



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1 North 1st Avenue, 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	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
 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)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	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, 2005 School Year Student Enrollment : 457
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 90

Instructional Programs

- Ü Project Achieve/Stop and Think
- Ü Full-day Kindergarten
- Ü Structured English Immersion
- Ü Seven-day Literacy Schedule
- Ü Special Education Preschool
- Ü Extended Day Tutoring
- Ü Extended School Year
- Ü Corrective Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/3/2005
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 Three Staff Members Presented at SW Regional IRA Conf.	2006
Ü WES serves as the ASU-West PDS site.	2006
Ü Staff Members wrote Graduate Reading Class for ASU	2006
Ü Staff member serves on ADE Solutions Teams	2006

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	65	147	80010	100	100	99	388	404	447	49	34	10	40	37	18	9	24	53	2	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	74	38935	100	100	99	386	404	447	39	27	9	55	46	19	5	24	55	NA	3	17
Male	27	73	40974	100	100	98	389	404	448	63	41	11	19	29	18	15	23	52	4	7	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	65	145	3979	100	100	96	388	403	424	49	34	17	40	38	30	9	23	47	2	4	6
White	--	NC	35142	--	NC	99	--	NC	465	--	NC	5	--	NC	11	--	NC	56	--	NC	28
Students with Disabilities	NC	26	10161	NC	96	93	NC	381	419	NC	65	28	NC	15	28	NC	15	36	NC	4	8
Students without Disabilities	56	121	69849	100	100	100	390	408	451	45	27	7	43	42	17	11	26	56	2	5	19
Limited English Proficient Students	49	104	14013	100	100	97	382	395	413	55	39	24	37	40	34	8	19	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	60	123	39029	98	99	98	387	399	432	53	39	14	35	34	25	10	24	52	2	2	9
Non-Economically Disadvantaged	NC	24	40981	NC	100	100	NC	426	462	NC	8	6	NC	54	13	NC	21	54	NC	17	27

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	65	147	79438	100	100	98	403	416	451	32	23	9	40	38	24	28	38	56	NA	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	74	38775	100	100	99	408	424	457	29	19	7	37	31	22	34	49	58	NA	1	13
Male	27	73	40560	100	100	97	396	407	446	37	27	12	44	45	25	19	27	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	65	145	3940	100	100	95	403	415	429	32	23	14	40	38	36	28	38	47	NA	1	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	NC	26	9588	NC	96	88	NC	375	416	NC	62	30	NC	31	32	NC	8	34	NC	NA	5
Students without Disabilities	56	121	69850	100	100	100	408	424	456	27	15	7	41	40	23	32	45	59	NA	1	12
Limited English Proficient Students	49	104	13856	100	100	96	393	404	407	37	30	27	47	44	43	16	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	60	123	38685	98	99	97	402	411	435	33	26	14	40	39	32	27	34	50	NA	1	5
Non-Economically Disadvantaged	NC	24	40753	NC	100	99	NC	439	467	NC	8	5	NC	33	16	NC	58	62	NC	NA	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	64	144	79971	100	99	99	400	409	423	8	8	8	64	56	41	28	33	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	73	38974	100	100	99	401	415	437	11	8	5	53	51	33	37	37	57	NA	4	4
Male	26	71	40895	96	97	98	399	402	410	4	8	10	81	62	47	15	28	41	NA	1	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	64	142	3995	100	99	96	400	408	409	8	8	10	64	56	47	28	33	42	NA	2	1
White	--	NC	35150	--	NC	99	--	NC	437	--	NC	5	--	NC	35	--	NC	56	--	NC	5
Students with Disabilities	NC	25	10258	NC	93	94	NC	362	377	NC	24	23	NC	56	51	NC	20	25	NC	NA	1
Students without Disabilities	56	119	69713	100	100	100	405	418	429	7	5	5	63	56	39	30	35	52	NA	3	3
Limited English Proficient Students	48	102	13985	100	99	97	396	398	382	8	10	18	71	65	54	21	24	27	NA	2	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	59	121	38994	97	98	98	400	401	409	8	10	10	63	59	47	29	31	41	NA	NA	1
Non-Economically Disadvantaged	NC	23	40977	NC	100	100	NC	450	437	NC	NA	5	NC	43	34	NC	39	56	NC	17	5

