

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

I-40 and Hwy. 191 S, Sanders, AZ 86512

Sanders 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)

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	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Corrective Action
2002-03	Year 2

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

School Overview

Principal/Administrator : Ms. Sheryl Soderstrom
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 397
 Web Address : susd.k12.az.us
 Phone Number : (928) 688-3850
 Fax Number : (928) 688-3888
 E-mail : sheryl.soderstrom@sandersusd.net

Mission

Our mission is to generate the optimum development of all students, in partnership with parents and community, so that each may effectively participate in and contribute to both the Native American and global society. Learning is a joint venture between parents, teachers, and students. Each student has the right to learn; each teacher, the right to teach. Everyone has the right to a safe and appropriate environment. Respect and responsibility are the backbone of all that we do.

School / Academic Goals

- ü Students will master the skills and concepts associated with reading comprehension, including phonemic awareness, fluency, contextual clues, vocabulary, word study, and literary elements, in order to read at grade level or above.
- ü Students will master the skills and concepts associated with grade level math through a combination of concrete and abstract instruction and practice.
- ü Students will master the skills and concepts associated with written language including the writing process and the 6+1 Traits of Writing as evidenced by students in grades 3-5 producing/composing 5 word processed papers each year.

Enrollment

October 1, 2004 School Year Student Enrollment : 484
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Full-day Academic Preschool (4 yr. olds)
- Full-day Academic Kindergarten
- Technology Based Instruction
- Accelerated Reader/Reading Renaissance
- Reading Coaches Grades 1-5
- Tutoring and Enrichment Daily
- Art, PE, Computers, Music, Navajo
- On-site Special Education & GATE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school is responsible for communicating regularly with parents to keep them informed of schedules, programs, activities, events, and their child's progress, for taking all reasonable steps to ensure their child's safety while at school, and for providing high quality instruction to every child at their level. The school encourages parent participation and welcomes visitors and volunteers.

Parents

Parents support the academic growth of their child by ensuring that their child is attending school daily and for the entire day, by assisting with homework and encouraging reading every day, by monitoring their child's progress, by communicating with the teacher, by ensuring that their child gets enough sleep, proper nutrition and regular medical attention, and by participating whenever possible in classroom or school wide events, field trips, site council, and parent-teacher conferences.

Transportation Policy

The district provides student transportation for the following: Students with disabilities, students living within a one-mile radius of school where hazardous or difficult routes exist, and for students who live more than one mile from school.

School Honors

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

Award/Honor	Year
• Apache County Fair - 2nd Place Ribbon for artwork	2000
• Imagination Destination Arizona Regional Winner	2000
• Recipient The Literacy Project	2003

