ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Alchesay High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

200 Falcon Way, Whiteriver, AZ 85941

Whiteriver Unified District

AZ LEARNS[1]

High School Achievement Profile [(a)]

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

(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	SI Year 2
2003-04	Year 1
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Jeffrey Fuller
Schedule :	07:30 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	782
Web Address :	www.wusd.k12.az.us
Phone Number :	(928) 338-4848
Fax Number :	(928) 338-4840
E-mail :	jfuller@mail1.wusd.k12.az.us

Mission

It is the mission of Alchesay High to educate students in a positive atmosphere which fosters pride, respect, and responsibility.

School / Academic Goals

- Meet our Annual Measurable Goals: Reading - 48.6, Writing - 48.6, Math - 40.0
- Involve more students and parents in the decision-making process at school
- Attain 95% daily attendance rate, and a 96% attendance rate for taking AIMS

Enrollment

October 1, 2004 School Year Student Enrollment : 920

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- ESL/SEI
- Advanced Placement
- Career and Technical Education
- College Preparatory
- Upward Bound

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

The school is responsible for: Providing a quality education; providing a safe environment; providing opportunities for parent input and expression; providing timely notification of problems; encouraging respect for everyone.

Parents

Parents are responsible for: Promoting a positive attitude toward school; taking an active role in the school; notifying the school of problems; ensuring daily attendance; promoting respect for others; encouraging effort in school.

Transportation Policy

The district provides transportation for special education students whose handicapping conditions require transportation, and for students who live more than one mile from the school.

School Honors

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

Award/Honor	Year
Teacher app't. Advisory Comm. - State Automotive Prog	2005
Teacher recd. Spirit of Advising Award for FCCLA	2004
15 Academic Scholarships to Seniors; CCAP Scholarship	2005
3 students to Nat'l. Leadership Meeting for FCCLA	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

10th 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	139	139	69846	84	84	100	648	648	699	52	52	21	20	20	11	27	27	49	2	2	18
All Students (Prior Year)	113	113	65934	82	82	100	464	464	492	76	76	43	14	14	18	8	8	24	2	2	15
Female	73	73	34328	80	80	99	663	663	702	45	45	19	23	23	12	29	29	51	3	3	18
Male	65	65	35509	87	87	100	632	632	696	57	57	23	18	18	11	25	25	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	139	139	4785	84	84	100	648	648	671	52	52	39	20	20	17	27	27	39	2	2	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	16	16	7690	80	80	100	468	468	593	73	73	64	0	0	14	27	27	21	0	0	2
Students without Disabilities	123	123	62220	84	84	99	672	672	712	49	49	16	23	23	11	27	27	53	2	2	20
Limited English Proficient Students	49	49	5834	77	77	100	646	646	612	52	52	46	20	20	20	27	27	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	102	102	21421	79	79	92	668	668	686	56	56	35	21	21	15	20	20	43	2	2	7
Non-Economically Disadvantaged	37	37	48489	100	100	100	584	584	704	37	37	15	17	17	10	47	47	52	0	0	23

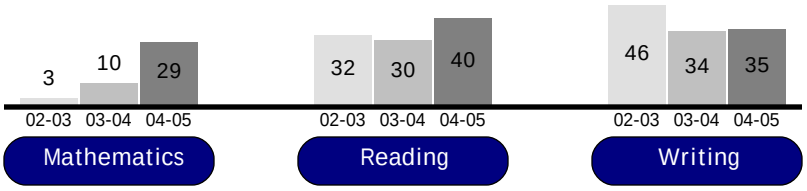
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	167	71311	95	95	100	642	642	694	19	19	7	41	41	21	38	38	63	2	2	9
All Students (Prior Year)	125	125	68162	89	89	100	477	477	509	38	38	18	31	31	24	30	30	51	0	0	8
Female	91	91	34899	98	98	100	661	661	700	10	10	5	44	44	19	44	44	66	3	3	10
Male	76	76	36430	92	92	100	621	621	688	28	28	9	39	39	22	31	31	61	1	1	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	167	167	5110	95	95	100	642	642	661	19	19	14	41	41	38	38	38	46	2	2	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	21	21	8021	95	95	100	491	491	590	47	47	27	32	32	42	11	11	29	11	11	1
Students without Disabilities	146	146	63379	95	95	100	666	666	707	14	14	5	43	43	18	42	42	68	1	1	10
Limited English Proficient Students	81	81	6402	93	93	100	640	640	596	18	18	25	42	42	44	38	38	30	2	2	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	113	113	22243	85	85	93	661	661	677	18	18	14	43	43	32	38	38	51	1	1	3
Non-Economically Disadvantaged	54	54	49157	100	100	100	581	581	702	21	21	4	35	35	16	38	38	69	6	6	11

