64	61	50
	Mathematics	93	88	60	52	100	67	70	57	100	60	72	64
3	Reading	86	66	53	43	100	75	61	47	100	61	NA	55
	Language	86	78	61	50	100	83	67	54	100	64	70	61
	Mathematics	86	72	61	50	100	83	66	54	100	58	69	61
4	Reading	86	66	57	47	100	72	66	52	98	81	NA	56
	Language	86	55	54	45	100	70	61	48	88	74	63	52
	Mathematics	86	56	64	52	100	74	73	57	93	76	74	61
5	Reading	90	61	57	46	100	60	62	50	98	72	NA	55
	Language	90	39	52	43	100	47	57	46	100	65	60	49
	Mathematics	90	57	68	54	100	61	73	57	100	72	75	63
6	Reading	93	64	57	49	98	75	66	53	100	67	NA	56
	Language	93	57	52	42	100	60	60	45	100	51	60	48
	Mathematics	93	76	68	58	100	81	79	62	100	72	79	66

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)
- 4 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Continuous School Improvement
- Ü Instructional Programs/Strategies
- Ü Parent/Educator Relations & Involvement
- Ü School Safety Issues
- Ü Campus Improvement Budget
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	16
Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Designated Music and Art Rooms
- Ü Computer Labs

Extracurricular Activities

- Ü Band/Chorus
- Ü Art Club
- Ü Student Council
- Ü Homework Help
- Ü Techno-Literacy Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Vision Hearing/Scoliosis Screenings
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü New River Elementary School completed the development of an extensive improvement plan armed at increasing achievement.
  
- ü Staff development was conducted related to standards based instruction.
  
- ü New River Elementary School rededicated the campus with the opening of a brand new facility in the Fall of 2003.
  
- ü New River Elementary School continues to implement Kids At Hope and Character Counts to increase pro-social decision making.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	6	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	50	54
Grades 3-4	92	65
Grades 4-5	68	46
Grades 5-6	76	89

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

An Emergency Preparedness Plan is in place. Lockdown and fire drills are practiced regularly. New River Elementary School participates in the S.T.A.R.S. and G.R.E.A.T. programs. Teachers implement the Get Real About Violence programs.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kenna Hough	(623) 376-3500
Transportation Policy	Bill Kohn	(602) 467-5090
Community Resources	Kenna Hough	(623) 376-3500
School Nutrition Programs	Paula Berry	(623) 376-3514
Parent Organization	Ann Ordway	(623) 376-3500
Student Health/Nurse	Nancy Townsend	(623) 376-3510

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.