



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

200 Cemetery Road, Whiteriver, AZ 85941

Whiteriver 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)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Mary Good  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 456  
 Web Address : www.wusd.k12.az.us/Schools/WRE/index.h  
 Phone Number : (928) 338-4138  
 Fax Number : (928) 338-6130  
 E-mail : mgood@wusd.k12.az.us

Mission

Whiteriver Elementary, striving to be an excelling school in Arizona, is a K-6 institution that educates the whole child in a safe and orderly environment. The school will increase learning opportunities through high expectations, standards-based instruction, and frequent evaluation of student progress to promote ongoing change and growth.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Warning Year
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 All students will meet or exceed on AIMS by 2013-2014 school year as measured by student test results. Staff will use data to direct and refine classroom instruction as measured by lesson plans and grade level meeting agendas.
- ü Continue to use the Stop and Think social skills program as recommended in Project ACHIEVE to promote positive social skills and a safe and orderly environment as measured by lesson plans, grade level mtg. agendas, and Safe and Orderly mtg. agendas.
- ü Science and Social Studies embedded in the Reading and Writing curriculum as measured by teacher lesson plans. To provide supplemental material and training to ensure math standards are being met as measured by AIMS and Terra Nova assessments.
- ü Continue to refine current rdg. instruction to assure that we are teaching Phonemic Awareness, Phonics, Vocabulary, Fluency, with fidelity as measured by observations during CWT, grade-level mtg. agendas, lesson plan books and ongoing assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 528  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

## Instructional Programs

- ü Project Achieve/Stop and Think
- ü Full-day Kindergarten
- ü Structured English Immersion
- ü Seven-day Literacy Plan
- ü Special Education Preschool
- ü Extended Day Tutoring
- ü Extended School Year
- ü Collaborative Literacy Intervention Proj

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

## Shared Responsibilities

### School

To provide a safe and orderly environment conducive to learning. To hire the best qualified teachers possible for the classroom and hold them accountable for student learning. To communicate the student's progress to parents and community.

### Parents

To get their student to school on time and ready to learn. To be actively involved in the education of their students. To become involved in the decision making process of the school. To set a healthy lifestyle example for their student.

## Transportation Policy

Provide transportation for: Handicapped students. Students within 1 mile where hazardous conditions exist. Students who live more than one mile from school and students staying after school for enrichment and extended day activities.

## School Honors

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

Award/Honor	Year
ü We are serving as the ASU-West PDS site.	2005
ü Staff member on ADE Solutions & AIMS Cut Score Teams	2005
ü 2 staff members selected to dev. a grad. lev. ASU class	2005
ü 4 staff members to present @ Int. Read. Assoc. SW Conf.	2005

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	60	161	79306	98	100	99	390	402	445	43	29	10	32	33	18	23	37	51	2	2	20
All Students (Prior Year)	57	160	75509	100	96	100	502	484	521	22	34	13	22	27	23	41	27	33	15	12	31
Female	27	71	38691	96	99	99	402	410	446	36	28	10	28	27	18	36	42	52	0	3	20
Male	33	90	40583	100	100	99	379	396	445	48	29	11	35	37	18	13	33	50	3	1	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	59	160	4264	98	100	100	397	405	419	44	29	19	31	32	30	24	37	45	2	2	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	28	10321	100	100	100	348	366	389	30	27	30	70	54	27	0	19	34	0	0	9
Students without Disabilities	49	133	69060	98	99	98	399	410	454	46	29	7	24	28	17	28	40	54	2	2	22
Limited English Proficient Students	46	125	15509	100	100	100	387	397	406	44	32	20	33	35	30	22	34	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	53	129	39415	98	99	96	394	403	431	45	33	15	31	34	25	22	31	50	2	2	10
Non-Economically Disadvantaged	NC	32	39966	NC	100	100	NC	402	459	NC	13	6	NC	26	12	NC	58	52	NC	3	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	61	162	79395	100	0	99	390	403	446	33	24	9	46	46	25	21	30	55	0	0	11
All Students (Prior Year)	57	162	75492	100	98	100	513	499	519	11	25	12	15	18	16	56	48	47	19	8	24
Female	28	72	38743	100	0	100	408	417	451	23	16	7	50	47	24	27	37	57	0	0	12
Male	33	90	40618	100	0	99	375	392	440	42	30	11	42	45	27	16	24	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	60	161	4271	100	0	100	397	405	420	34	24	15	46	46	42	20	29	41	0	0	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	28	10331	100	0	100	339	353	388	30	42	25	60	50	37	10	8	34	0	0	4
Students without Disabilities	50	134	69139	100	0	99	401	413	454	34	20	7	43	45	24	23	34	58	0	0	11
Limited English Proficient Students	47	126	15545	100	0	100	388	397	399	35	27	21	47	47	42	18	26	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	54	130	39484	100	0	96	396	404	429	36	27	14	46	49	35	18	24	47	0	0	4
Non-Economically Disadvantaged	NC	32	39986	NC	0	100	NC	399	461	NC	13	4	NC	35	16	NC	52	63	NC	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	61	162	78869	100	100	99	394	411	442	14	10	6	35	31	21	51	58	63	0	1	10
All Students (Prior Year)	57	165	75053	100	99	99	589	554	597	0	11	7	15	18	12	81	65	72	4	6	9
Female	28	72	38536	100	100	99	409	431	458	15	7	4	19	22	15	65	69	67	0	1	14
Male	33	90	40302	100	100	99	382	395	428	13	13	8	48	37	26	39	50	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	60	161	4245	100	100	100	401	413	423	14	10	9	34	30	26	52	59	61	0	1	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	11	28	10246	100	100	100	332	352	367	20	23	18	50	35	39	30	42	40	0	0	4
Students without Disabilities	50	134	68697	100	100	98	407	423	454	13	8	4	32	30	18	55	62	67	0	1	11
Limited English Proficient Students	47	126	15339	100	100	100	393	404	399	15	12	11	35	34	31	51	54	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	54	130	39106	100	100	95	395	408	427	16	12	8	36	34	28	48	54	59	0	0	5
Non-Economically Disadvantaged	NC	32	39837	NC	100	100	NC	421	457	NC	3	4	NC	16	14	NC	77	67	NC	3	15

