



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

School Overview

Principal/Administrator : Mr. Lorraine Dodge  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-6  
 2005 Enrollment : 545  
 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)

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

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School / Academic Goals

- ü Window Rock Elementary School will move 5% of students from the falls far below category to the approaches category, 5% of students from approaches to the meets and exceeds category, as measured by the AIMS Reading assessment.
- ü English Language Learners at WRES will increase their academic performance in oral and written communication skills.
- ü Window Rock Elementary School will move 5% of students from the falls far below category to the approaches category, 5% of students from approaches to the meets and exceeds category, as measured by the AIMS Reading assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 588  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 12

## 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 :	150
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/22/2006

## Shared Responsibilities

### School

Community and parental relationships will be grounded by the Dine values of lifelong learning. Teachers report the progress of students twice each quarter. Other types of communication with parents include daily notebook folders/planners, phone calls and notes home. Assessment information on AIMS, Terra-Nova, Dibels 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 Winner of Spelling Bee competed in National Finals	
Ü Junior Rodeo Champion in Barrel racing	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	71	185	79306	100	100	99	423	421	445	8	14	10	30	26	18	56	56	51	6	3	20
All Students (Prior Year)	70	191	75509	100	100	100	523	505	521	0	10	13	35	42	23	41	32	33	24	16	31
Female	33	99	38691	94	98	99	418	423	446	10	11	10	24	24	18	59	62	52	7	3	20
Male	38	86	40583	100	100	99	426	419	445	5	17	11	35	29	18	54	50	50	5	4	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	71	184	4264	100	100	100	423	421	419	8	14	19	30	26	30	56	57	45	6	3	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	11	20	10321	92	100	100	311	342	389	30	42	30	50	42	27	20	16	34	0	0	9
Students without Disabilities	60	165	69060	100	99	98	443	431	454	4	10	7	27	25	17	63	61	54	7	4	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	409	406	NC	3	20	NC	17	30	NC	79	45	NC	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	71	185	39966	100	100	100	423	421	459	8	14	6	30	26	12	56	56	52	6	3	30

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	71	185	79395	100	0	99	420	422	446	5	11	9	41	41	25	55	46	55	0	2	11
All Students (Prior Year)	70	191	75492	100	100	100	514	511	519	12	23	12	18	16	16	53	48	47	18	13	24
Female	33	99	38743	94	0	100	425	431	451	0	8	7	41	36	24	59	54	57	0	2	12
Male	38	86	40618	100	0	99	415	412	440	8	15	11	41	48	27	51	37	53	0	1	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	71	184	4271	100	0	100	420	422	420	5	11	15	41	41	42	55	46	41	0	2	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	11	20	10331	92	0	100	304	338	388	20	42	25	60	47	37	20	11	34	0	0	4
Students without Disabilities	60	165	69139	100	0	99	440	432	454	2	7	7	38	41	24	61	50	58	0	2	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	415	399	NC	3	21	NC	28	42	NC	62	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	71	185	39986	100	0	100	420	422	461	5	11	4	41	41	16	55	46	63	0	2	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	71	185	78869	100	100	99	435	422	442	2	10	6	17	20	21	80	66	63	2	5	10
All Students (Prior Year)	69	190	75053	100	100	99	586	583	597	6	13	7	0	3	12	88	81	72	6	3	9
Female	33	99	38536	94	98	99	441	430	458	0	10	4	14	14	15	86	70	67	0	7	14
Male	38	86	40302	100	100	99	431	412	428	3	11	8	19	26	26	76	61	60	3	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	71	184	4245	100	100	100	435	423	423	2	10	9	17	20	26	80	66	61	2	5	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	11	20	10246	92	100	100	319	309	367	10	26	18	30	42	39	60	32	40	0	0	4
Students without Disabilities	60	165	68697	100	99	98	456	436	454	0	8	4	14	17	18	84	70	67	2	5	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	407	399	NC	14	11	NC	10	31	NC	55	54	NC	21	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	71	185	39837	100	100	100	435	422	457	2	10	4	17	20	14	80	66	67	2	5	15

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	96	239	78906	98	100	99	468	444	498	22	35	13	32	30	19	41	32	48	5	4	20
All Students (Prior Year)	81	229	76019	100	100	100	466	461	499	18	29	14	70	56	39	8	6	14	5	10	33
Female	38	104	38644	95	100	99	479	448	500	11	31	12	37	32	19	47	33	49	5	4	19
Male	57	134	40236	98	99	99	460	440	497	30	39	15	28	27	19	37	31	46	6	3	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	95	235	4593	98	100	100	467	443	467	22	35	26	33	30	29	40	32	39	5	3	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	14	48	10664	93	100	100	376	339	430	82	75	42	18	16	27	0	9	26	0	0	5
Students without Disabilities	82	191	68310	99	99	98	480	469	509	13	26	9	34	33	18	46	37	51	6	4	22
Limited English Proficient Students	56	63	12573	100	100	100	463	421	454	21	20	27	33	33	30	42	45	38	3	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	NC	38679	--	NC	96	--	NC	483	--	NC	20	--	NC	25	--	NC	45	--	NC	10
Non-Economically Disadvantaged	96	238	40295	99	100	100	468	446	513	22	35	7	32	30	13	41	32	50	5	4	30