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	56	56	79306	98	100	99	421	421	445	16	16	10	25	25	18	51	51	51	8	8	20
All Students (Prior Year)	61	61	75509	100	100	100	494	494	521	21	21	13	35	35	23	32	32	33	12	12	31
Female	31	31	38691	100	100	99	408	408	446	18	18	10	29	29	18	50	50	52	4	4	20
Male	25	25	40583	96	96	99	438	438	445	13	13	11	22	22	18	52	52	50	13	13	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	54	54	4264	100	100	100	419	419	419	16	16	19	27	27	30	51	51	45	6	6	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	48	48	69060	98	98	98	433	433	454	16	16	7	18	18	17	57	57	54	9	9	22
Limited English Proficient Students	31	31	15509	100	100	100	400	400	406	25	25	20	31	31	30	44	44	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	47	47	39415	100	100	96	427	427	431	19	19	15	26	26	25	49	49	50	7	7	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	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	57	57	79395	100	0	99	416	416	446	13	13	9	46	46	25	37	37	55	4	4	11
All Students (Prior Year)	61	61	75492	100	100	100	497	497	519	15	15	12	41	41	16	41	41	47	3	3	24
Female	31	31	38743	100	0	100	411	411	451	7	7	7	50	50	24	39	39	57	4	4	12
Male	26	26	40618	100	0	99	422	422	440	21	21	11	42	42	27	33	33	53	4	4	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	54	54	4271	100	0	100	414	414	420	14	14	15	47	47	42	35	35	41	4	4	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	48	48	69139	98	0	99	427	427	454	14	14	7	43	43	24	39	39	58	5	5	11
Limited English Proficient Students	31	31	15545	100	0	100	397	397	399	22	22	21	56	56	42	19	19	35	3	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	47	47	39484	100	0	96	420	420	429	16	16	14	42	42	35	42	42	47	0	0	4
Non-Economically Disadvantaged	10	10	39986	100	0	100	397	397	461	0	0	4	67	67	16	11	11	63	22	22	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	56	56	78869	98	100	99	410	410	442	10	10	6	24	24	21	65	65	63	2	2	10
All Students (Prior Year)	60	60	75053	98	98	99	569	569	597	6	6	7	27	27	12	64	64	72	3	3	9
Female	31	31	38536	100	100	99	411	411	458	7	7	4	21	21	15	71	71	67	0	0	14
Male	25	25	40302	96	96	99	409	409	428	13	13	8	26	26	26	57	57	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	53	53	4245	98	100	100	410	410	423	10	10	9	21	21	26	67	67	61	2	2	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	48	48	68697	98	98	98	420	420	454	11	11	4	18	18	18	68	68	67	2	2	11
Limited English Proficient Students	31	31	15339	100	100	100	383	383	399	16	16	11	31	31	31	53	53	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	46	39106	98	100	95	414	414	427	12	12	8	24	24	28	62	62	59	2	2	5
Non-Economically Disadvantaged	10	10	39837	100	100	100	393	393	457	0	0	4	22	22	14	78	78	67	0	0	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	102	102	78906	100	100	99	462	462	498	26	26	13	38	38	19	33	33	48	3	3	20
All Students (Prior Year)	87	87	76019	100	100	100	468	468	499	35	35	14	47	47	39	7	7	14	12	12	33
Female	57	57	38644	98	100	99	457	457	500	23	23	12	46	46	19	27	27	49	4	4	19
Male	45	45	40236	100	100	99	468	468	497	29	29	15	29	29	19	40	40	46	2	2	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	100	100	4593	100	100	100	462	462	467	25	25	26	39	39	29	33	33	39	3	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	12	12	10664	100	100	100	404	404	430	50	50	42	42	42	27	8	8	26	0	0	5
Students without Disabilities	91	91	68310	100	100	98	470	470	509	22	22	9	37	37	18	37	37	51	4	4	22
Limited English Proficient Students	40	40	12573	100	100	100	438	438	454	40	40	27	47	47	30	13	13	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	83	83	38679	100	100	96	463	463	483	29	29	20	41	41	25	26	26	45	4	4	10
Non-Economically Disadvantaged	20	20	40295	95	95	100	458	458	513	11	11	7	26	26	13	63	63	50	0	0	30

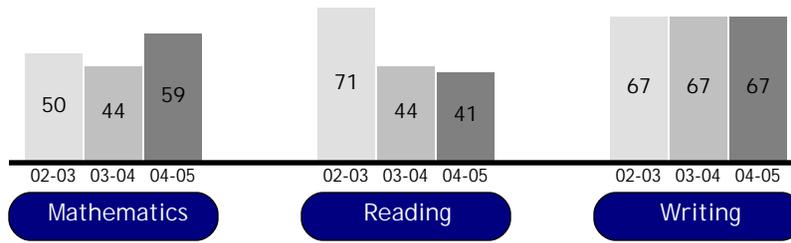
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	101	78908	99	0	99	454	454	484	14	14	10	49	49	23	34	34	58	2	2	9
All Students (Prior Year)	87	87	76020	100	100	100	493	493	503	33	33	25	35	35	23	30	30	40	2	2	12
Female	56	56	38648	97	0	99	448	448	489	12	12	8	59	59	22	27	27	61	2	2	10
Male	45	45	40233	100	0	99	461	461	479	17	17	12	38	38	25	43	43	55	2	2	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	99	99	4569	99	0	100	454	454	457	14	14	18	49	49	39	34	34	41	2	2	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	12	12	10665	100	0	100	400	400	423	50	50	30	33	33	36	17	17	31	0	0	2
Students without Disabilities	90	90	68312	99	0	98	462	462	493	9	9	7	51	51	21	38	38	62	2	2	10
Limited English Proficient Students	40	40	12556	100	0	100	428	428	436	24	24	24	64	64	40	11	11	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	82	82	38662	100	0	96	454	454	468	16	16	16	53	53	32	29	29	49	1	1	3
Non-Economically Disadvantaged	20	20	40315	95	0	100	455	455	498	5	5	5	32	32	15	58	58	66	5	5	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	102	102	78750	100	100	99	475	475	500	10	10	6	41	41	29	49	49	63	0	0	2
All Students (Prior Year)	87	87	75673	100	100	100	463	463	530	19	19	12	47	47	25	35	35	58	0	0	4
Female	57	57	38586	98	100	99	485	485	515	4	4	4	44	44	22	52	52	71	0	0	3
Male	45	45	40135	100	100	99	462	462	486	17	17	8	38	38	35	45	45	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	100	100	4586	100	100	100	475	475	481	10	10	8	41	41	37	49	49	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	12	12	10622	100	100	100	387	387	415	42	42	21	42	42	50	17	17	28	0	0	1
Students without Disabilities	91	91	68196	100	100	98	489	489	513	5	5	3	41	41	25	54	54	69	0	0	3
Limited English Proficient Students	40	40	12504	100	100	100	446	446	451	16	16	12	56	56	44	29	29	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	83	83	38558	100	100	96	479	479	485	8	8	8	45	45	37	47	47	54	0	0	1
Non-Economically Disadvantaged	20	20	40260	95	95	100	461	461	514	16	16	3	26	26	21	58	58	72	0	0	4

