Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

White Cone Satellite School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Milepost 31.2, Hwy 77, Indian Wells, AZ 86031

Cedar Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2005-06	N/A
2004-05	Underperforming
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	N/A
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 :	Ms. Jessica Huff
Schedule :	07:30 AM to 03:30 PM
Grades :	K-2
Web Address :	
Phone Number :	(928) 654-3448
Fax Number :	(928) 738-5134
E-mail :	jhuff@cusd25.k12.az.us

Mission

White Cone Satellite School will ensure that every student will learn and develop intellectually, physically, and socially. By understanding our heritage, we will prepare our students to accept the challenges that are presented today and in the future.

School / Academic Goals

- The staff will fully implement the adopted reading program, Harcourt Trophies, and the supplemental program, Accelerated Reader, as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- The staff will fully implement the adopted math program, Saxon Math, as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- The staff will fully implement the Six Traits Writing Rubric and Writing Process as the program indicates. Activities will support the objectives, and evaluation will test the objectives.
- All instructional staff will work together to realign all textbooks, curriculum, and the District Assessment Program elements to newly revised Arizona Standards in Science by the end of SY 2005-2006.

Enrollment

October 1, 2005 School Year Student Enrollment : 19

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

Number of Students Attending Under Open Enrollment in 2005-06 : 0

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

Instructional Programs

- Harcourt Trophies Reading Series
- Saxon Math
- Native Culture
- Accelerated Reader
- On-site Special Education
- Full-day Kindergarten
- Multi-Age Setting

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The professional staff at WCPS is responsible for teaching and testing an aligned curriculum to students. It is their duty to ensure every student can and will learn by providing activities to support student learning. Activities are devised to meet the multiple intelligences, are differentiated to meet the varied needs, and designed to elicit student interest. Should students struggle, the staff will identify the area of growth and seek additional assistance for those students.

Parents

Parents best support student learning by encouraging daily attendance, readin to and with their children, and providing a place for their children to complete their homework. It is the responsibility of the parent to communicate with the student's teacher. Protein, water, and sleep help the brain develop and grow. We ask our parents to provide that as well as adequate clothing. Parents can support their child's education by reviewing the discipline code with their child.

Transportation Policy

Students are picked up as close as possible to their homes. Distances traveled range up to 65 miles each way over unimproved dirt roads that may become muddy or wash out. All students are expected to maintain appropriate behavior while riding the bus so bus drivers can transport them safely and on time. No student is left at an unattended residence. We provide a second afternoon run at 5:00PM for students who participate in sports, tutoring, or other after school activities.

School Honors

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

Award/Honor	Year
North Central Association Accreditation Without Warning	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06

No AIMS test data found for this school.

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

No AIMS test data found for this school.

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 2005-06

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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

		2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NA	58	100	16	23	47	NC	NC	28	46
	Language	NC	NC	9	50	100	17	25	47	NC	NC	21	48
	Mathematics	NC	NC	23	64	100	13	24	50	NC	NC	22	52

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	1.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Fully Equipped Library
- ü Multi-Purpose Room

Extracurricular Activities

- ü Girl Scout Program
- ü Field Trips
- ü After School Tutoring

Social Services

- ü Family Recreational Activities
- ü Parent Educational Activities
- ü Weekly Visits From Health Aide
- ü Parenting Classes available at Jeddito
- ü Family Education Nights

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Harcourt Trophies was fully implemented with the help of Reading First. Accelerated Reader is implemented more accurately and consistently with student events and awards to reinforce motivation.
- Saxon Math is used in all classrooms except Kindergarten.
- Focus was purchased from Goals Inc. as a means of better aligning the resources to the curriculum.
- WCPS made AYP for the 2005-2006 SY.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	NA	95	94	95
Promotion Rate [5]	78	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

Small class sizes account for the lack of Safety incidents to report. There are only between 20 and 25 students on this campus. They work with one teacher and one instructional assistant. Communication with the parents is another major factor there are no serious incidents reported.

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) : 0

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	Jessica Huff, Principal	(928) 738-2334
Transportation Policy	Norman Begay, Transportation Director	(928) 738-2334
Community Resources	Susie Hevel, Home Liaison	(928) 738-2334
School Nutrition Programs	Linda Romish, Summit Food	(928) 738-2334
Parent Organization	Cathy Whitehorn, Parent Involvement Coord.	(928) 738-2334
Student Health/Nurse	Angie Avayo, Health Aide	(928) 738-2334

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 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: 12 Pages X .0243 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.