

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Navajo Route 12, 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

High School Achievement Profile ^(a)

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

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

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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

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

School Overview

Principal/Administrator : Mr. Glenn Haven
 Schedule : 07:30 AM to 05:30 PM
 Grades : 9-12
 2005 Enrollment : 822
 Web Address : www.fightingscouts.com/
 Phone Number : (928) 729-7006
 Fax Number : (928) 729-7661
 E-mail : glennh@wrschool.net

Mission

The faculty and staff of Window Rock High School are committed to graduating competent, lifelong learners who have the skills, attitudes, and abilities required for success in the 21st Century.

School / Academic Goals

- ü To continue to improve and increase AIMS (Reading, Writing, and Math) scores for the 2005-06 academic school year.
- ü To increase the 9th grade student performance on the Terra Nova assessment by one percent on the Spring 2006 test.
- ü To increase student participation in the AIMS Academy to prepare students to pass the AIMS assessment by focusing on weaknesses identified from AIMS data.
- ü Increase student participation in the after school tutoring program to help students improve their overall academic performance.

Enrollment

October 1, 2004 School Year Student Enrollment : 866
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- Ü Career Technical Education
- Ü Night School
- Ü Friday AIMS Academy
- Ü On-Site Special Education
- Ü Summer School
- Ü Technology Based Learning
- Ü College Prep
- Ü Alternative Language Program (ELL)

Calendar Information

Number of Instruction Days :	150
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parent/student handbooks are distributed to each student at the beginning of school. Students take these home to review with their parents of behavior expectations. Students will also receive a planner for the school year. Continuous communication with parents regarding grades, behavior, and attendance is provided. To provide a safe environment that is conducive to learning.

Parents

WRHS emphasizes consistent student attendance and academic dedication. Expect parental support for school policies including dress codes, discipline policy and extracurricular activities. Parental support for student academic success is encouraged.

Transportation Policy

Window Rock High School provides transportation to and from school, using a total of twenty seven buses for our students. Window Rock Unified School District No. 8 has only one district high school. Window Rock High School runs activity buses for the after school and Friday programs.

School Honors

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

Award/Honor	Year
Ü Gallup Rotary Senior of the Year	2005
Ü Gallup Rotary Seniors of the Month	2005
Ü Navajo Nation Chief Manuelito Scholarships	2005
Ü Postsecondary Scholarships Recipients	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	216	69846	96	97	100	668	668	699	30	30	21	24	24	11	42	42	49	4	4	18
All Students (Prior Year)	166	166	65934	98	98	100	471	471	492	69	69	43	19	19	18	11	11	24	1	1	15
Female	122	122	34328	96	97	99	672	672	702	31	31	19	17	17	12	48	48	51	4	4	18
Male	94	94	35509	97	97	100	663	663	696	27	27	23	34	34	11	35	35	48	3	3	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	215	215	4785	96	97	100	667	667	671	30	30	39	24	24	17	42	42	39	4	4	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	28	28	7690	100	100	100	543	543	593	73	73	64	8	8	14	15	15	21	4	4	2
Students without Disabilities	188	188	62220	95	95	99	686	686	712	23	23	16	27	27	11	46	46	53	4	4	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	216	216	48489	97	98	100	668	668	704	30	30	15	24	24	10	42	42	52	4	4	23

