

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4621 S. 9th Street, 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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Restructure(Impl)
2003-04	Restructuring
2002-03	Corrective Action

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

School Overview

Principal/Administrator : Mr. Brian Gum
 Schedule : 08:00 AM to 05:30 PM
 Grades : 7-8
 2005 Enrollment : 372
 Web Address : www.wusd.k12.az.us
 Phone Number : (928) 338-1040
 Fax Number : (928) 338-4850
 E-mail : bgum@wusd.k12.az.us

Mission

Canyon Day Jr. H.S. will provide a highly varied and challenging program of learning experiences allowing students to develop academically, socially, emotionally, physically and aesthetically. With basic skills they will become confident learners.

School / Academic Goals

- ü Curriculum: Improve student performance in reading, writing and math. Implement scientifically research-based programs and instructional practices. Technology: Design & implement an efficient comprehensive technology plan to enhance student learning.
- ü Parent/community involvement: continue to improve parent and community involvement at Canyon Day Junior High School. Safe schools: provide a safe, non-violent, drug-free environment conducive to learning.
- ü All student at CDJHS will achieve the AZ Academic Standards, as prescribed by the AIMS prior to promotion.

Enrollment

October 1, 2004 School Year Student Enrollment : 469
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- ü Curriculum Addressing AZ Acad. Standards
- ü Extended School Day
- ü ESL Endorsed Teachers
- ü On-site Special Education
- ü Honors Program
- ü Fine Arts: Vocal, Band and Apache Lang.
- ü Level One Vocational Programs
- ü Morning Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Responsible for initiating rapport with parents & involving them in education of the children; for consistent enforcement of rules & policies as they relate to students & staff; for providing the most challenging educational opportunities possible.

Parents

Parent is responsible for working with the school; in motivating and holding student accountable for attendance, behavior and academic success; for providing a home conducive to well-being of student so student is physically and emotionally prepared to learn.

Transportation Policy

Transportation is provided for students living within one mile, where hazardous routes exist and other arrangements cannot be provided. Also to special education students whose handicapping conditions require transportation as indicated in their respective IEPs. After school activity busses provide transportation home for students participating in the extended school day program, athletic teams and school activities.

School Honors

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

Award/Honor	Year
ü First and Second Place in the State Science Bowl	2004
ü Various Athletic Awards	2005
ü Eighth Place in the National Chess Tournament	2004
ü Sixth Place in the State Chess Tournament	2005

8th 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	180	180	78250	97	97	99	514	514	548	43	43	21	18	18	18	37	37	48	2	2	13
All Students (Prior Year)	183	183	75001	97	97	99	439	439	468	65	65	37	25	25	36	7	7	16	3	3	10
Female	88	88	38071	98	98	99	514	514	549	41	41	20	22	22	19	35	35	49	2	2	12
Male	92	92	40126	97	97	99	514	514	547	45	45	23	14	14	17	38	38	46	2	2	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	179	179	4996	98	98	100	514	514	518	43	43	36	18	18	25	37	37	36	2	2	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	26	26	9329	93	93	100	433	433	454	92	92	64	8	8	18	0	0	16	0	0	2
Students without Disabilities	154	154	68996	98	98	99	529	529	561	34	34	16	20	20	18	43	43	52	3	3	14
Limited English Proficient Students	93	93	10133	97	97	100	504	504	488	49	49	45	19	19	25	32	32	28	1	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	126	126	33388	84	84	94	514	514	530	46	46	32	20	20	22	33	33	40	1	1	5
Non-Economically Disadvantaged	54	54	44937	100	100	100	515	515	561	37	37	13	11	11	15	46	46	54	7	7	18