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	162	162	70868	92	92	100	635	635	688	13	13	5	52	52	23	34	34	63	1	1	9
All Students (Prior Year)	121	121	67629	86	86	100	465	465	524	45	45	22	21	21	16	34	34	59	0	0	3
Female	90	90	34710	97	97	99	654	654	697	11	11	3	49	49	19	38	38	66	1	1	12
Male	72	72	36176	87	87	100	614	614	678	16	16	7	55	55	27	30	30	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	162	162	5001	93	93	100	635	635	661	13	13	9	52	52	41	34	34	48	1	1	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	19	19	7900	86	86	100	470	470	580	39	39	22	39	39	49	22	22	28	0	0	1
Students without Disabilities	143	143	63054	93	93	99	660	660	701	9	9	3	54	54	20	36	36	67	1	1	10
Limited English Proficient Students	77	77	6308	89	89	100	634	634	591	12	12	19	54	54	47	34	34	33	1	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	109	109	21994	82	82	92	654	654	673	12	12	10	55	55	36	32	32	52	1	1	3
Non-Economically Disadvantaged	53	53	48960	100	100	100	582	582	694	17	17	3	42	42	18	42	42	67	0	0	12

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)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	16	16	41	77	17	NA	42	88	30	30	51
	Language	74	21	21	42	78	18	18	42	87	31	31	50
	Mathematics	83	35	35	60	79	31	31	63	88	34	34	50

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	Council Duties
2 School Administrator(s)	ü Curriculum Development
1 Non-certified Employee(s)	ü School Safety Issues
2 Teacher(s)	ü Parent/Educator Relations
2 Parent(s)	ü Student Discipline
1 Community Member(s)	ü Budget
1 Student(s)	ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	10.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	4	3	0	0
10 or more years	11	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	129
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Library
- ü Media Studio

Extracurricular Activities

- ü Interscholastic Sports
- ü Student Council
- ü Community Service Clubs
- ü Night Tutoring/Recreation
- ü Indian Club

Social Services

- ü After School Program
- ü Health Services
- ü Breakfast Program
- ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Met Annual Measureable Achievement Objectives for 2004-05
- FCCLA program received the Gold Medal Chapter Achievement Award in 2003 and 2004; Silver Medal in 2005; Silver Medal in the Chapter Showcase Star Event 2005
- Teacher named to the Science Assessment Development Committee - State Level

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	91	95	94	95
Transfers Out Rate [5]	18	12	12	17
Transfers In Rate [6]	141	28	28	37
Stability Rate [7]	81	87	87	82
Promotion Rate [8]	48	96	95	81
Retention Rate [9]	3	1	1	3
Dropout Rate [10]	20	0	1	6
Status Unknown [11]	17	0	1	4
Graduation Rate [12]	40	NA	NA	79

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

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

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

School Safety

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

We have a Safe Schools Grant, which enables us to employ a full-time School Resource Officer and a full-time Juvenile Probation Officer who provide instruction on law-related education. Their efforts have reduced the number of incidents of misbehavior.

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) : 74

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	Jeff Fuller	(928) 338-4848
Transportation Policy	Bowman Beatty	(928) 338-1330
Community Resources	Madeline Palmer	(928) 338-4848
School Nutrition Programs	Charlotte Haber	(928) 338-2310
Parent Organization	Jeff Fuller	(928) 338-4848
Student Health/Nurse	Pam Schultz	(928) 338-4848

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 750 Copies = $286.00

** 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.