

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

P.O. Box 559, Ft Defiance, AZ 86504

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Underperforming
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

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

School Overview

Principal/Administrator : Mr. Victor Benally
 Schedule : 07:00 AM to 05:00 PM
 Grades : 4-6
 Web Address : www.wrschool.net
 Phone Number : (928) 729-7853
 Fax Number : (928) 729-7727
 E-mail : victorb@wrschool.net

Mission

Mission: The staff are committed to challenging students to their ability in a safe environment. Students are respected and encouraged to grow academically, socially, and culturally. Active parental involvement is encouraged in the education of our children.

School / Academic Goals

- ü Raise student percentage to meet or exceed the Annual Measurable Objectives in Reading by 2005-06: 4th - 51%, 5th - 41%; and 6th - 36% as measured by AIMS DPA.
- ü Raise student percentage to meet or exceed the Annual Measurable Objective in Math by 2005-06; 4th - 56%; 5th - 41%; and 6th 41% as measured by AIMS DPA.
- ü Raise student percentage to meet or exceed in Writing by 2005-06; 4th - 58%; 5th - 42%; and 6th 76% as measured by AIMS DPA
- ü Active parental involvement to promote student academic achievement; reduce trancy and absenteeism; and guide them towards positive character and citizenship. The school will continue to provide a safe and orderly environment for all students and staff

Enrollment

October 1, 2005 School Year Student Enrollment : 294
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- Ü On-site Special Education
- Ü Music, PE, Library, Programs
- Ü Arizona Academic Standards Driven
- Ü Targeted Assisted Program
- Ü Friday Tutoring/Enrichment
- Ü Technolgy based programs
- Ü Navajo Language/Culture Emphasized
- Ü 21st Century After-School Program

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 :	5/24/2006

Shared Responsibilities

School

To guarantee a vialble school-wide curriculm design aligned with AZ Standards implementing a variety of instructional strategies that help to achieve gains in specific content areas. To provide content area benchmarks to track student progress toward proficiency. The school to provide a safe and orderly enviroment with parent and community involvement.

Parents

The parent component is shared responsibility for high acadamic student achievement to ensure high academic student performance. This partnership is ongoing through communicating by: parent/teacher conference, written reports, parent monitoring, school related meetings and training sessions. In addition to parental involvement through the contact of parent advisory council and compact.

Transportation Policy

Transportation is provided for students in the northern portion of the district. Transportation for pupils who reside in an established school attendance area for the WRUSD and accommodations are made for students who have documented special needs.

School Honors

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

Award/Honor	Year
Ü Exemplary Navajo Language Program	2004
Ü Extra-Curricular Activities to Promote Health	2005
Ü North Central Association Membership with No Citations	2005
Ü Apache County Teacher of the Year	2005

4th 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	82	167	80147	100	98	99	460	459	482	17	14	11	27	25	17	45	53	49	11	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	88	39281	100	100	99	472	465	483	13	11	9	22	22	17	47	57	50	18	10	24
Male	37	78	40780	100	94	98	446	452	482	22	18	12	32	28	17	43	50	48	3	4	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	82	167	4117	100	98	96	460	459	456	17	14	19	27	25	27	45	53	46	11	7	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	NC	13	10295	NC	81	92	NC	413	443	NC	54	33	NC	23	26	NC	15	33	NC	8	8
Students without Disabilities	75	154	69852	100	99	100	466	462	488	13	11	7	25	25	16	49	56	51	12	7	26
Limited English Proficient Students	NC	10	12722	NC	83	97	NC	NA	441	NC	NA	27	NC	NA	33	NC	NA	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	74	142	38371	100	97	97	458	457	465	19	15	15	27	25	23	43	53	49	11	6	13
Non-Economically Disadvantaged	NC	25	41776	NC	100	100	NC	467	498	NC	8	6	NC	24	11	NC	56	49	NC	12	33

