

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Whiteriver Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Whiteriver Unified District  
200 Cemetery Road, Whiteriver, AZ 85941-0190  
Mailing Address: P.O. Box 190, Whiteriver, AZ 85941-0190

Principal: Dr. C. Neil DeWitt  
Schedule: 7:30 AM to 4:30 PM  
Web Address: [wusd.k12.az.us/whiteriverelementary.html](http://wusd.k12.az.us/whiteriverelementary.html)  
E-mail: [ndewitt@wusd.k12.az.us](mailto:ndewitt@wusd.k12.az.us)

Grades: Pre-K-6  
2002 Enrollment: 596  
Phone: (928) 338-4819 x 2405  
Fax: (928) 338-4821

## ∨ School Overview ∨

### Mission

It is the mission and philosophy of Whiteriver Elementary School to be a child-oriented center that reflects early childhood research and appropriate practices. Administrators, teachers, teacher assistants and parents work together to implement programs that meet the needs of our unique children. We will continue to improve and enhance the quality of our curriculum and instruction, resulting in academic achievement and personal growth for our students and staff.

### Organization and Philosophy

- w High Academic Achievement
- w Professional Development for Staff
- w Cultural Inclusiveness
- w Parental Education and Involvement

### Instructional Programs

- w Developmentally Appropriate Practices
- w Full-day Kindergarten
- w ESL
- w Reading Intervention Strategies
- w On-site Special Education
- w Special Education Preschool
- w Character Educational Strategies
- w Research Based Reading Program

### School/Academic Goals

- w Increase schoolwide student achievement as measured on the Stanford 9 and AIMS assessments as indicated in yearly objectives, a comprehensive Reading Program utilizing a standards-based approach to teaching and learning will be implemented.
- w Improve student behavior, attendance and the level of student performance effort, a Character Education and schoolwide discipline program will be implemented emphasizing trustworthiness, respect, responsibility, fairness, caring and citizenship.
- w Improved student test scores on mandated state assessments in reading, writing, and math through the School's implementation of a School Improvement Plan that emphasizes the utilization of methods and materials that research has shown to be effective.
- w Provide an overall attitude within the School of focusing on the positive by providing an incentive program that gives students recognition and offers reward incentives whenever students do what is expected of them regarding performance and behavior.

### Enrollment

|  |     |
|--|-----|
| October 1, 2001 School Year Student Enrollment:                            | 559 |
| Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02:             | 49  |

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

- 2 School Administrator(s)
- 5 Non-certified Employee(s)
- 11 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

**Council Duties**

- w Parent/Educator Relations
- w Curriculum Development
- w Parental Involvement
- w School Safety Issues
- w Student Discipline/Incentives Programs
- w School Improvement Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 2.00   | Teacher      | 40.80  |
| Other Professional Staff | 4.00   | Teacher Aide | 34.50  |

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 12         | 0        | 0         | 0     |
| 4 to 6 years     | 6          | 0        | 0         | 0     |
| 7 to 9 years     | 3          | 1        | 0         | 0     |
| 10 or more years | 8          | 11       | 0         | 0     |

∨ **Shared Responsibilities** ∨

**School**

School philosophy; discipline policy; parent resource room; parent involvement; parenting classes; Parent/Teacher conferences; Beginning Life classes; Kinishba Council to Prevent Child Abuse; PAC (Parent Advisory Council); grade-level parent meeting; family fairs; crisis intervention; family counseling; interagency cooperation; Child-Protective Team; Pilot Parent Partnership, parent volunteer program, Parent Training Nights, Weekly Parent Newsletter, Parenting Tips/Suggestions - Weekly.

**Parents**

Student attendance; CLIP--home school responsibility; Parent/Teacher Conferences; homework monitoring, Family Literacy-School-to-Home Program, Student Discipline - supporting the school programs and consequences, as well as the need to shadow their child during the school day if necessary to insure appropriate behavior at school. Parents need to participate in Parent Advisory Council meetings, Site Advisory Council meetings, and to attend Parenting Skills training workshops held at night.

∨ **Transportation Policy** ∨

Provide regular school bus transportation to and from school for the following categories: Special education students whose handicapping conditions require transportation as indicated in their respective individual programs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students who live more than one mile from school. Students that stay for an extended day for tutorials and or enrichment.

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### ∨ Calendar Information ∨

|  |                |                             |         |
|--|----------------|-----------------------------|---------|
| <b>Number of Instruction Days:</b>     | 176            | <b>First Day of School:</b> | 8/19/02 |
| <b>Average Daily Instruction Time:</b> | 6 hrs. 10 min. | <b>Last Day of School:</b>  | 5/29/03 |

**Operates on Traditional Schedule**

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#### Report Card Release Dates

|          |        |         |         |
|----------|--------|---------|---------|
| 10/23/02 | 1/8/03 | 3/19/03 | 5/29/03 |
|----------|--------|---------|---------|

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### Additional Calendar/Report Card Information

