



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

Chee Dodge Dr, Window Rock, AZ 86515

Window Rock 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

### School Overview

Principal/Administrator : Ms. Lorraine Dodge  
 Schedule : 7:00 AM to 5:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 540  
 Web Address : www.wrschool.net  
 Phone Number : (928) 810-7734  
 Fax Number : (928) 810-7718  
 E-mail : lorrained@wrschool.net

### Mission

Window Rock Elementary School exists to ensure relevant learning for all Students to be successful in a multicultural society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	Year 2
2002-03	Year 2
2001-02	N/A

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

### School / Academic Goals

- ü Window Rock Elementary School will seek ways to significantly increase achievement of all students in reading and math as measured by state and district assessments.
- ü English Language Learners at WRES will increase their academic performance in oral and written communication skills.
- ü Window Rock Elementary School will seek ways to increase parental support of student academic success.

### Enrollment

October 1, 2003 School Year Student Enrollment : 437  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 15

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Educational Program 2-5
- Ü Navajo Language and Culture
- Ü On-site Special Education--Inclusion
- Ü Voyager Expanded Learning
- Ü Computer Literacy/Lightspan

## Calendar Information

Number of Instruction Days :	149
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Community and parental relationships will be grounded by the Dine values of lifelong learning. Teachers report the progress of students on a quarterly basis. Other types of communication with parents include daily notebook folders/planners, phone calls and notes home. Assessment information on AIMS, Stanford Nine, Edu-test and other formative assessments are provided to parents.

### Parents

Make certain their children attend school regularly and on time. Read with their children daily. Support the school in its efforts to maintain proper discipline. Attend parent conferences. Read and sign the Parent Student Handbook.

## Transportation Policy

Transportation to Window Rock Elementary is available for students who live within the designated southern half of the school district. Riding the bus is a privilege that may be revoked at any time. Discipline on the bus is enforced.

## School Honors

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

Award/Honor	Year
Ü Window Rock District Teacher of the Year	2003
Ü WRES Student Won Navajo Nation Spelling Bee	2004
Ü Dine Language Fair Winners	2004
Ü Science Fair Winners	2004

3rd 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	70	191	75509	100	100	100	523	505	521	0	10	13	35	42	23	41	32	33	24	16	31
All Students (Prior Year)	104	235	75372	100	96	100	495	495	523	0	4	9	59	54	25	36	36	36	5	7	30
Female	37	98	37013	100	100	100	509	498	522	0	0	12	43	62	24	43	31	33	14	8	31
Male	33	93	38430	97	99	99	533	509	521	0	17	14	30	28	22	40	33	33	30	22	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	--	30486	--	--	99	--	--	505	--	--	18	--	--	29	--	--	32	--	--	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	69	189	4075	100	100	100	524	504	486	0	10	28	38	43	34	38	30	26	25	17	12
White	--	NC	35192	--	NC	99	--	NC	534	--	NC	8	--	NC	19	--	NC	35	--	NC	39
Students with Disabilities	NC	16	9708	NC	89	100	NC	466	489	NC	0	32	NC	100	27	NC	0	24	NC	0	17
Students without Disabilities	64	175	65801	100	100	98	523	506	525	0	10	11	35	40	23	41	33	34	24	17	33
Limited English Proficient Students	68	186	16928	NA	100	100	522	497	485	0	12	29	40	46	33	40	31	26	20	12	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	NC	36411				--	NC	503	--	NC	19	--	NC	29	--	NC	32	--	NC	20
Non-Economically Disadvantaged	70	187	39040				523	508	534	0	7	8	35	43	19	41	33	34	24	17	39

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	70	191	75492	100	100	100	514	511	519	12	23	12	18	16	16	53	48	47	18	13	24
All Students (Prior Year)	103	235	75221	100	96	100	514	514	523	5	7	8	19	19	16	71	70	56	5	4	21
Female	37	98	37014	100	100	100	502	516	523	14	15	10	29	23	15	57	54	48	0	8	27
Male	33	93	38400	97	99	99	522	507	516	10	28	14	10	11	17	50	44	47	30	17	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	--	30438	--	--	99	--	--	508	--	--	17	--	--	21	--	--	47	--	--	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	69	189	4081	100	100	100	516	512	498	13	23	25	13	13	26	56	50	40	19	13	8
White	--	NC	35177	--	NC	99	--	NC	528	--	NC	8	--	NC	13	--	NC	49	--	NC	31
Students with Disabilities	NC	16	9707	NC	89	100	NC	465	495	NC	100	33	NC	0	21	NC	0	33	NC	0	13
Students without Disabilities	64	175	65785	100	100	98	514	512	522	12	20	10	18	17	16	53	50	49	18	13	26
Limited English Proficient Students	68	186	16905	NA	100	100	510	506	489	13	27	34	20	19	28	53	42	32	13	12	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	NC	36302				--	NC	507	--	NC	18	--	NC	21	--	NC	46	--	NC	14
Non-Economically Disadvantaged	70	187	39164				514	513	528	12	20	8	18	17	13	53	50	48	18	13	31

