

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Restructure(Impl)
2004-05 Restructure(Plan)
2003-04 Corrective Action

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

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, 2005 School Year Student Enrollment : 396
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Full-day Academic Preschool (4 yr. olds)
- Full-day Academic Kindergarten
- Technology Based Instruction
- Accelerated Reader
- Achieve 3000
- Tutoring and Enrichment Daily
- Art, PE, Computers, Music, Navajo
- On-site Special Education

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	68	68	80010	97	97	99	414	414	447	18	18	10	46	46	18	35	35	53	1	1	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38935	100	100	99	418	418	447	9	9	9	52	52	19	39	39	55	NA	NA	17
Male	35	35	40974	95	95	98	410	410	448	26	26	11	40	40	18	31	31	52	3	3	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	65	65	3979	97	97	96	411	411	424	18	18	17	48	48	30	34	34	47	NA	NA	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	12	12	10161	92	92	93	372	372	419	75	75	28	25	25	28	NA	NA	36	NA	NA	8
Students without Disabilities	56	56	69849	98	98	100	423	423	451	5	5	7	50	50	17	43	43	56	2	2	19
Limited English Proficient Students	35	35	14013	97	97	97	403	403	413	23	23	24	51	51	34	26	26	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	68	68	40981	97	97	100	414	414	462	18	18	6	46	46	13	35	35	54	1	1	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	68	68	79438	97	97	98	416	416	451	18	18	9	47	47	24	34	34	56	1	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	38775	97	97	99	426	426	457	6	6	7	47	47	22	47	47	58	NA	NA	13
Male	36	36	40560	97	97	97	407	407	446	28	28	12	47	47	25	22	22	54	3	3	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	65	65	3940	97	97	95	412	412	429	18	18	14	49	49	36	32	32	47	NA	NA	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	13	13	9588	100	100	88	363	363	416	69	69	30	31	31	32	NA	NA	34	NA	NA	5
Students without Disabilities	55	55	69850	96	96	100	428	428	456	5	5	7	51	51	23	42	42	59	2	2	12
Limited English Proficient Students	36	36	13856	100	100	96	404	404	407	22	22	27	58	58	43	19	19	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	68	68	40753	97	97	99	416	416	467	18	18	5	47	47	16	34	34	62	1	1	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	70	70	79971	100	100	99	396	396	423	9	9	8	69	69	41	23	23	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38974	100	100	99	414	414	437	3	3	5	64	64	33	33	33	57	NA	NA	4
Male	37	37	40895	100	100	98	380	380	410	14	14	10	73	73	47	14	14	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	67	67	3995	100	100	96	394	394	409	9	9	10	70	70	47	21	21	42	NA	NA	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	13	13	10258	100	100	94	351	351	377	23	23	23	69	69	51	8	8	25	NA	NA	1
Students without Disabilities	57	57	69713	100	100	100	406	406	429	5	5	5	68	68	39	26	26	52	NA	NA	3
Limited English Proficient Students	36	36	13985	100	100	97	378	378	382	11	11	18	75	75	54	14	14	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	70	70	40977	100	100	100	396	396	437	9	9	5	69	69	34	23	23	56	NA	NA	5

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

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	53	53	80147	95	95	99	463	463	482	11	11	11	23	23	17	58	58	49	8	8	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	39281	90	90	99	461	461	483	7	7	9	30	30	17	56	56	50	7	7	24
Male	26	26	40780	100	100	98	466	466	482	15	15	12	15	15	17	62	62	48	8	8	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	52	52	4117	95	95	96	463	463	456	12	12	19	23	23	27	58	58	46	8	8	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	46	46	69852	96	96	100	472	472	488	4	4	7	20	20	16	67	67	51	9	9	26
Limited English Proficient Students	23	23	12722	92	92	97	449	449	441	13	13	27	39	39	33	48	48	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	53	53	41776	95	95	100	463	463	498	11	11	6	23	23	11	58	58	49	8	8	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	54	54	79686	96	96	98	449	449	470	13	13	11	39	39	24	48	48	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39163	93	93	99	449	449	475	7	7	9	50	50	22	43	43	60	NA	NA	10
Male	26	26	40438	100	100	97	449	449	465	19	19	13	27	27	25	54	54	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	53	53	4087	96	96	96	448	448	446	13	13	16	40	40	38	47	47	44	NA	NA	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	47	47	69878	98	98	100	457	457	475	6	6	8	38	38	23	55	55	61	NA	NA	9
Limited English Proficient Students	23	23	12594	92	92	96	436	436	422	17	17	34	48	48	45	35	35	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	54	54	41591	96	96	99	449	449	486	13	13	6	39	39	16	48	48	65	NA	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	54	54	80372	96	96	99	474	474	475	NA	NA	4	31	31	30	69	69	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39452	97	97	99	486	486	488	NA	NA	3	14	14	22	86	86	72	NA	NA	3
Male	25	25	40836	96	96	98	461	461	464	NA	NA	6	52	52	37	48	48	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	53	53	4128	96	96	97	475	475	464	NA	NA	4	30	30	39	70	70	56	NA	NA	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	48	48	69846	100	100	100	479	479	482	NA	NA	3	25	25	26	75	75	69	NA	NA	2
Limited English Proficient Students	22	22	12747	88	88	97	470	470	432	NA	NA	12	32	32	52	68	68	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	54	54	41851	96	96	100	474	474	489	NA	NA	3	31	31	22	69	69	72	NA	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	73	73	79306	96	96	99	465	465	504	22	22	13	40	40	20	37	37	49	1	1	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38845	95	95	99	472	472	505	14	14	11	43	43	20	40	40	50	3	3	18
Male	38	38	40383	97	97	98	459	459	504	29	29	14	37	37	19	34	34	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	70	70	4034	96	96	97	464	464	479	23	23	22	40	40	29	36	36	43	1	1	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	15	15	10286	94	94	91	432	432	462	67	67	41	33	33	27	NA	NA	27	NA	NA	5
Students without Disabilities	58	58	69020	97	97	100	474	474	510	10	10	9	41	41	18	47	47	52	2	2	21
Limited English Proficient Students	28	28	10291	97	97	96	456	456	458	29	29	38	43	43	34	29	29	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	73	73	41869	96	96	100	465	465	521	22	22	7	40	40	14	37	37	51	1	1	27