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

4th 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	59	161	80147	100	100	99	418	432	482	53	36	11	31	32	17	15	29	49	2	3	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	70	39281	100	100	99	427	436	483	50	36	9	25	30	17	25	30	50	NA	4	24
Male	35	91	40780	100	100	98	412	429	482	54	36	12	34	33	17	9	29	48	3	2	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	57	159	4117	100	100	96	418	432	456	54	36	19	28	31	27	16	30	46	2	3	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	15	29	10295	100	100	92	397	412	443	73	55	33	27	28	26	NA	17	33	NA	NA	8
Students without Disabilities	44	132	69852	100	100	100	425	436	488	45	32	7	32	33	16	20	32	51	2	4	26
Limited English Proficient Students	45	116	12722	100	100	97	406	420	441	64	46	27	31	35	33	4	19	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	142	38371	100	100	97	418	430	465	53	38	15	31	32	23	14	27	49	2	2	13
Non-Economically Disadvantaged	NC	19	41776	NC	100	100	NC	454	498	NC	21	6	NC	26	11	NC	42	49	NC	11	33

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	59	161	79686	100	100	98	415	425	470	42	31	11	39	42	24	19	27	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	70	39163	100	100	99	430	433	475	25	23	9	54	47	22	21	30	60	NA	NA	10
Male	35	91	40438	100	100	97	405	419	465	54	37	13	29	37	25	17	25	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	57	159	4087	100	100	96	416	425	446	42	31	16	40	42	38	18	27	44	NA	NA	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	15	29	9808	100	100	87	393	403	432	67	59	35	27	28	32	7	14	30	NA	NA	3
Students without Disabilities	44	132	69878	100	100	100	422	430	475	34	25	8	43	45	23	23	30	61	NA	NA	9
Limited English Proficient Students	45	116	12594	100	100	96	402	416	422	56	41	34	38	44	45	7	16	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	51	142	38095	100	100	97	414	423	452	45	34	17	39	41	32	16	25	48	NA	NA	3
Non-Economically Disadvantaged	NC	19	41591	NC	100	99	NC	440	486	NC	11	6	NC	47	16	NC	42	65	NC	NA	13

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	59	161	80372	100	100	99	447	452	475	5	4	4	59	55	30	36	40	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	70	39452	100	100	99	472	470	488	NA	NA	3	42	40	22	58	60	72	NA	NA	3
Male	35	91	40836	100	100	98	429	437	464	9	8	6	71	67	37	20	25	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	57	159	4128	100	100	97	447	452	464	5	4	4	60	55	39	35	40	56	NA	NA	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	15	29	10526	100	100	94	422	423	427	7	7	15	73	72	53	20	21	31	NA	NA	1
Students without Disabilities	44	132	69846	100	100	100	455	457	482	5	4	3	55	52	26	41	45	69	NA	NA	2
Limited English Proficient Students	45	116	12747	100	100	97	434	440	432	7	6	12	71	66	52	22	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	142	38521	100	100	98	444	449	461	6	5	6	61	58	38	33	37	55	NA	NA	1
Non-Economically Disadvantaged	NC	19	41851	NC	100	100	NC	473	489	NC	NA	3	NC	37	22	NC	63	72	NC	NA	4

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	58	149	79306	100	100	99	454	455	504	41	43	13	34	28	20	24	28	49	NA	1	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	73	38845	100	100	99	454	461	505	38	34	11	44	34	20	19	29	50	NA	3	18
Male	26	76	40383	100	100	98	454	449	504	46	51	14	23	22	19	31	26	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	57	148	4034	100	100	97	454	455	479	40	43	22	35	28	29	25	28	43	NA	1	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	13	29	10286	100	100	91	431	431	462	77	69	41	15	17	27	8	14	27	NA	NA	5
Students without Disabilities	45	120	69020	100	100	100	460	461	510	31	37	9	40	31	18	29	31	52	NA	2	21
Limited English Proficient Students	27	82	10291	100	100	96	432	435	458	78	67	38	19	24	34	4	9	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	52	131	37437	100	100	97	452	454	486	46	44	19	31	28	26	23	27	46	NA	1	9
Non-Economically Disadvantaged	NC	18	41869	NC	100	100	NC	461	521	NC	39	7	NC	28	14	NC	28	51	NC	6	27

