

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Whiteriver Middle 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: Mr. Jeffrey Alan Fuller, M.Ed.

Schedule: 7:30 AM to 4:30 PM

Web Address: [www.wusd.k12.az.us](http://www.wusd.k12.az.us)

E-mail: [jfuller@wusd.k12.az.us](mailto:jfuller@wusd.k12.az.us)

Grades: 7, 8

2002 Enrollment: 409

Phone: (928) 338-4138 x 2505

Fax: (928) 338-2314

## ∨ School Overview ∨

### Mission

In order to prepare our students for their future, Whiteriver Middle School will provide a highly varied and challenging program of learning experiences that will allow students to develop academically, socially, emotionally, physically and aesthetically. Through instruction in basic skills, higher-level thinking skills, science, social studies, physical development, writing, literature, art, music, computer skills and health education, students will become confident learners.

### Organization and Philosophy

- w Student-centered
- w Shared Decision Making
- w Grade Level/Team Curricular Structure
- w Parental Responsibility

### Instructional Programs

- w Curriculum Addressing AZ Acad. Standards
- w Responsible Thinking Process
- w ESL Endorsed Teachers
- w On-site Special Education
- w Reading Renaissance
- w Vocational Level I
- w Reading Instruction Program
- w Standards Based Tutoring Program

### School/Academic Goals

- w Curriculum - Improve student performance in reading, writing and math. Implement scientifically research-based programs and instructional practices.
- w Parent/Community Involvement - Continue to improve parent and community involvement at WMS.
- w Technology - Design and implement an efficient, comprehensive technology plan to enhance student learning.
- w Safe Schools - Provide a safe, non-violent, drug-free environment conducive to learning.

### Enrollment

October 1, 2001 School Year Student Enrollment:	626
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

<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**

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

**Council Duties**

- w Parent/Educator Relations
- w Curriculum Approval
- w Textbook Approval
- w School Safety Issues
- w Student Discipline Policy Approval
- w Extracurricular Activities Policy

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	28.50
Other Professional Staff	4.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	14	1	0	0

∨ **Shared Responsibilities** ∨

**School**

The school is responsible for initiating rapport with parents and involving them in the education of the children of the school community. It is also responsible for consistent enforcement of rules and policies as they relate to students and staff. Finally, the school is responsible for providing the most challenging educational opportunities possible.

**Parents**

Parents and guardians are responsible for working in partnership with the school, in motivating and holding their student accountable in the areas of behavior and academic success. Parents and guardians are also responsible for providing a home atmosphere that is conducive to the well-being of the student so that the student is physically and emotionally prepared for learning.

∨ **Transportation Policy** ∨

Provide regular school bus transportation to and from school for the following students: Special education students whose handicapping conditions require transportation as indicated in their respective IEPs; students living within one mile of the school where hazardous routes exist and where other arrangements cannot be provided; students who live more than one mile from school.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 55 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 Conferences, weekly progress reports.

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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 - No

<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 3 Computer Labs/IBM	W Technology Lab Vocational Facility
W Internet in Every Classroom	W Photo Lab

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#### Extracurricular Activities

W After School Standards Based Tutoring	W Clubs (Indian, Chess, Rider Pride, Sci.)
W Interscholastic Athletics	W CHAMPS
W Student Government	W Save The Children Programs
W Outdoor Science Activities	W Diabetes Wellness Programs

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#### School/Community Resources

W Counseling Services	W Crisis Intervention
W Recreational Activities	W Health Services
W Interagency Services	W Parent Resource Center
W Police Services	W Juvenile Justice System

## ∇ 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 Accelerated Reader Certification Program implementation with more than 50% of students in Classic Certification.</p> | <p>W Afterschool activities funded through outside agencies such as Save the Children and Diabetes Wellness.</p>  |
| <p>W Technology - Installation of Voice amplification systems in reading and Language Arts classrooms.</p>                | <p>W Counseling/Student Services - Continuing partnerships with outside agencies and trained additional staff to deal with issues affecting students. Two school counselors available on staff.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	91.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	15.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	93.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.9 %	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
APS Classified Staff Member of the Year	2000
Various Athletic Awards	2002
Student Poems Published	2002

## ∨ 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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	118	472	47%	26%	25%	1%
	State	57484	504	24%	20%	40%	16%
Writing	School	122	467	38%	46%	16%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	130	404	85%	15%	0%	0%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
7	Reading	80	19	52	100	20	53	87	21	52	76	22	53	70	23	55
	Language	79	15	52	100	23	54	86	17	54	80	23	55	71	24	58
	Mathematics	84	18	53	100	21	55	81	26	56	76	28	58	70	24	60
8	Reading	83	22	54	100	23	54	85	24	53	73	26	55	75	28	56
	Language	87	13	46	100	18	49	86	15	49	75	19	50	75	22	52
	Mathematics	87	21	52	100	21	54	81	26	56	73	27	58	74	29	59

## ∨ 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 One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>69</b>	<b>59</b>
<b>Grades 7-8</b>	<b>79</b>	<b>70</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 have a committee formed under our School Wide Plan that is called the Safe-Schools Committee. This is a group of teachers who are charged with working with the Parent/Community Involvement and Public Relations Committee on strategies in the following goals: Provide a safe, non-violent, drug-free environment conducive to learning; revise and consistently enforce a schoolwide Discipline Plan that enhances safety and learning; provide adequate counseling services. Responsible Thinking Process.

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).

29

**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	\$2,736	\$1,558,082
Classroom Supplies	\$51	\$28,910
Administration	\$661	\$376,200
Support Services-Students	\$258	\$146,831
Other Support Services and Operations	\$1,007	\$573,430
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,712</b>	<b>\$2,683,453</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>	Jeff Fuller	(928) 338-4138	2505
<b>Transportation Policy</b>	Bowman Beatty	(928) 338-4842	2054
<b>Community Resources</b>	Katie Sahmaunt	(928) 338-4138	2512
<b>School Nutrition Programs</b>	Ardith Cosen	(928) 338-4842	2021
<b>Parent Organization</b>	Valarie Billy	(928) 338-4138	2513
<b>Student Health/Nurse</b>	Jody Friend	(928) 338-4138	2510

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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