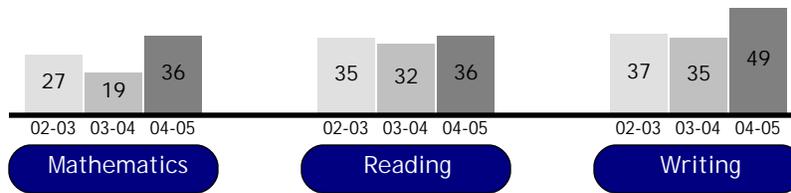
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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 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	30	30	50	74	42	NA	58	100	27	27	47
	Language	95	18	18	43	97	24	24	50	100	18	18	47
	Mathematics	98	32	32	57	100	26	26	64	100	21	21	50
3	Reading	97	29	29	47	100	34	NA	55	98	32	32	44
	Language	97	29	30	54	100	38	38	61	98	27	27	44
	Mathematics	99	30	31	54	100	35	35	61	96	38	38	51
4	Reading	82	25	25	52	84	35	NA	56	99	31	31	48
	Language	96	23	23	48	92	35	35	52	99	29	29	49
	Mathematics	99	29	29	57	94	41	41	61	99	37	37	53
5	Reading	81	30	30	50	90	36	NA	55	99	36	36	50
	Language	94	23	23	46	100	36	34	49	99	28	28	50
	Mathematics	97	35	35	57	100	41	41	63	100	32	32	49

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety
- ü Student Discipline
- ü Curriculum
- ü Cultural Activities
- ü Textbook Selection
- ü Capital Improvements/Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	3.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Hightly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Library with 25,000+ books
- ü Art Studio
- ü Gym

Extracurricular Activities

- ü Tutoring in math, reading, & writing
- ü Enrichment classes/activities daily
- ü Reading Renaissance Awards/Events
- ü Incentives: Academics, Attendance, etc.
- ü Winter & Spring Showcases
- ü RIF Book Program
- ü Monthly Spirit Day Events
- ü Theme weeks with events

Social Services

- ü School Social Worker
- ü Navajo Tribal Programs
- ü Community Based Counseling Services
- ü Sunrise Club (early arrivals)
- ü Life Skills classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü One hundred and seventy-five students qualified for the end of the year Accelerated Reader incentive skating trip by earning more than 100 points at 85% correct or higher (avg.).

- ü Students in grades 3-5 wrote at least five papers and typed them using word processing software, including stories, letters, and poems. Approximately 200 students participated in the Young Author's competition by writing and illustrating books.

- ü The Miss SES pageant was held during Multi-cultural Week and awarded to a 5th grade student for traditional Navajo dress, clan introduction in Navajo, and Navajo skills.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

Students attend Life Skills classes to work on social skills, drug/alcohol rejection, and bullying prevention. Teachers recognize positive behavior by involving students in the decision-making process for developing classroom procedures and expectations. Parents receive a copy of the Discipline Matrix in the Student Agenda. We use the Lion's Quest Skills for Growing Character Education program as well as the Making Character Count section of the Agendas.

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) :

5

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	Delbert James	(928) 688-4710
Transportation Policy	Daniel Murphy	(928) 688-4251
Community Resources	Maggie Yazzie	(928) 688-3855
School Nutrition Programs	Chris Wyszynski	(928) 688-4754
Parent Organization	Delbert James	(928) 688-4710
Student Health/Nurse	Kathy Wilson	(928) 688-3854

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