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	83	169	79686	100	99	98	447	448	470	18	15	11	31	36	24	51	48	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	89	39163	100	100	99	456	454	475	17	13	9	17	28	22	65	57	60	NA	1	10
Male	37	79	40438	100	95	97	436	440	465	19	18	13	49	44	25	32	38	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	83	169	4087	100	99	96	447	448	446	18	15	16	31	36	38	51	48	44	NA	1	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	NC	15	9808	NC	94	87	NC	410	432	NC	47	35	NC	33	32	NC	13	30	NC	7	3
Students without Disabilities	75	154	69878	100	99	100	451	451	475	16	12	8	29	36	23	55	51	61	NA	NA	9
Limited English Proficient Students	NC	11	12594	NC	92	96	NC	435	422	NC	27	34	NC	27	45	NC	45	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	75	144	38095	100	98	97	445	447	452	19	15	17	33	38	32	48	47	48	NA	1	3
Non-Economically Disadvantaged	NC	25	41591	NC	100	99	NC	451	486	NC	16	6	NC	28	16	NC	56	65	NC	NA	13

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	83	168	80372	100	98	99	465	468	475	5	2	4	37	39	30	58	58	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	89	39452	100	100	99	482	481	488	NA	NA	3	28	29	22	72	71	72	NA	NA	3
Male	37	78	40836	100	94	98	444	454	464	11	5	6	49	50	37	41	45	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	83	168	4128	100	98	97	465	468	464	5	2	4	37	39	39	58	58	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	NC	15	10526	NC	94	94	NC	413	427	NC	13	15	NC	60	53	NC	27	31	NC	NA	1
Students without Disabilities	75	153	69846	100	99	100	472	473	482	3	1	3	35	37	26	63	61	69	NA	NA	2
Limited English Proficient Students	NC	11	12747	NC	92	97	NC	458	432	NC	9	12	NC	36	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	75	143	38521	100	97	98	463	468	461	4	2	6	40	39	38	56	59	55	NA	NA	1
Non-Economically Disadvantaged	NC	25	41851	NC	100	100	NC	468	489	NC	4	3	NC	40	22	NC	56	72	NC	NA	4

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	113	194	79306	99	96	99	470	478	504	25	18	13	36	35	20	35	41	49	4	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	103	38845	100	98	99	476	486	505	19	12	11	36	32	20	40	50	50	5	7	18
Male	55	91	40383	98	94	98	463	469	504	31	25	14	36	38	19	31	32	47	2	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	110	190	4034	99	96	97	469	477	479	25	18	22	37	36	29	35	41	43	3	5	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	13	17	10286	100	71	91	446	454	462	38	35	41	46	35	27	15	29	27	NA	NA	5
Students without Disabilities	100	177	69020	99	99	100	472	480	510	23	16	9	35	35	18	38	42	52	4	6	21
Limited English Proficient Students	18	21	10291	100	95	96	467	466	458	28	29	38	28	29	34	44	43	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	96	154	37437	99	96	97	466	472	486	26	20	19	41	40	26	31	36	46	2	3	9
Non-Economically Disadvantaged	17	40	41869	100	98	100	491	499	521	18	10	7	12	15	14	59	60	51	12	15	27