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	68	195	78906	99	100	99	441	452	498	34	32	13	37	33	19	28	33	48	1	2	20
All Students (Prior Year)	79	193	76019	95	96	100	483	462	499	13	30	14	44	49	39	31	15	14	13	6	33
Female	34	97	38644	100	100	99	461	459	500	32	31	12	32	30	19	32	35	49	3	3	19
Male	34	98	40236	97	99	99	420	446	497	35	33	15	41	36	19	24	31	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	68	195	4593	99	100	100	441	452	467	34	32	26	37	33	29	28	33	39	1	2	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	19	38	10664	100	100	100	382	393	430	63	63	42	21	24	27	16	13	26	0	0	5
Students without Disabilities	49	157	68310	98	99	98	463	467	509	22	24	9	43	36	18	33	38	51	2	2	22
Limited English Proficient Students	30	98	12573	100	100	100	435	443	454	39	38	27	32	34	30	28	26	38	2	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	58	154	38679	97	97	96	451	458	483	38	34	20	36	32	25	26	33	45	0	1	10
Non-Economically Disadvantaged	10	41	40295	100	100	100	383	431	513	10	23	7	40	38	13	40	33	50	10	5	30

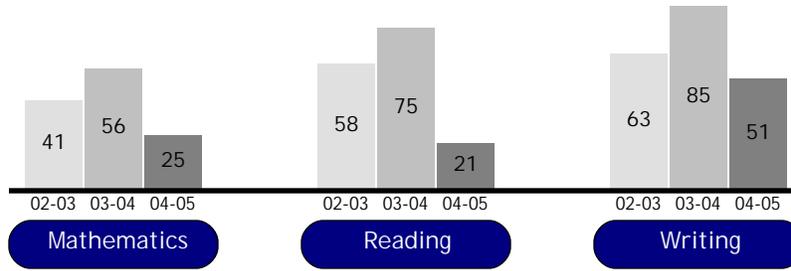
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	195	78908	99	0	99	440	449	484	22	18	10	38	41	23	38	40	58	1	1	9
All Students (Prior Year)	80	194	76020	96	97	100	495	486	503	32	51	25	32	26	23	35	22	40	0	1	12
Female	34	97	38648	100	0	99	461	457	489	15	13	8	41	41	22	41	46	61	3	1	10
Male	34	98	40233	97	0	99	419	442	479	29	24	12	35	41	25	35	34	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	68	195	4569	99	0	100	440	449	457	22	18	18	38	41	39	38	40	41	1	1	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	19	38	10665	100	0	100	380	392	423	53	47	30	26	37	36	21	16	31	0	0	2
Students without Disabilities	49	157	68312	98	0	98	463	464	493	10	11	7	43	42	21	45	46	62	2	1	10
Limited English Proficient Students	30	98	12556	100	0	100	434	440	436	26	23	24	37	45	40	35	31	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	58	154	38662	97	0	96	448	453	468	26	22	16	41	41	32	31	36	49	2	1	3
Non-Economically Disadvantaged	10	41	40315	100	0	100	393	437	498	0	5	5	20	41	15	80	54	66	0	0	14

