

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Alchesay High School

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

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

Principal: Mrs. Madeline Palmer
Schedule: 7:00 AM to 4:30 PM
Web Address: www.wusd.k12.az.us
E-mail: mpalmer@wusd.k12.az.us

Grades: 9-12
2002 Enrollment: 664
Phone: (928) 338-4848 x 2206
Fax: (928) 338-4840

∨ School Overview ∨

Mission

Appreciating our unique multicultural circumstances and recognizing that we are part of a rapidly changing world, we will provide, in a safe, positive and challenging setting, opportunities for our students to develop lifelong learning skills which will enable them to develop their potential in the areas of academic and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Four-period Block Schedule
- w Departmentalized Classrooms
- w Standards-based Instruction
- w School-Within-a-School

School/Academic Goals

- w Improve students' reading scores on SAT 9 and AIMS school-wide.
- w Provide students with the technology and vocational skills needed to survive and succeed in the 21st Century.
- w Improve students' critical thinking skills.
- w Prepare students for responsible citizenship by promoting individual accountability for actions.

Instructional Programs

- w ESL
- w Advanced Placement
- w School-to-Work
- w College Preparatory
- w On-site Special Education
- w Alternative Education
- w Honors Classes
- w SRA Corrective Reading

Enrollment

October 1, 2001 School Year Student Enrollment:	671
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	96

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Curriculum Development
- w School Safety Issues
- w Parent/Educator Relations
- w Student Discipline
- w Budget
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	5.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	2
4 to 6 years	6	1	0	0
7 to 9 years	3	3	0	0
10 or more years	7	6	1	0

∨ **Shared Responsibilities** ∨

School

The school has a responsibility to provide parents a quality education for their students in a safe environment. The school shall provide an atmosphere of respect for individuals; a campus free of drugs, alcohol, weapons and violence; opportunities for parents to express themselves and have an active role in the education of their children; timely notification of student academic and/or behavioral problems; and a means for parents to provide input for school plans and programs.

Parents

Parents are responsible for promoting a positive attitude toward school; taking an active role in the education of their children; consulting with the school regarding problems or concerns; helping the students to become self-disciplined regarding school attendance; studying, being prepared for school, and respecting the rights of others; and tending to the physical and emotional needs of their children outside of school.

∨ **Transportation Policy** ∨

The district provides transportation for special education students whose handicapping conditions require transportation; students who live within a one-mile radius of the school where hazardous or difficult routes exist and students who live more than one mile from the school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 10 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

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

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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.

Special Facilities

W Two CCC Computer Labs	W Media Studio
W School/Community Activity Center	W CAD Lab

Extracurricular Activities

W Interscholastic Sports	W Community Service Clubs
W Night Tutoring/Recreation	W Indian Club
W VICA	W Student Government
W National Honor Society	W FCCLA

School/Community Resources

W Afterschool Program	W Health Services
W Breakfast Program	W Lunch Program
W Counseling Services	W Recreational Activities
W Crisis Intervention	

∨ 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

W Increases in percentages of students scoring at or above the 50th percentile on SAT 9. Reading - +4.6%. Language - +0.4%. Mathematics - +2.4%

W FCCLA program received the Gold Medal Chapter Achievement Award for second year in a row.

W Chess Team ranked fifth in state.

W Alchesay Academy for college-bound students.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	72.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	27.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	20.0 %			9.5 %
Status Unknown ⁹	0.9 %			6.0 %

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

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Senior Named to FCCLA State Executive Council	2002
Senior named to US Naval Academy Preparatory School	2002
10 students given Presidential Award for Academic Excel	2002
2 teachers received Master's Degrees	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 ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	107	495	20%	43%	32%	6%
	State	49803	512	15%	23%	48%	14%
Writing	School	121	448	36%	18%	45%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	116	452	80%	12%	7%	1%
	State	50429	480	48%	19%	22%	10%

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

¹Results reflect student performance on the English form of AIMS.

²Class 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	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	85	17	44	100	17	43	60	18	43	59	17	43	76	19	43
	Language	87	16	39	100	18	39	62	18	40	63	19	41	79	19	42
	Mathematics	87	28	57	100	30	57	62	33	59	62	31	61	79	32	62
10	Reading	100	16	42	100	19	42	88	19	42	--	--	--	--	--	--
	Language	100	21	43	100	20	44	89	23	44	--	--	--	--	--	--
	Mathematics	100	28	47	100	23	49	90	29	50	--	--	--	--	--	--
11	Reading	84	19	46	100	18	44	69	21	45	--	--	--	--	--	--
	Language	83	26	43	100	25	42	70	26	44	--	--	--	--	--	--
	Mathematics	87	24	51	100	26	52	68	26	55	--	--	--	--	--	--

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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; therefore, no data to report.

∨ 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 Safe Schools Grant, which enables us to employ a full-time School Resource Officer and a School Probation Officer. Both individuals provide instruction on law-related curriculum. Our Project PRIDE program instills and supports individual student responsibility. The School Discipline Code is available to all students and is enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,542	\$1,892,791
Classroom Supplies	\$28	\$20,491
Administration	\$572	\$426,087
Support Services-Students	\$269	\$200,430
Other Support Services and Operations	\$1,097	\$817,013
Total Expenditures- All Categories 2000-2001	\$4,508	\$3,356,812

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
School Site Council	Madeline Palmer	(928) 338-4848	2206
Transportation Policy	Bowman Beatty	(928) 338-4842	2054
Community Resources	Madeline Palmer	(928) 338-4848	2206
School Nutrition Programs	Ardith Cosen	(928) 338-4842	2021
Parent Organization	Madeline Palmer	(928) 338-4848	2206
Student Health/Nurse	Pam Schultz	(928) 338-4848	2203

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.

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