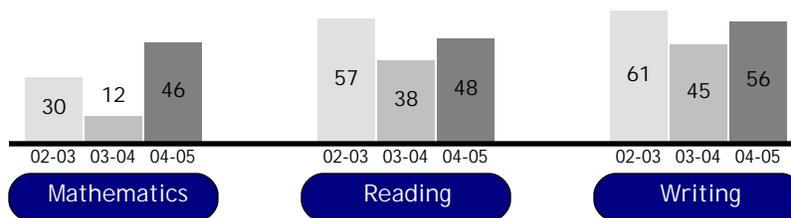
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	220	71311	95	96	100	657	657	694	10	10	7	42	42	21	48	48	63	0	0	9
All Students (Prior Year)	162	162	68162	95	95	100	488	488	509	28	28	18	35	35	24	37	37	51	1	1	8
Female	126	126	34899	97	98	100	662	662	700	12	12	5	36	36	19	51	51	66	1	1	10
Male	94	94	36430	93	93	100	651	651	688	8	8	9	49	49	22	43	43	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	219	219	5110	95	96	100	657	657	661	10	10	14	42	42	38	47	47	46	0	0	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	24	24	8021	100	100	100	521	521	590	30	30	27	52	52	42	17	17	29	0	0	1
Students without Disabilities	196	196	63379	95	95	100	675	675	707	8	8	5	40	40	18	51	51	68	1	1	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	219	219	49157	96	96	100	657	657	702	10	10	4	42	42	16	48	48	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	214	214	70868	93	93	100	666	666	688	4	4	5	40	40	23	54	54	63	2	2	9
All Students (Prior Year)	163	163	67629	95	95	100	509	509	524	32	32	22	22	22	16	42	42	59	3	3	3
Female	122	122	34710	94	95	99	672	672	697	5	5	3	36	36	19	56	56	66	3	3	12
Male	92	92	36176	91	91	100	659	659	678	2	2	7	45	45	27	51	51	59	1	1	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	213	213	5001	93	93	100	666	666	661	4	4	9	40	40	41	54	54	48	3	3	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	25	25	7900	100	100	100	526	526	580	26	26	22	43	43	49	26	26	28	4	4	1
Students without Disabilities	189	189	63054	91	91	99	684	684	701	1	1	3	39	39	20	57	57	67	2	2	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	214	214	48960	93	94	100	666	666	694	4	4	3	40	40	18	54	54	67	2	2	12

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

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

10th Grade Proficiency



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

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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	98	24	24	41	89	23	NA	42	97	35	35	51
	Language	97	30	30	42	88	26	26	42	97	36	36	50
	Mathematics	99	47	47	60	88	46	46	63	97	34	34	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Parent/Educator Relations
- Ü School Safety and Student Handbook
- Ü Extracurricular Activities
- Ü Assist with Curriculum Development
- Ü Professional Educational Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	52.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	132
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Hightly Qualified Teachers	34%

Resources Available at School Site

Special Facilities

- Ü Media Resource Library
- Ü Computer Labs
- Ü Portable Laptop Labs
- Ü Alpha Smart Laptops

Extracurricular Activities

- Ü Student Council
- Ü National Honor Society
- Ü AIA Interscholastic Athletics
- Ü Dine' Club
- Ü Spanish Club
- Ü Close-Up
- Ü Art Club

Social Services

- Ü Day Care
- Ü Health Services/Teen Clinic
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü WRHS Student Academic Awards Ceremony.
 Postsecondary Scholarships Awards: Navajo Nation Chief Manuelito Scholarship (5)
 L. Brian Callan Memorial Scholarship (1)
 Top Gun Academic Award (4) Highest GPA recipient in each class.
 PNM-Mines Scholarship
- ü Implemented Friday AIMS Academy to prepare students for the AIMS assessment.
 AIMS Student Recognition Awards.
- ü Incorporated a more refined and structured RAVE (Reading and Vocabulary Enrichment) Program based on student achievement data.
- ü District Wide Buildings & Grounds Maintenance Department Perfect Attendance Recognition Awards Presentation.
 WRHS Perfect Student Attendance Recognition Awards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rate ⁵	9	12	12	17
Transfers In Rate ⁶	45	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	58	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	20	0	1	6
Status Unknown ¹¹	9	0	1	4
Graduation Rate ¹²	100	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

A revised WRHS student discipline handbook to monitor and guide student behavior. Student discipline is fair, consistent, and enforced by WRHS administrators. The physical facilities underwent extensive renovation to promote a safer environment and add additional classroom space. The use of security cameras to monitor student behavior on school grounds is implemented.

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) :

37

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	Glenn Haven, Principal	(928) 729-7001
Transportation Policy	Chester Mego, Director	(928) 729-6743
Community Resources	Stewart Calnimpewa, Community Educator	(928) 729-6733
School Nutrition Programs	Jose Baca, Food Services Director	(928) 729-7022
Parent Organization	WRHS Parent Center	(928) 729-7040
Student Health/Nurse	Karen LittleElk, Nurse	(928) 729-7010

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.