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	68	195	78750	99	100	99	462	483	500	12	7	6	35	28	29	51	64	63	1	1	2
All Students (Prior Year)	80	195	75673	96	97	100	507	486	530	10	19	12	35	35	25	55	46	58	0	1	4
Female	34	97	38586	100	100	99	491	501	515	6	4	4	35	22	22	56	72	71	3	2	3
Male	34	98	40135	97	99	99	432	465	486	18	11	8	35	34	35	47	55	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	68	195	4586	99	100	100	462	483	481	12	7	8	35	28	37	51	64	54	1	1	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	19	38	10622	100	100	100	381	395	415	26	21	21	42	50	50	32	26	28	0	3	1
Students without Disabilities	49	157	68196	98	99	98	493	505	513	6	4	3	33	22	25	59	73	69	2	1	3
Limited English Proficient Students	30	98	12504	100	100	100	449	470	451	14	9	12	40	33	44	44	56	43	2	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	58	154	38558	97	97	96	470	486	485	14	9	8	34	29	37	52	62	54	0	0	1
Non-Economically Disadvantaged	10	41	40260	100	100	100	412	469	514	0	3	3	40	23	21	50	69	72	10	5	4

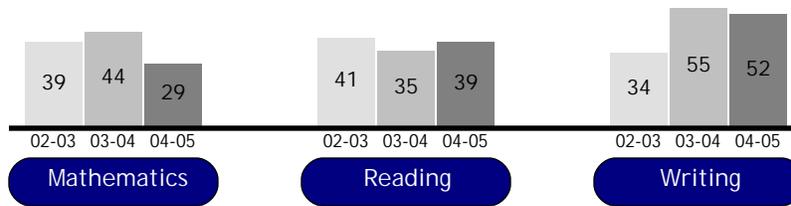
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	91	40	31	50	86	30	NA	58	97	20	31	47
	Language	98	28	19	43	86	23	24	50	97	19	33	47
	Mathematics	96	49	34	57	88	37	36	64	97	24	32	50
3	Reading	97	29	28	47	95	38	NA	55	98	18	23	44
	Language	97	41	38	54	93	55	42	61	98	19	23	44
	Mathematics	98	28	32	54	95	43	34	61	97	21	27	51
4	Reading	92	37	29	52	91	45	NA	56	100	31	29	48
	Language	95	36	29	48	91	46	30	52	100	29	26	49
	Mathematics	99	51	41	57	88	54	35	61	100	36	33	53
5	Reading	95	27	23	50	90	42	NA	55	96	33	35	50
	Language	97	25	21	46	92	40	28	49	96	27	31	50
	Mathematics	97	37	32	57	90	56	35	63	96	27	31	49
6	Reading	97	39	33	53	91	40	NA	56	96	38	33	51
	Language	96	30	26	45	93	34	23	48	96	39	30	47
	Mathematics	97	51	44	62	92	51	42	66	96	41	34	52

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/](http://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

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

Council Duties

- Ü Parent Involvement /Educator Relations
- Ü Curriculum Development
- Ü Frequent Monitoring of Programs and Data
- Ü School Safety Issues
- Ü Student Discipline/Attendance Improv.
- Ü Effective School Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	0	4	0	0
7 to 9 years	1	0	0	0
10 or more years	12	11	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	0%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü ASU- West PDS Site
- Ü ASU-West Content Academy Site
- Ü Literacy Center
- Ü Computer/Writing Lab

Extracurricular Activities

- Ü Extended Day Tutoring/Intervention
- Ü After School Sports
- Ü After School Clubs ie, Indian & Ski Club
- Ü Student Council
- Ü Academic Fair for community
- Ü ASU Content Academy courses for teachers

Social Services

- Ü Parent Resource Center
- Ü Family Fairs
- Ü Health Services
- Ü Community Classes
- Ü Full Time Parent Liaison
- Ü Full Time Family Service Coordinator
- Ü Counselor
- Ü Crisis Intervention

## School Achievements/Accomplishments 2004-05

- ü Rewrote the five-year Schoolwide Plan.
  
- ü Continued implementation of a School Improvement Plan that was approved by the State Department of Education.
  
- ü Development and continued implementation of the Effective Schools 7 Correlates committees for continuous school improvement.
  
- ü Three full time and one Part time Literacy Coaches.  
 Literacy Coaches developed a comprehensive 7-day Literacy Plan.  
 Hands-on staff development provided by literacy coaches and outside consultants.  
 Part time Instructional Facilitator.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	39	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

We have Effective School Correlate committees that meet a min. of once a month. We frequently monitor student academic, social, and behavior progress. We have implemented Project Achieve, a scientifically research-based program that teaches children responsibility and social skills that are appropriate for their grade level. Along with Project Achieve, we will continue our anti-bullying campaign. The administration and staff strive to maintain a safe and orderly learning environment.

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) :

9

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	Mary Good	(928) 338-4138
Transportation Policy	Bowman Beatty	(928) 338-1303
Community Resources	Pat Palmer	(928) 338-4138
School Nutrition Programs	Charlotte Herbert	(928) 338-2310
Parent Organization	Julie Kenton	(928) 338-4138
Student Health/Nurse	Colleen Rustin	(928) 338-4138

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.

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](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. 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](http://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.