



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

Hwy 191 & I.R. 7, Chinle, AZ 86503

Chinle 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)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mr. Anthony J. Salandro
 Schedule : 8:00 AM to 5:00 PM
 Grades : 7-8
 2004 Enrollment : 544
 Web Address :
 Phone Number : (928) 674-9405
 Fax Number : (928) 674-9424
 E-mail : ajsalandro@chinleusd.k12.az.us

Mission

To prepare, encourage and support our students for their future. We will facilitate students' physical, personal, social, aesthetic and cognitive growth through experiences that advance self-concept, individuality and cooperation.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Restructuring
2002-03	Corrective Action
2001-02	N/A

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

School / Academic Goals

- ü Increase parent involvement in school.
- ü Raise all standardized test scores in reading, math and writing.
- ü Increase student attendance.
- ü Increase the number of highly qualified teachers in the classroom.

Enrollment

October 1, 2003 School Year Student Enrollment : 526
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 34

Instructional Programs

- Ü ESL
- Ü On-site Special Education
- Ü Gifted Classes
- Ü School-to-Work
- Ü At-Risk programs
- Ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/21/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

We believe the task of the school is to provide our students with the opportunities to acquire academic and social skills that will help them be successful in life.

Parents

Take an active role in student's education. Ensure that student is in school on a daily basis. Attend parent/teacher conferences. Emphasize the importance of an education to the student.

Transportation Policy

Transportation is a district-level responsibility. See Chinle Unified School District #24 report.

School Honors

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

Award/Honor	Year
Ü National Native American Honor Society	2004
Ü Boys Basketball NAIC Champions	2004
Ü 20 Students President's Academic Award	2004
Ü Girls Cross Country Individual State Champion	2004

8th 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	250	330	75001	98	99	99	418	421	468	82	79	37	16	18	36	2	2	16	0	1	10
All Students (Prior Year)	279	324	71167	93	94	99	428	426	463	70	71	38	24	23	41	6	5	14	0	0	7
Female	142	181	36846	99	99	99	422	425	468	79	76	36	18	21	38	2	2	16	1	1	10
Male	108	149	37974	97	98	99	412	417	467	86	82	39	13	14	34	1	2	16	0	1	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	240	320	4731	94	96	98	418	421	438	82	79	61	16	18	30	1	2	7	0	1	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	33	42	8802	87	89	100	391	392	418	100	98	79	0	2	16	0	0	3	0	0	1
Students without Disabilities	217	288	66199	100	100	99	422	426	472	79	76	34	18	20	38	2	3	17	0	1	11
Limited English Proficient Students	112	175	11710	99	100	100	411	417	429	89	84	70	11	14	25	0	1	4	0	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	181	213	29814				420	422	448	80	77	53	19	21	33	1	1	10	0	0	4
Non-Economically Disadvantaged	69	117	45170				413	421	479	88	81	28	8	12	38	3	4	20	2	3	14

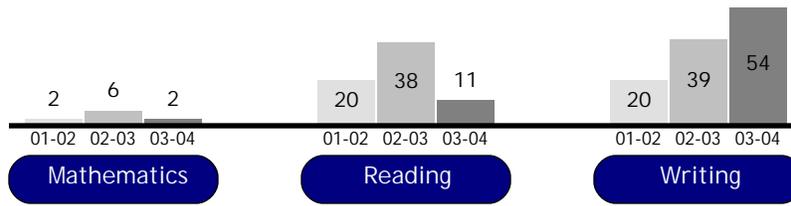
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	251	331	74918	98	99	99	455	457	497	71	69	32	18	18	19	10	12	35	1	2	15
All Students (Prior Year)	283	328	71100	95	95	99	486	484	502	35	40	25	28	25	21	32	31	40	6	5	15
Female	143	182	36805	99	100	99	463	465	501	61	59	28	23	22	19	14	16	37	2	3	16
Male	108	149	37936	97	98	99	445	448	493	84	81	35	12	13	18	4	6	33	0	0	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	241	321	4729	95	96	98	455	457	468	71	69	57	18	18	19	10	12	19	1	1	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	33	42	8801	87	89	100	425	428	448	97	95	75	3	2	13	0	2	10	0	0	2
Students without Disabilities	218	289	66117	100	100	99	460	462	501	67	65	28	21	20	19	11	13	37	1	2	16
Limited English Proficient Students	112	175	11706	99	100	100	449	452	454	80	78	71	13	13	16	7	8	12	0	1	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	182	214	29785				455	457	477	71	69	47	18	19	20	10	11	26	1	1	6
Non-Economically Disadvantaged	69	117	45115				457	459	508	69	69	23	20	16	18	9	13	39	2	2	20

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	250	330	74503	98	99	99	470	470	491	12	11	9	34	37	32	50	49	51	4	3	8
All Students (Prior Year)	275	318	69001	92	92	96	486	482	490	18	24	17	43	40	37	39	36	45	0	0	1
Female	142	181	36686	99	99	99	486	486	506	6	6	5	32	32	29	56	57	57	5	5	9
Male	108	149	37644	97	98	98	449	451	476	20	17	13	37	42	36	41	39	45	2	1	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	240	320	4695	94	96	97	471	471	464	12	10	14	35	37	39	50	49	44	4	3	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	33	42	8662	87	89	100	363	380	409	66	51	37	19	29	42	16	20	20	0	0	1
Students without Disabilities	217	288	65841	100	100	98	486	484	499	4	5	7	37	38	32	55	54	53	4	4	8
Limited English Proficient Students	112	175	11608	99	100	100	462	463	430	15	13	23	35	39	47	47	46	28	3	3	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	181	213	29587				472	470	465	11	10	14	35	37	40	50	50	43	4	3	4
Non-Economically Disadvantaged	69	117	44898				466	470	507	17	13	7	32	36	28	48	48	55	3	3	10

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)

8th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	22	22	48	98	20	21	51	92	23	NA	54
	Language	94	33	33	51	99	29	31	54	93	33	31	58
	Mathematics	94	28	28	54	99	26	27	58	94	30	29	62
8	Reading	92	23	24	49	97	26	26	53	94	27	NA	55
	Language	92	22	23	46	97	28	28	49	95	28	29	52
	Mathematics	92	27	27	54	97	30	30	58	93	30	30	61

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Discipline
- Ü Promotion/Retention
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Improvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	150
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer PLATO Lab
- Ü Computer Publication Center
- Ü Media Center
- Ü Sports Facilities

Extracurricular Activities

- Ü Student Council
- Ü Athletics
- Ü Yearbook Club
- Ü Art Club
- Ü Tutoring
- Ü Newspaper
- Ü Vocational Clubs
- Ü Community Organizations

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Health Services
- Ü Parenting Classes
- Ü Crisis Intervention
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our school is in the tenth year of the North Central Association School Improvement Model accreditation process. School has been granted full accreditation.
- ü Our school was awarded a RIF grant. All students received five free books of their choice to keep at home. This is part of our school's effort to promote literacy in the homes of our students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	61	55
Grades 7-8	79	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We have added a full time security officer to work with us in maintaining a safe school environment for students. We have added an intervention counselor at the school to work with students who have chronic behavior problems.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

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.

Contacts

	Name	Phone Number
School Site Council	Anthony J. Salandro	(928) 674-9405
Transportation Policy	Lafey Tso	(928) 674-9710
Community Resources	Gretta Shirley	(928) 674-9538
School Nutrition Programs	Marcus Alonzo	(928) 674-9720
Parent Organization	Gretta Shirley	(928) 674-9538
Student Health/Nurse	Linda Broadley	(928) 674-9435

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.