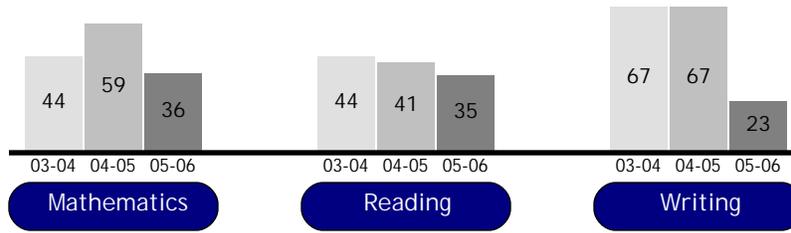
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	79000	96	96	98	454	454	489	23	23	10	40	40	24	37	37	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38774	95	95	99	460	460	494	17	17	7	40	40	22	43	43	61	NA	NA	10
Male	38	38	40150	97	97	98	448	448	485	29	29	12	39	39	25	32	32	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	70	70	4016	96	96	96	452	452	467	24	24	14	41	41	37	34	34	46	NA	NA	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	15	15	9991	94	94	88	413	413	449	73	73	33	27	27	36	NA	NA	29	NA	NA	2
Students without Disabilities	58	58	69009	97	97	100	464	464	495	10	10	6	43	43	22	47	47	62	NA	NA	10
Limited English Proficient Students	28	28	10199	97	97	95	439	439	439	25	25	35	61	61	47	14	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	73	73	41766	96	96	99	454	454	505	23	23	5	40	40	16	37	37	65	NA	NA	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	71	71	79611	93	93	99	475	475	496	8	8	7	55	55	37	37	37	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	39016	97	97	99	500	500	511	NA	NA	4	47	47	29	53	53	66	NA	NA	1
Male	35	35	40519	90	90	98	450	450	482	17	17	10	63	63	44	20	20	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	68	68	3992	93	93	96	472	472	478	9	9	10	57	57	46	34	34	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	12	12	10664	75	75	94	440	440	440	17	17	23	83	83	54	NA	NA	22	NA	NA	1
Students without Disabilities	59	59	68947	98	98	100	482	482	504	7	7	4	49	49	34	44	44	61	NA	NA	1
Limited English Proficient Students	27	27	10362	93	93	97	457	457	438	11	11	22	67	67	57	22	22	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	71	71	41985	93	93	100	475	475	511	8	8	4	55	55	30	37	37	65	NA	NA	1

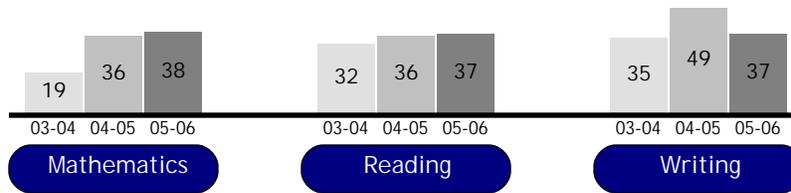
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	74	42	NA	58	100	27	27	47	100	17	17	46
	Language	97	24	24	50	100	18	18	47	100	14	14	48
	Mathematics	100	26	26	64	100	21	21	50	100	17	17	52
3	Reading	100	34	NA	55	98	32	32	44	100	22	22	46
	Language	100	38	38	61	98	27	27	44	100	20	20	46
	Mathematics	100	35	35	61	96	38	38	51	100	27	27	52
4	Reading	84	35	NA	56	99	31	31	48	98	35	35	52
	Language	92	35	35	52	99	29	29	49	98	30	30	52
	Mathematics	94	41	41	61	99	37	37	53	98	41	41	58
5	Reading	90	36	NA	55	99	36	36	50	99	32	32	56
	Language	100	36	34	49	99	28	28	50	99	24	24	54
	Mathematics	100	41	41	63	100	32	32	49	99	28	28	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/

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 Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	80	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

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 2005-06 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.

Footnotes

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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** 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.