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	69	190	75053	100	100	99	586	583	597	6	13	7	0	3	12	88	81	72	6	3	9
All Students (Prior Year)	102	233	73654	100	95	99	528	524	530	5	7	9	10	11	13	86	81	70	0	0	7
Female	37	97	36872	100	100	99	607	598	621	0	0	5	0	8	9	100	92	74	0	0	12
Male	32	93	38109	94	99	99	569	572	573	11	22	10	0	0	14	78	72	69	11	6	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	--	30235	--	--	98	--	--	575	--	--	9	--	--	14	--	--	70	--	--	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	69	189	4044	100	100	99	586	583	550	6	13	13	0	3	17	88	81	66	6	3	4
White	--	NC	35028	--	NC	99	--	NC	613	--	NC	6	--	NC	10	--	NC	73	--	NC	11
Students with Disabilities	NC	16	9625	NC	89	100	NC	422	530	NC	100	21	NC	0	21	NC	0	55	NC	0	4
Students without Disabilities	63	174	65428	100	100	98	586	589	604	6	10	6	0	3	11	88	83	73	6	3	10
Limited English Proficient Students	67	184	16765	NA	100	100	583	578	525	7	12	17	0	4	20	86	80	60	7	4	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	NC	36077				--	NC	566	--	NC	10	--	NC	16	--	NC	69	--	NC	5
Non-Economically Disadvantaged	69	186	38950				586	588	618	6	10	5	0	3	9	88	83	73	6	3	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	81	229	76019	100	100	100	466	461	499	18	29	14	70	56	39	8	6	14	5	10	33
All Students (Prior Year)	90	230	76230	100	100	100	476	467	498	18	20	12	50	60	38	23	12	12	9	7	37
Female	39	103	37207	100	100	100	476	463	499	14	31	12	67	51	41	14	6	14	5	11	33
Male	42	126	38677	100	100	100	456	459	498	21	26	15	74	60	38	0	6	13	5	8	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	--	--	29458	--	--	100	--	--	480	--	--	20	--	--	48	--	--	12	--	--	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	81	228	4735	100	100	100	466	460	466	18	29	28	70	56	49	8	6	10	5	9	13
White	--	--	35880	--	--	100	--	--	515	--	--	7	--	--	32	--	--	16	--	--	45
Students with Disabilities	NC	25	9786	NC	100	100	NC	402	457	NC	100	39	NC	0	40	NC	0	7	NC	0	13
Students without Disabilities	72	204	66233	100	100	99	466	463	503	18	27	11	70	57	39	8	6	14	5	10	35
Limited English Proficient Students	66	211	15206	NA	100	100	456	457	459	24	32	31	72	55	53	4	5	7	0	8	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	80	224	40266				467	461	513	18	28	9	69	56	33	8	6	15	5	10	43

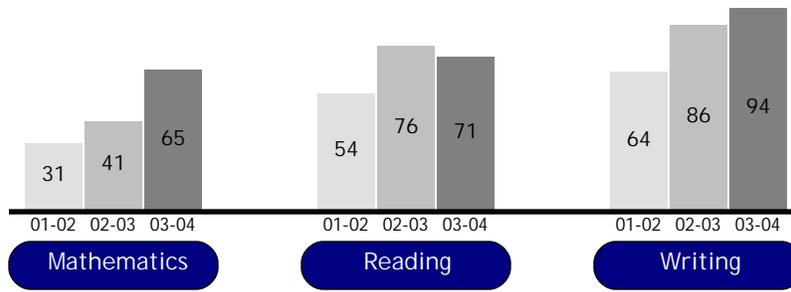
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	229	76020	100	100	100	492	487	503	38	53	25	35	25	23	20	18	40	8	5	12
All Students (Prior Year)	87	227	76202	98	100	100	500	492	505	27	37	19	18	32	24	50	30	46	5	1	11
Female	39	103	37213	100	100	100	494	489	504	24	43	22	43	27	23	24	23	42	10	7	13
Male	42	126	38666	100	100	100	488	485	501	53	61	29	26	24	22	16	13	38	5	2	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	--	--	29442	--	--	99	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	81	228	4735	100	100	100	492	486	489	38	53	48	35	25	25	20	17	24	8	5	3
White	--	--	35890	--	--	100	--	--	511	--	--	15	--	--	20	--	--	48	--	--	18
Students with Disabilities	NC	25	9784	NC	100	100	NC	471	485	NC	100	58	NC	0	19	NC	0	19	NC	0	4
Students without Disabilities	72	204	66236	100	100	99	492	487	504	38	51	23	35	26	23	20	18	42	8	5	13
Limited English Proficient Students	66	211	15198	NA	100	100	484	484	483	52	57	59	40	25	25	8	15	14	0	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	80	224	40274				492	487	509	36	52	17	36	26	20	21	18	47	8	5	17

