



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1414 S 51st Ave, Phoenix, AZ 85043

Riverside Elementary 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

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Underperforming
2002-03	Small School

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

School Overview

Principal/Administrator : Mr. Ruben Gutierrez
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-4
 2005 Enrollment : 462
 Web Address : www.riverside.k12.az.us
 Phone Number : (602) 272-1339
 Fax Number : (602) 484-7162
 E-mail : rgutierrez@riverside.k12.az.us

Mission

Riverside is a K-4 school which provides a back-to-basics approach for the core of its curriculum. A schoolwide language arts program is the key element used to branch out into the instruction of other subjects.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Continue with implementation and evaluation of an ungraded K-2 educational program which instructs students in all core subjects utilizing components of both team teaching and self-contained approaches.
- ü Provide increased technology instruction for each student through the use of computers in each classroom and in a computer lab.

Enrollment

October 1, 2004 School Year Student Enrollment : 674
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü On-site Special Education
- ü NES and LEP Sheltered Immersion Programs
- ü Computer Laboratory
- ü Internet Instruction
- ü After School Academic Program

Calendar Information

- Number of Instruction Days :
- Average Daily Instruction Time :
- First Day of School :
- Last Day of School :

Shared Responsibilities

School

It is the responsibility of Riverside School to provide the parents of its students a safe learning environment that promotes their children's best academic achievement. To accomplish this goal, the school employ the CUTS program to increase student attendance and parent participation.

Parents

The school considers it the responsibility of each parent or guardian to take an active interest in his/her children's learning and to participate in the school and home learning contract established by the Riverside School District.

Transportation Policy

Riverside Elementary transports all in-district students to and from school. Parents of out-of-district students must transport their children to and from Riverside Elementary unless the district has made prior approval to do otherwise.

School Honors

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

Award/Honor	Year
ü Attainment of Special Educational Goals	2004

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	85	85	79306	100	100	99	398	398	445	40	40	10	33	33	18	25	25	51	2	2	20
All Students (Prior Year)	59	59	75509	87	87	100	449	449	521	59	59	13	25	25	23	13	13	33	4	4	31
Female	47	47	38691	100	100	99	392	392	446	48	48	10	29	29	18	19	19	52	3	3	20
Male	38	38	40583	100	100	99	406	406	445	31	31	11	38	38	18	31	31	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	66	66	32869	100	100	99	398	398	429	44	44	15	27	27	25	27	27	51	2	2	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	11	11	10321	100	100	100	378	378	389	57	57	30	29	29	27	14	14	34	0	0	9
Students without Disabilities	74	74	69060	97	97	98	401	401	454	38	38	7	34	34	17	26	26	54	2	2	22
Limited English Proficient Students	34	34	15509	100	100	100	395	395	406	46	46	20	32	32	30	18	18	45	4	4	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	65	65	39415	97	97	96	399	399	431	39	39	15	34	34	25	25	25	50	2	2	10
Non-Economically Disadvantaged	20	20	39966	100	100	100	398	398	459	46	46	6	31	31	12	23	23	52	0	0	30