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	113	198	79000	99	98	98	461	464	489	12	12	10	49	44	24	36	40	58	4	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	104	38774	100	99	99	466	471	494	3	3	7	50	47	22	43	47	61	3	3	10
Male	55	94	40150	98	97	98	456	455	485	20	22	12	47	40	25	29	33	55	4	4	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	110	194	4016	99	98	96	460	463	467	12	12	14	49	44	37	35	40	46	4	4	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	13	21	9991	100	88	88	443	440	449	23	24	33	69	62	36	8	10	29	NA	5	2
Students without Disabilities	100	177	69009	99	99	100	463	466	495	10	11	6	46	42	22	40	44	62	4	3	10
Limited English Proficient Students	18	22	10199	100	100	95	443	444	439	17	23	35	78	64	47	6	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	96	158	37234	99	98	97	456	458	472	14	15	15	52	47	33	32	36	50	2	3	3
Non-Economically Disadvantaged	17	40	41766	100	98	99	491	485	505	NA	3	5	29	33	16	59	58	65	12	8	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	114	195	79611	100	97	99	475	477	496	13	11	7	46	45	37	41	44	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	103	39016	100	98	99	486	491	511	7	6	4	45	41	29	48	53	66	NA	NA	1
Male	56	92	40519	100	95	98	464	462	482	20	17	10	46	49	44	34	34	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	111	191	3992	100	96	96	476	478	478	13	11	10	45	44	46	42	45	44	NA	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	13	17	10664	100	71	94	415	423	440	46	41	23	46	41	54	8	18	22	NA	NA	1
Students without Disabilities	101	178	68947	100	100	100	482	482	504	9	8	4	46	45	34	46	47	61	NA	NA	1
Limited English Proficient Students	18	21	10362	100	95	97	435	435	438	22	24	22	61	52	57	17	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	97	155	37626	100	96	98	470	471	479	13	13	10	49	48	45	37	39	45	NA	NA	0
Non-Economically Disadvantaged	17	40	41985	100	98	100	506	503	511	12	5	4	24	30	30	65	65	65	NA	NA	1

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

6th 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	104	221	79327	89	91	98	485	488	518	32	30	19	26	29	20	38	38	46	4	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	95	38961	95	94	98	484	485	520	38	31	16	23	36	20	34	29	48	6	4	16
Male	51	126	40295	84	89	97	487	490	516	25	30	21	29	25	19	43	44	44	2	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	102	219	4391	89	91	96	484	487	489	31	30	32	26	30	27	39	38	36	3	2	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	16	20	9321	55	51	87	458	459	467	44	45	54	25	25	22	31	30	21	NA	NA	3
Students without Disabilities	88	201	70006	100	99	100	489	490	524	30	29	14	26	30	19	40	38	49	5	3	18
Limited English Proficient Students	18	23	9431	82	85	95	474	473	466	39	39	53	33	39	27	28	22	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	84	179	37097	87	89	97	480	484	498	36	35	27	25	28	25	37	35	41	2	2	7
Non-Economically Disadvantaged	20	42	42230	100	100	99	506	504	535	15	12	11	30	33	15	45	50	50	10	5	24

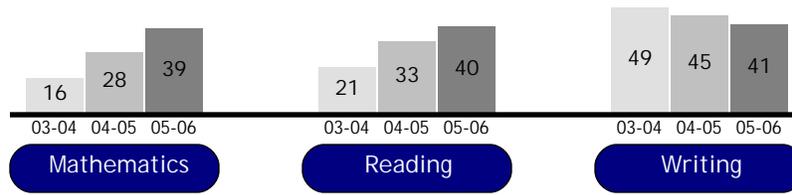
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	239	79501	97	98	98	462	466	497	19	18	10	46	43	25	35	38	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	100	39062	100	99	99	462	470	502	18	15	8	50	46	23	32	39	64	NA	NA	5
Male	58	139	40368	95	98	98	461	464	491	21	21	13	41	41	27	38	38	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	112	237	4401	97	98	96	461	466	473	20	19	17	46	43	40	35	38	43	NA	NA	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	26	37	9411	90	95	88	427	425	453	38	49	36	50	41	36	12	11	26	NA	NA	1
Students without Disabilities	88	202	70090	100	99	100	470	473	502	14	13	7	44	44	24	42	44	65	NA	NA	5
Limited English Proficient Students	20	25	9401	91	93	94	459	455	443	15	20	40	50	48	46	35	32	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	94	197	37183	97	98	97	455	460	479	23	22	16	48	46	34	29	32	49	NA	NA	1
Non-Economically Disadvantaged	20	42	42318	100	100	99	493	496	513	NA	2	5	35	29	17	65	69	70	NA	NA	7