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	57	148	79000	100	100	98	451	453	489	21	23	10	49	45	24	30	31	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	72	38774	100	100	99	458	464	494	13	13	7	55	49	22	32	38	61	NA	1	10
Male	26	76	40150	100	100	98	444	443	485	31	33	12	42	42	25	27	25	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	56	147	4016	100	100	96	452	454	467	20	22	14	50	46	37	30	31	46	NA	1	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	12	28	9991	92	97	88	418	423	449	58	61	33	42	29	36	NA	11	29	NA	NA	2
Students without Disabilities	45	120	69009	100	100	100	461	460	495	11	14	6	51	49	22	38	36	62	NA	1	10
Limited English Proficient Students	26	81	10199	96	99	95	430	435	439	38	37	35	58	54	47	4	9	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	51	130	37234	98	99	97	450	453	472	22	21	15	51	48	33	27	31	50	NA	NA	3
Non-Economically Disadvantaged	NC	18	41766	NC	100	99	NC	459	505	NC	39	5	NC	22	16	NC	33	65	NC	6	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	57	147	79611	100	99	99	456	455	496	12	13	7	58	53	37	30	34	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	72	39016	100	100	99	464	477	511	13	8	4	48	44	29	39	47	66	NA	NA	1
Male	26	75	40519	100	99	98	447	434	482	12	17	10	69	61	44	19	21	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	56	146	3992	100	99	96	457	456	478	13	13	10	57	53	46	30	34	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	12	27	10664	92	93	94	424	390	440	17	33	23	83	56	54	NA	11	22	NA	NA	1
Students without Disabilities	45	120	68947	100	100	100	465	470	504	11	8	4	51	53	34	38	39	61	NA	NA	1
Limited English Proficient Students	26	80	10362	96	98	97	445	436	438	12	15	22	69	63	57	19	23	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	51	130	37626	98	99	98	453	455	479	14	12	10	55	55	45	31	33	45	NA	NA	0
Non-Economically Disadvantaged	NC	17	41985	NC	100	100	NC	456	511	NC	18	4	NC	41	30	NC	41	65	NC	NA	1

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

6th 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	71	190	79327	96	98	98	478	479	518	44	41	19	24	26	20	28	31	46	4	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	92	38961	97	99	98	484	484	520	36	35	16	21	23	20	36	39	48	6	3	16
Male	38	98	40295	95	98	97	473	474	516	50	46	21	26	29	19	21	23	44	3	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	NC	32327	--	NC	98	--	NC	499	--	NC	27	--	NC	25	--	NC	41	--	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	71	189	4391	96	98	96	478	479	489	44	40	32	24	26	27	28	31	36	4	3	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	23	38	9321	92	95	87	444	440	467	78	79	54	17	13	22	4	8	21	NA	NA	3
Students without Disabilities	48	152	70006	98	99	100	493	488	524	27	31	14	27	29	19	40	37	49	6	3	18
Limited English Proficient Students	30	93	9431	94	98	95	445	452	466	80	65	53	20	29	27	NA	6	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	66	172	37097	96	98	97	479	477	498	41	41	27	26	27	25	30	30	41	3	2	7
Non-Economically Disadvantaged	NC	18	42230	NC	100	99	NC	496	535	NC	39	11	NC	11	15	NC	39	50	NC	11	24

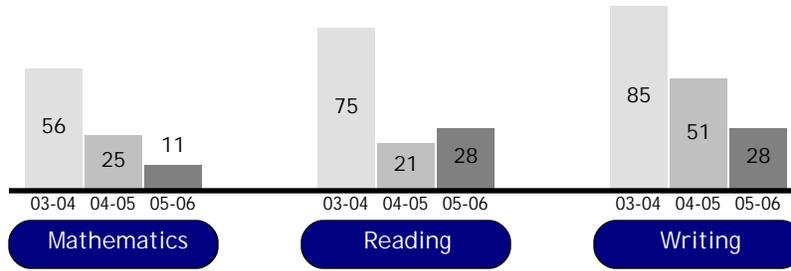
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	191	79501	97	99	98	465	467	497	18	17	10	47	47	25	35	36	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	93	39062	100	100	99	472	473	502	18	14	8	32	38	23	50	48	64	NA	NA	5
Male	38	98	40368	95	98	98	458	462	491	18	19	13	61	55	27	21	24	57	NA	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	NC	32389	--	NC	98	--	NC	478	--	NC	16	--	NC	34	--	NC	48	--	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	72	190	4401	97	99	96	465	467	473	18	17	17	47	46	40	35	36	43	NA	1	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	23	38	9411	92	95	88	436	434	453	43	47	36	43	37	36	13	16	26	NA	NA	1
Students without Disabilities	49	153	70090	100	100	100	476	475	502	6	9	7	49	49	24	45	41	65	NA	1	5
Limited English Proficient Students	30	93	9401	94	98	94	436	445	443	37	29	40	63	61	46	NA	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	67	173	37183	97	99	97	464	466	479	19	18	16	46	47	34	34	35	49	NA	1	1
Non-Economically Disadvantaged	NC	18	42318	NC	100	99	NC	481	513	NC	6	5	NC	44	17	NC	50	70	NC	NA	7