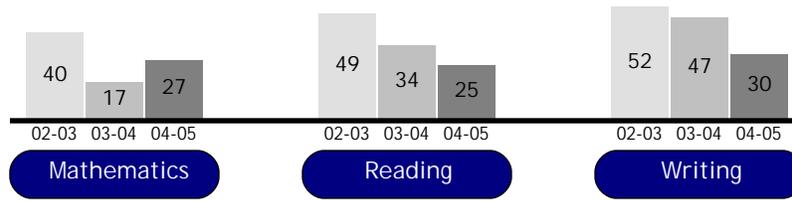
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	79395	100	0	99	401	401	446	26	26	9	49	49	25	25	25	55	0	0	11
All Students (Prior Year)	59	59	75492	87	87	100	481	481	519	45	45	12	21	21	16	30	30	47	4	4	24
Female	47	47	38743	100	0	100	400	400	451	29	29	7	48	48	24	23	23	57	0	0	12
Male	38	38	40618	100	0	99	403	403	440	23	23	11	50	50	27	27	27	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	66	66	32915	100	0	99	397	397	426	31	31	15	46	46	35	23	23	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	11	11	10331	100	0	100	380	380	388	43	43	25	43	43	37	14	14	34	0	0	4
Students without Disabilities	74	74	69139	97	0	99	404	404	454	24	24	7	50	50	24	26	26	58	0	0	11
Limited English Proficient Students	34	34	15545	100	0	100	387	387	399	39	39	21	46	46	42	14	14	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	65	65	39484	97	0	96	400	400	429	30	30	14	50	50	35	20	20	47	0	0	4
Non-Economically Disadvantaged	20	20	39986	100	0	100	405	405	461	15	15	4	46	46	16	38	38	63	0	0	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	84	84	78869	100	100	99	371	371	442	23	23	6	46	46	21	30	30	63	0	0	10
All Students (Prior Year)	56	56	75053	82	82	99	516	516	597	23	23	7	30	30	12	43	43	72	4	4	9
Female	46	46	38536	100	100	99	383	383	458	17	17	4	53	53	15	30	30	67	0	0	14
Male	38	38	40302	100	100	99	357	357	428	31	31	8	38	38	26	31	31	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	65	65	32606	100	100	98	368	368	426	26	26	8	43	43	27	32	32	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	75	75	68697	99	99	98	375	375	454	22	22	4	48	48	18	30	30	67	0	0	11
Limited English Proficient Students	33	33	15339	100	100	100	338	338	399	41	41	11	41	41	31	19	19	54	0	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	63	63	39106	94	94	95	362	362	427	28	28	8	44	44	28	28	28	59	0	0	5
Non-Economically Disadvantaged	21	21	39837	100	100	100	400	400	457	8	8	4	54	54	14	38	38	67	0	0	15

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



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?	N
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	20	20	50	83	25	NA	58	100	32	32	47
	Language	95	9	9	43	89	17	17	50	100	30	30	47
	Mathematics	100	20	20	57	89	18	18	64	100	31	31	50
3	Reading	96	29	29	47	87	20	NA	55	100	21	21	44
	Language	98	36	36	54	87	27	27	61	100	26	26	44
	Mathematics	98	34	34	54	84	21	21	61	100	29	29	51
4	Reading	95	23	23	52	90	28	NA	56	100	26	26	48
	Language	98	21	21	48	92	29	29	52	100	30	30	49
	Mathematics	98	26	26	57	92	39	39	61	100	33	33	53

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü NCLB program
- Ü School Improvement Issues
- Ü Curriculum Development
- Ü Community Relations
- Ü School Safety
- Ü After School Tutoring

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Art Room
- Ü Computer Lab
- Ü Science Lab
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü Student Success Program

Social Services

- Ü Red Cross Station for Emergencies
- Ü Day Care
- Ü Head Start
- Ü Social Assistance Programs for Families
- Ü Community Involvement- Outreach Programs

School Achievements/Accomplishments 2004-05

- ü Corrected deficiencies in Technology through the Qwest/SFB Project.

- ü Received an E-rate which assists in purchasing technology materials to improve and expand internet capabilities.

- ü Sound Arizona School Improvement Plan recommended to and approved by the Arizona Department of Education

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	65	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 Riverside School maintains a tightly monitored campus and uses all resources possible to both prevent problems from occurring when they can and deal with the problems that do occur in a consistent, fair and expeditious manner.

Riverside Elementary, in partnership with Arizona State University, utilizes on-site school psychology interns supervised by a certified clinical psychologist to provide counseling and mental health services.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Ruben Gutierrez	(602) 272-1339
Transportation Policy	Roger Newsome	(602) 272-1339
Community Resources	Jack Bliss	(602) 272-1339
School Nutrition Programs	Pamela Gonzalez	(602) 272-1339
Parent Organization	Mrs. Tammy Tripp	(602) 272-1339
Student Health/Nurse	Yvonne Quiroga	(602) 272-1339

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** 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.