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	105	226	80000	90	93	99	546	541	564	NA	2	3	17	16	11	81	80	75	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	96	39288	95	95	99	554	562	579	NA	NA	2	15	11	6	81	84	77	4	4	16
Male	52	130	40644	85	92	98	538	525	549	NA	4	4	19	19	15	81	77	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	103	224	4424	90	93	97	546	540	549	NA	2	3	17	16	14	81	80	77	2	2	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	17	24	9919	59	62	93	506	506	505	NA	NA	9	41	46	35	53	50	54	6	4	2
Students without Disabilities	88	202	70081	100	99	100	552	544	571	NA	2	2	13	12	7	86	84	79	1	1	12
Limited English Proficient Students	18	23	9571	82	85	96	534	530	502	NA	NA	10	22	22	29	72	74	60	6	4	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	85	184	37534	88	91	98	539	540	547	NA	1	4	21	18	15	78	80	76	1	1	5
Non-Economically Disadvantaged	20	42	42466	100	100	100	575	542	578	NA	10	2	NA	5	7	95	81	75	5	5	16

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)

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 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?	N
	Met Test Objectives?	Y
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	84	21	NA	56	100	26	30	48	100	37	35	52
	Language	91	28	30	52	100	27	30	49	100	32	34	52
	Mathematics	94	26	29	61	100	38	41	53	100	46	44	58
5	Reading	90	29	NA	55	95	26	28	50	99	30	34	56
	Language	100	31	34	49	95	27	28	50	99	32	34	54
	Mathematics	100	43	43	63	95	27	31	49	99	28	32	52
6	Reading	--	--	NA	56	99	33	33	51	88	32	34	56
	Language	--	--	26	48	99	32	31	47	94	21	25	50
	Mathematics	--	--	43	66	99	38	39	52	85	37	35	58

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

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

Council Duties

- Ü School Improvement Revision and Approval
- Ü Recommend School Improvement Strategies
- Ü Instructional Program Improvement Review
- Ü Tutoring/Enrichment Program Review
- Ü Budgetary Review and Recommendations
- Ü Safe School Review and Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	4.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Student Computer Lab
- Ü Parent Center
- Ü Library
- Ü Social Services on Campus

Extracurricular Activities

- Ü Targeted Assisted After School Program
- Ü Friday Enrichment Program
- Ü Summer School Academic/Enrichment
- Ü Navajo Language Classes/Literacy
- Ü Athletic Programs Sponsor Navajo Nation
- Ü Student Recognition Programs
- Ü Student Council

Social Services

- Ü General Parenting Classes
- Ü Future for Children Sponsorship
- Ü Social Services Intervention
- Ü Social Service Early ID Counseling
- Ü Medical Services
- Ü Social Service Early ID Follow up Plans
- Ü Referral to Outside Agencies w/ needed
- Ü Liaison Officer for attendance/followup

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students made AZ LEARNS - performing status for reading, writing, and math.

- ü The school's students have improved their overall school attendance. Our students are progressing towards our overall mission to have students who are reading at or above grade level.

- ü Instruction will focus on the needs of all students with support utilizing differentiated instruction, for example: student centers, addressing multiple intelligence levels and variety of teaching strategies will be used on a daily basis.

- ü Students will receive instruction in the native language and will demonstrate Dine culture/language relevancy with the focus on AZ Standards. The use of higher order thinking will be used to set a climate for student performance.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	84	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

Identification of at-risk students, intervention strategies. Improved home-school communication and parenting skills. We continue to gather data on student incidents and developing specific strategies throughout the school system to identify the causes, and work together as a team to prevent further incidents utilizing teamwork and progressive discipline.

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) :

4

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	Irma Begay	(928) 729-7860
Transportation Policy	Chester Mego	(928) 729-6743
Community Resources	Stewart Calnimpewa	(928) 729-6733
School Nutrition Programs	Gloria Perkins	(928) 729-7020
Parent Organization	Jolene Keeto	(928) 729-7860
Student Health/Nurse	Fran Robbins	(928) 729-7803

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."

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.

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.

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