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	72	190	80000	97	98	99	543	541	564	4	5	3	13	13	11	81	78	75	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	93	39288	100	100	99	568	562	579	NA	1	2	6	8	6	91	86	77	3	5	16
Male	38	97	40644	95	97	98	518	520	549	8	8	4	18	19	15	71	71	74	3	2	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	NC	32672	--	NC	99	--	NC	548	--	NC	4	--	NC	14	--	NC	76	--	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	72	189	4424	97	98	97	543	541	549	4	5	3	13	13	14	81	78	77	3	4	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	23	38	9919	92	95	93	519	501	505	9	13	9	22	29	35	70	55	54	NA	3	2
Students without Disabilities	49	152	70081	100	99	100	552	550	571	2	3	2	8	9	7	86	84	79	4	4	12
Limited English Proficient Students	30	93	9571	94	98	96	515	520	502	7	6	10	17	20	29	77	73	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	67	172	37534	97	98	98	544	542	547	4	5	4	10	13	15	82	79	76	3	3	5
Non-Economically Disadvantaged	NC	18	42466	NC	100	100	NC	533	578	NC	6	2	NC	17	7	NC	72	75	NC	6	16

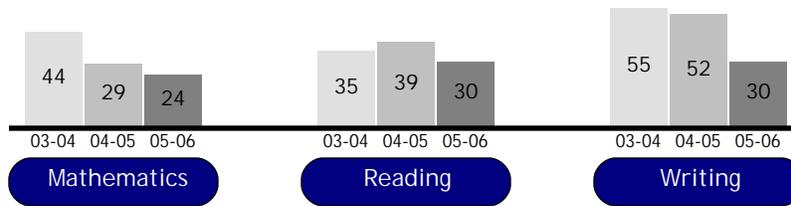
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	30	NA	58	97	20	31	47	98	28	22	46
	Language	86	23	24	50	97	19	33	47	98	39	25	48
	Mathematics	88	37	36	64	97	24	32	50	98	35	28	52
3	Reading	95	38	NA	55	98	18	23	44	100	16	22	46
	Language	93	55	42	61	98	19	23	44	100	15	22	46
	Mathematics	95	43	34	61	97	21	27	51	100	11	20	52
4	Reading	91	45	NA	56	100	31	29	48	98	18	24	52
	Language	91	46	30	52	100	29	26	49	98	14	20	52
	Mathematics	88	54	35	61	100	36	33	53	98	18	25	58
5	Reading	90	42	NA	55	96	33	35	50	100	27	28	56
	Language	92	40	28	49	96	27	31	50	100	25	24	54
	Mathematics	90	56	35	63	96	27	31	49	100	24	21	52
6	Reading	91	40	NA	56	96	38	33	51	93	34	37	56
	Language	93	34	23	48	96	39	30	47	93	27	27	50
	Mathematics	92	51	42	66	96	41	34	52	93	27	28	58

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

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

Council Duties

- Ü Parent Involvement /Educator Relations
- Ü School-Wide Plan and ASIP
- 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	35.50
Other Professional Staff	3.00	Teacher Aide	21.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	1	0	0
10 or more years	10	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly 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 Graduate Classes
- Ü Spelling Bee

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Wrote Arizona School Improvement Plan (ASIP) approved by ADE stating our 4 goals. The ASIP was created from input provided from the Effective School Correlate Committees.

- ü Continued implementation of the School Wide Plan and Arizona School Improvement Plan that was approved by the State Department of Education and WUSD Governing Board Members.

- ü Development and continued implementation of the Effective Schools 7 Correlates committees for continuous school improvement.

- ü WRE, School Improvement Team uses feedback from the staff survey, addresses concerns, organizes curriculum materials and other assigned tasks. They review data from TerraNova and AIMS and prepare presentations for Governing Board, staff, and parents.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	83	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

14

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	Julie Brown	(928) 205-1998
Parent Organization	Julie Kenton	(928) 338-4138
Student Health/Nurse	Kandy Chintis	(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 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 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.

6 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.