Parent/Teacher Conference, parent newsletters, Parent Liaison, Parent Advisory Council, parent meetings and family counseling, radio broadcasts.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| W Computer Lab with Internet Access   | W Parent Resource Room              |
| W Media Center with Interactive Media | W Reading Clinic with One-way Glass |

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#### Extracurricular Activities

|  |  |
|--|--|
| W PM Tutorials/Enrichment-Rdg/Wrt/Math/K-5 | W Indian Club                              |
| W Afterschool At-risk Intervention         | W Student Council                          |
| W Field Trips as Positive Incentives       | W 21st Century After-School Activities     |
| W Sports                                   | W Family Literacy - School-to-Home Program |

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#### School/Community Resources

|                                       |                         |
|---------------------------------------|-------------------------|
| W Parent Resource Center/Family Fairs | W Crisis Intervention   |
| W Health Services                     | W Community Classes     |
| W Prenatal/Parenting Assistance       | W Cooperative Preschool |
| W Police Resource Officer             | W Interagency Services  |

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Alignment of the Arizona Academic Standards with math, language arts and science curriculum.</p> <p>W Adoption and implementation of a reading program that is supported by research showing effectiveness in promoting reading skill acquisition in students. The adoption and implementation of a reading intervention program with similar success rates.</p> | <p>W Development and implementation of a School Improvement Plan that was adopted by the Governing Board and approved by the State Department of Education.</p> <p>W Significant increases in student performance scores on all state-mandated assessments in the areas of reading, writing, and math in assessments given in the spring of 2002.</p> |
|---|---|

### Student Information: 2001-02 Student Activity Rates

|  | School | Arizona |        |        |
|--|--------|---------|--------|--------|
|  |        | K-6     | 7-8    | 9-12   |
| <b>Attendance Rate</b>                             | 95.0 % | 95.0 %  | 94.0 % | 94.0 % |
| <b>Transfers Out</b> <sup>4</sup>                  | 10.3 % | 19.6 %  | 19.5 % | 20.5 % |
| <b>Transfers In</b> <sup>5</sup> : Within District | 2.8 %  | 2.7 %   | 2.2 %  | 2.0 %  |
| <b>Transfers In</b> <sup>5</sup> : Out-of-District | 0.0 %  | 9.7 %   | 9.6 %  | 9.5 %  |
| <b>Promotion Rate</b> <sup>6</sup>                 | 96.1 % | 98.4 %  | 97.8 % | 94.8 % |
| <b>Retention Rate</b> <sup>7</sup>                 | 3.9 %  | 1.5 %   | 2.1 %  | 5.2 %  |
| <b>Dropout Rate</b> <sup>8</sup>                   | NA     |         |        | 9.5 %  |
| <b>Status Unknown</b> <sup>9</sup>                 | NA     |         |        | 6.0 %  |

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

| Award/Honor | Year |
|-------------|------|
| NDS         |      |

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

|                    |                | Number Tested | MS         | FFB        | A          | M          | E         |
|--------------------|----------------|---------------|------------|------------|------------|------------|-----------|
| <b>Grade 3</b>     | <b>Reading</b> | <b>82</b>     | <b>499</b> | <b>21%</b> | <b>32%</b> | <b>39%</b> | <b>9%</b> |
|                    | School State   | 58840         | 524        | 9%         | 17%        | 45%        | 29%       |
| <b>Writing</b>     | <b>School</b>  | <b>77</b>     | <b>510</b> | <b>21%</b> | <b>27%</b> | <b>47%</b> | <b>5%</b> |
|                    | State          | 57282         | 541        | 10%        | 12%        | 63%        | 16%       |
| <b>Mathematics</b> | <b>School</b>  | <b>85</b>     | <b>474</b> | <b>29%</b> | <b>47%</b> | <b>18%</b> | <b>6%</b> |
|                    | State          | 59030         | 517        | 11%        | 27%        | 35%        | 27%       |

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

|                    |               |           |            |            |            |            |            |
|--------------------|---------------|-----------|------------|------------|------------|------------|------------|
| <b>Reading</b>     | <b>School</b> | <b>84</b> | <b>486</b> | <b>44%</b> | <b>29%</b> | <b>24%</b> | <b>4%</b>  |
|                    | State         | 61305     | 505        | 21%        | 20%        | 43%        | 15%        |
| <b>Writing</b>     | <b>School</b> | <b>82</b> | <b>466</b> | <b>44%</b> | <b>37%</b> | <b>16%</b> | <b>4%</b>  |
|                    | State         | 59599     | 512        | 17%        | 26%        | 42%        | 16%        |
| <b>Mathematics</b> | <b>School</b> | <b>85</b> | <b>460</b> | <b>31%</b> | <b>48%</b> | <b>7%</b>  | <b>14%</b> |
|                    | State         | 61760     | 494        | 14%        | 40%        | 12%        | 34%        |