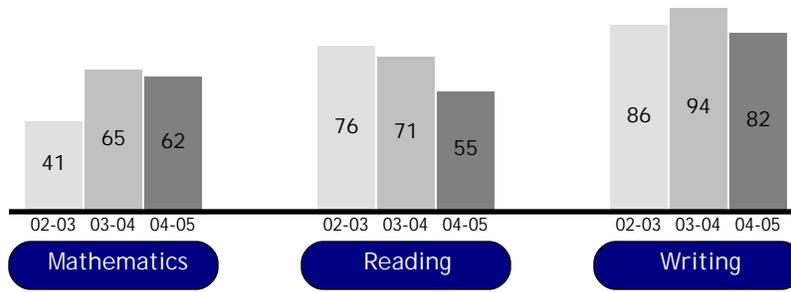
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	240	78908	99	0	99	453	432	484	18	31	10	39	34	23	41	34	58	1	1	9
All Students (Prior Year)	81	229	76020	100	100	100	492	487	503	38	53	25	35	25	23	20	18	40	8	5	12
Female	38	104	38648	95	0	99	469	439	489	8	26	8	39	33	22	50	40	61	3	1	10
Male	58	135	40233	100	0	99	443	426	479	24	34	12	40	36	25	36	29	55	0	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	96	236	4569	99	0	100	452	431	457	18	31	18	40	35	39	41	33	41	1	1	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	14	48	10665	93	0	100	374	332	423	64	73	30	36	16	36	0	11	31	0	0	2
Students without Disabilities	83	192	68312	100	0	98	464	456	493	12	21	7	40	39	21	47	39	62	1	1	10
Limited English Proficient Students	57	64	12556	100	0	100	446	406	436	21	19	24	42	39	40	36	40	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	NC	38662	--	NC	96	--	NC	468	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Non-Economically Disadvantaged	97	239	40315	100	0	100	453	434	498	18	31	5	39	35	15	41	33	66	1	1	14

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	97	240	78750	99	100	99	483	455	500	5	13	6	37	37	29	57	50	63	0	0	2
All Students (Prior Year)	81	227	75673	100	100	100	506	501	530	13	15	12	35	35	25	53	49	58	0	1	4
Female	38	104	38586	95	100	99	496	469	515	8	11	4	21	29	22	71	59	71	0	1	3
Male	58	135	40135	100	100	99	474	443	486	4	14	8	47	43	35	49	42	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	96	236	4586	99	100	100	483	454	481	5	13	8	37	37	37	58	50	54	0	0	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	14	48	10622	93	100	100	396	318	415	18	41	21	64	41	50	18	16	28	0	2	1
Students without Disabilities	83	192	68196	100	100	98	495	487	513	4	6	3	34	36	25	63	58	69	0	0	3
Limited English Proficient Students	57	64	12504	100	100	100	480	438	451	6	5	12	36	34	44	58	60	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	NC	38558	--	NC	96	--	NC	485	--	NC	8	--	NC	37	--	NC	54	--	NC	1
Non-Economically Disadvantaged	97	239	40260	100	100	100	483	457	514	5	13	3	37	37	21	57	50	72	0	0	4

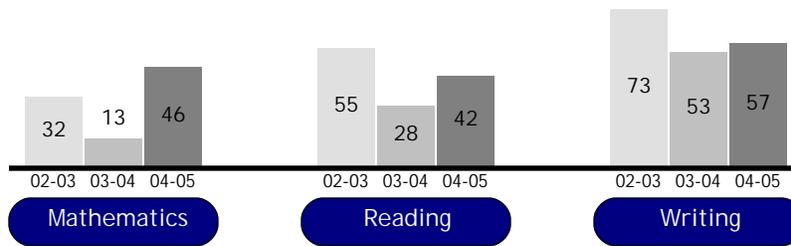
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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?	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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	40	33	50	100	NA	NA	58	96	32	30	47
	Language	100	20	21	43	99	NA	46	50	96	31	27	47
	Mathematics	100	34	32	57	99	NA	51	64	96	25	25	50
3	Reading	99	25	21	47	100	NA	NA	55	97	35	32	44
	Language	100	29	30	54	100	NA	65	61	97	33	29	44
	Mathematics	100	28	25	54	100	NA	65	61	97	44	40	51
4	Reading	100	27	25	52	94	47	NA	56	98	32	30	48
	Language	100	33	28	48	100	40	30	52	98	32	30	49
	Mathematics	97	41	36	57	100	53	29	61	98	46	41	53
5	Reading	94	28	23	50	100	41	NA	55	98	32	28	50
	Language	100	32	30	46	100	47	34	49	98	30	28	50
	Mathematics	100	43	41	57	100	40	43	63	97	36	31	49
6	Reading	--	--	31	53	--	--	NA	56	99	32	33	51
	Language	--	--	26	45	--	--	26	48	99	30	31	47
	Mathematics	--	--	46	62	--	--	43	66	99	41	39	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/](http://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	2.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Reading Lab
- Ü Two Net-Worked Computer Labs/
- Ü Preschool At-risk Learning Center
- Ü Achieve Now Playstations

Extracurricular Activities

- Ü 21st Century Learning Center
- Ü Student Leadership Clubs at Each Grade
- Ü After School Cross Country Team
- Ü Friday Tutoring Program
- Ü Girl Scouts
- Ü Extended Day Programs
- Ü Office of Dine Youth Recreation Programs

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student achievement in reading improved. All Kindergarten students were considered on-track in their development of reading.
  
- ü Student achievement in Math increased dramatically, especially at the fifth grade level. 70% of Fourth Grade students met state standards in Math.
  
- ü The school Made AYP for two years in a row.
  
- ü Time was provided for weekly collaboration of teachers on curriculum and instruction.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Fannie David	(928) 810-7734
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	Fannie David	(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.

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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