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	81	227	75673	100	100	100	506	501	530	13	15	12	35	35	25	53	49	58	0	1	4
All Students (Prior Year)	87	227	74692	98	100	99	507	476	502	18	33	18	9	35	27	73	30	47	0	1	8
Female	39	102	37099	100	100	100	519	513	548	10	10	8	33	31	22	57	57	64	0	1	6
Male	42	125	38441	100	100	99	492	492	513	16	20	16	37	38	29	47	43	52	0	0	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	--	--	29305	--	--	99	--	--	507	--	--	16	--	--	31	--	--	51	--	--	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	81	226	4707	100	100	100	506	499	492	13	15	19	35	35	33	53	50	46	0	0	1
White	--	--	35760	--	--	99	--	--	550	--	--	9	--	--	21	--	--	64	--	--	6
Students with Disabilities	NC	24	9706	NC	100	100	NC	528	462	NC	33	36	NC	0	32	NC	67	31	NC	0	1
Students without Disabilities	72	203	65967	100	100	99	506	501	536	13	15	10	35	36	25	53	49	60	0	1	5
Limited English Proficient Students	66	209	15115	NA	100	100	482	494	471	20	17	26	40	37	38	40	46	35	0	1	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	80	222	40091				508	502	550	10	15	9	36	35	21	54	50	64	0	1	6

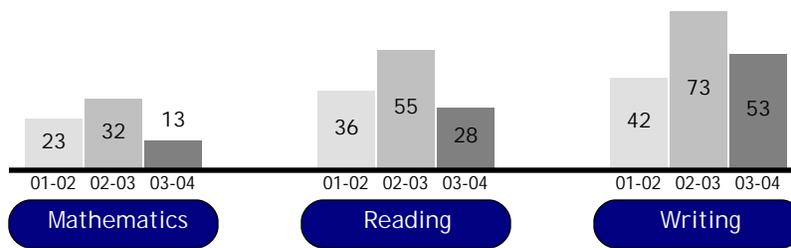
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	45	39	44	95	40	33	50	100	NA	NA	58
	Language	97	27	27	39	100	20	21	43	99	NA	46	50
	Mathematics	97	42	39	52	100	34	32	57	99	NA	51	64
3	Reading	97	34	25	43	99	25	21	47	100	NA	NA	55
	Language	97	39	32	50	100	29	30	54	100	NA	65	61
	Mathematics	99	43	35	50	100	28	25	54	100	NA	65	61
4	Reading	99	27	30	47	100	27	25	52	94	47	NA	56
	Language	99	32	34	45	100	33	28	48	100	40	30	52
	Mathematics	99	43	42	52	97	41	36	57	100	53	29	61
5	Reading	100	28	24	46	94	28	23	50	100	41	NA	55
	Language	100	33	30	43	100	32	30	46	100	47	34	49
	Mathematics	98	47	44	54	100	43	41	57	100	40	43	63
6	Reading	--	--	31	49	--	--	31	53	--	--	NA	56
	Language	--	--	31	42	--	--	26	45	--	--	26	48
	Mathematics	--	--	49	58	--	--	46	62	--	--	43	66

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

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

Council Duties

- Ü Budget
- Ü Parent/Community Relations
- Ü School Improvement
- Ü Providing Positive School Climate
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	2	0	0
10 or more years	8	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	71
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Cognitive Development Reading Lab
- Ü Two Net-Worked Computers/Class
- Ü Preschool At-risk Learning Center
- Ü Achieve Now Playstations

Extracurricular Activities

- Ü Native American Indian Club
- Ü Student Leadership Clubs at Each Grade
- Ü After School Basketball Program
- Ü Friday Tutoring Program
- Ü Girl Scouts
- Ü Office of Dine Youth Recreation Programs

Social Services

- Ü After School Program
- Ü Ropes Program
- Ü Clothing/Food Banks
- Ü Health/Counseling Services
- Ü Wings After School Day Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Achievement of students in reading was improved. A two hour reading block with increased numbers of adults in each classroom was implemented.
- ü Every fifth student had access to a laptop computer.
- ü A school wide positive behavioral initiative was implemented.
- ü Time was provided for weekly collaboration of teachers on curriculum and instruction.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	6	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	29	45
Grades 3-4	52	70
Grades 4-5	55	52
Grades 5-6	NC	NC

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Presentations by the school counselor and social worker are given to kindergarten students. Services such as for grief, divorce and anger are provided. 'Red Ribbon Week' is celebrated each year with activities on the prevention of drugs and alcohol. Expectations for appropriate behavior are high. Rules are 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) :

1

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.

Contacts

	Name	Phone Number
School Site Council	Lorraine Dodge	(928) 810-7731
Transportation Policy	Bruce Ross	(928) 729-6743
Community Resources	Letha Thompson/Dinah Wauneka	(928) 810-7735
School Nutrition Programs	Jose Baca	(928) 729-7020
Parent Organization	Lorraine Dodge	(928) 810-7731
Student Health/Nurse	Frances Legah	(928) 871-7736

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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* 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.