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1997-1998 |       |    | 1998-1999 |       |    | 1999-2000 |       |    | 2000-2001 |       |    | 2001-2002 |       |    |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
|       |              | %         | Score | AZ |
| 1     | Reading      | --        | --    | -- | --        | --    | -- | --        | --    | -- | 71        | 34    | 60 | --        | --    | -- |
| 2     | Reading      | --        | --    | -- | 100       | 23    | 50 | 79        | 19    | 52 | 83        | 25    | 53 | 33        | 31    | 57 |
|       | Language     | --        | --    | -- | 100       | 13    | 40 | 99        | 15    | 43 | 91        | 14    | 44 | 35        | 16    | 48 |
|       | Mathematics  | --        | --    | -- | 100       | 24    | 51 | 91        | 24    | 55 | 92        | 30    | 57 | 35        | 29    | 61 |
| 3     | Reading      | 69        | 13    | 47 | 100       | 13    | 47 | 75        | 18    | 48 | 81        | 22    | 50 | 67        | 29    | 50 |
|       | Language     | 76        | 16    | 49 | 100       | 18    | 51 | 85        | 24    | 54 | 82        | 26    | 56 | 66        | 43    | 57 |
|       | Mathematics  | 75        | 13    | 46 | 100       | 16    | 49 | 82        | 22    | 52 | 76        | 31    | 54 | 66        | 36    | 56 |
| 4     | Reading      | 62        | 17    | 53 | 100       | 13    | 54 | 84        | 21    | 54 | 64        | 27    | 55 | 67        | 30    | 55 |
|       | Language     | 77        | 21    | 47 | 100       | 13    | 49 | 88        | 24    | 48 | 78        | 25    | 50 | 68        | 34    | 50 |
|       | Mathematics  | 71        | 17    | 51 | 100       | 15    | 54 | 88        | 31    | 55 | 77        | 31    | 57 | 68        | 45    | 58 |
| 5     | Reading      | 73        | 22    | 51 | 100       | 21    | 51 | 80        | 17    | 51 | 87        | 19    | 51 | 67        | 27    | 53 |
|       | Language     | 77        | 19    | 42 | 100       | 19    | 44 | 80        | 14    | 45 | 92        | 20    | 45 | 70        | 26    | 47 |
|       | Mathematics  | 78        | 19    | 51 | 100       | 28    | 54 | 79        | 23    | 55 | 91        | 32    | 57 | 72        | 41    | 59 |
| 6     | Reading      | --        | --    | 53 | --        | --    | 54 | --        | --    | 53 | --        | --    | 54 | --        | --    | 56 |
|       | Language     | --        | --    | 41 | --        | --    | 44 | --        | --    | 44 | --        | --    | 45 | --        | --    | 47 |
|       | Mathematics  | --        | --    | 57 | --        | --    | 59 | --        | --    | 60 | --        | --    | 63 | --        | --    | 65 |

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

|                   | <b>Reading</b>  | <b>Math</b>   |
|-------------------|---|---|
|                   | <b>Percentage of Students Achieving<br/>One Year's Growth</b> | <b>Percentage of Students Achieving<br/>One Year's Growth</b> |
| <b>Grades 2-3</b> | <b>79</b>   | <b>59</b>   |
| <b>Grades 3-4</b> | <b>75</b>   | <b>85</b>   |
| <b>Grades 4-5</b> | <b>83</b>   | <b>81</b>   |
| <b>Grades 5-6</b> | <b>**</b>   | <b>**</b>   |
| <b>Grades 6-7</b> | <b>***</b>  | <b>***</b>  |

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We will continue to train the staff in positive classroom management and instruction techniques. WRE has a Zero-tolerance Policy for illegal substances and harmful weapons brought onto the school campus. We have a partnership with our local Police Department that supports us with our policy. Additionally, we have implemented a schoolwide discipline program. Our students receive curriculum intervention on Substance Abuse, Peer Pressure, Life Skills, and PeaceBuilding techniques.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

| Expenditure Category                                    | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|-------------------------------------|---------------------------------|
| Classroom Instruction                                   | \$2,960                             | \$1,938,652                     |
| Classroom Supplies                                      | \$87                                | \$56,743                        |
| Administration  | \$563                               | \$368,713                       |
| Support Services-Students                               | \$294                               | \$192,359                       |
| Other Support Services and Operations                   | \$902                               | \$590,477                       |
| <b>Total Expenditures-<br/>All Categories 2000-2001</b> | <b>\$4,805</b>                      | <b>\$3,146,944</b>              |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

|                                  | Name           | Phone          | Extension |
|----------------------------------|----------------|----------------|-----------|
| <b>School Site Council</b>       | Neil DeWitt    | (928) 338-4819 | 2405      |
| <b>Transportation Policy</b>     | Bowman Beatty  | (928) 338-4842 | 2054      |
| <b>Community Resources</b>       | Pat Palmer     | (928) 338-4819 | 2407      |
| <b>School Nutrition Programs</b> | Ardith Cosen   | (928) 338-4842 | 2021      |
| <b>Parent Organization</b>       | Julie Kenton   | (928) 338-4819 | 2409      |
| <b>Student Health/Nurse</b>      | Julie Sullivan | (928) 338-4819 | 2410      |

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.

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