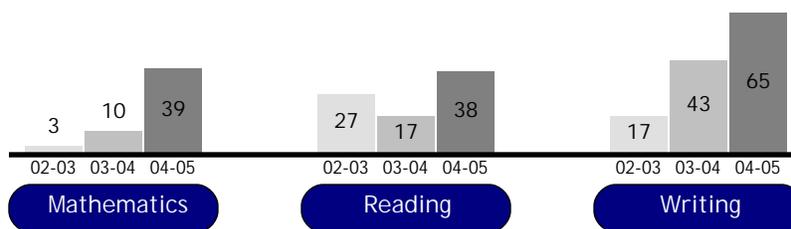
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	180	180	78302	97	0	99	481	481	512	25	25	11	38	38	25	37	37	57	1	1	7
All Students (Prior Year)	185	185	74918	98	98	99	465	465	497	65	65	32	18	18	19	13	13	35	4	4	15
Female	88	88	38082	98	0	99	482	482	518	19	19	8	41	41	24	40	40	61	0	0	7
Male	92	92	40166	97	0	99	479	479	507	30	30	14	35	35	26	34	34	54	1	1	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	179	179	4993	98	0	100	481	481	484	25	25	19	38	38	38	37	37	42	1	1	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	26	26	9353	93	0	100	404	404	429	85	85	40	12	12	38	4	4	22	0	0	1
Students without Disabilities	154	154	69024	98	0	99	495	495	524	14	14	7	43	43	23	43	43	62	1	1	7
Limited English Proficient Students	93	93	10140	97	0	100	472	472	451	28	28	28	43	43	43	30	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	126	126	33398	84	0	94	481	481	495	25	25	18	43	43	35	32	32	46	0	0	2
Non-Economically Disadvantaged	54	54	44979	100	0	100	481	481	525	24	24	6	24	24	18	50	50	66	2	2	10

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	177	177	78094	96	96	99	524	524	545	3	3	3	32	32	18	65	65	77	0	0	2
All Students (Prior Year)	181	181	74503	96	96	99	465	465	491	8	8	9	49	49	32	39	39	51	4	4	8
Female	86	86	38025	96	96	99	540	540	558	1	1	2	20	20	13	79	79	82	0	0	2
Male	91	91	40013	96	96	99	510	510	534	5	5	5	44	44	23	52	52	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	176	176	4981	96	96	100	524	524	526	3	3	4	32	32	25	65	65	70	0	0	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	24	24	9275	86	86	100	448	448	444	4	4	14	71	71	46	25	25	39	0	0	1
Students without Disabilities	153	153	68892	97	97	98	537	537	559	3	3	2	25	25	14	72	72	82	0	0	2
Limited English Proficient Students	91	91	10084	95	95	100	517	517	474	3	3	10	35	35	39	62	62	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	124	124	33296	83	83	94	531	531	527	2	2	5	31	31	27	67	67	67	0	0	0
Non-Economically Disadvantaged	53	53	44871	100	100	100	507	507	559	4	4	2	35	35	12	61	61	84	0	0	3

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)

8th 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?	N
	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
7	Reading	95	24	24	51	94	29	NA	54	98	33	33	50
	Language	100	25	25	54	96	30	30	58	98	35	35	52
	Mathematics	96	33	33	58	90	33	34	62	97	31	31	50
8	Reading	97	27	27	53	88	31	NA	55	96	40	40	51
	Language	97	20	20	49	90	22	22	52	96	38	38	50
	Mathematics	94	29	29	58	86	36	36	61	96	36	36	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	25.00
Other Professional Staff	2.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	135
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs/IBM
- Ü 2500 sq.ft. Library with Internet Access
- Ü Technology Lab Vocational Facility
- Ü Two Advanced Science Labs

Extracurricular Activities

- Ü Extended School Day
- Ü Before School Standards Based Tutoring
- Ü Clubs (Indian, Chess, Rider Pride, Sci.)
- Ü Apache Math Camp at the U of A
- Ü Interscholastic Athletics
- Ü National Junior Honor Society
- Ü Ranch Class
- Ü Performance Band

Social Services

- Ü Counseling Services
- Ü Save the Children Foundation
- Ü Crisis Intervention
- Ü Drug and Alcohol Abuse Intervention
- Ü Recreational Activities
- Ü Summer Breakfast and Lunch Program
- Ü Health Services
- Ü Referrals to other state&tribal agencies

School Achievements/Accomplishments 2004-05

- ü Extended school day to maximize student's learning time to reteach Arizona standards in reading, writing and math.

- ü This is the second year since we first began the corrective reading program for every student during second hour.

- ü This is the second year in a roll that Canyon Day Junior High School was rated "Performing" in the Achievement Profile.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	59	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	71	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	11	0	1	6
Status Unknown ¹¹	5	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Safe-Schools Committee, teachers work with parent/community involvement and PR committee to: provide safe, non-violent, drug-free 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) :

101

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	Brian Gum	(928) 338-1040
Transportation Policy	Bowman Beatty	(928) 338-1303
Community Resources	Katie Sahmaunt	(928) 338-1040
School Nutrition Programs	Charlotte Heber	(928) 338-4842
Parent Organization	Glenda Pusher	(928) 338-1040
Student Health/Nurse	Jody Friend	(928) 338-1040

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.