

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Chinle Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Chinle Unified District
Hwy 191, Chinle, AZ 86503
Mailing Address: P.O. Box 587, Chinle, AZ 86503-0587

Principal: Ms. Jan Reed

Schedule: 7:30 AM to 5:00 PM

Web Address: chinleusd.k12.az.us

E-mail: jreed@chinleusd.k12.az.us

Grades: 4-6

2002 Enrollment: 635

Phone: (928) 674-9503

Fax: (928) 674-9430

∨ School Overview ∨

Mission

The mission of Chinle Elementary School is to provide a holistic educational process that will empower its students to become responsible, productive members of society. Through the development of a strong sense of self, the students will acquire academic, social and personal skills to become lifelong learners. Students will learn to build and maintain relationships throughout their lives while gaining respect for their own and other cultures.

Organization and Philosophy

- w Multiage/Looping/Bilingual Classes
- w Culturally Relevant Instruction
- w Technology-based Learning
- w Mult. Intelligences Tchg./Lrng. Styles

School/Academic Goals

- w Students will improve written/oral communication skills, reading skills (with a concentration on comprehension) and math.
- w Students will increase their self-esteem.

Instructional Programs

- w Portfolio Assessment
- w Computer Literacy/Compass Learning
- w Culturally Relevant Instruction, Content
- w Take-home Computer Program (Lightspan)
- w Cooperative Learning
- w Multiage Classrooms/Looping
- w Multiple Intelligences Teaching
- w Integrated, Thematic Instruction

- w Students will improve how they apply their learning to real-life situations.
- w Students will improve their problem solving in real-life situations.

Enrollment

October 1, 2001 School Year Student Enrollment:	719
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	55

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Management/Logistics Issues
- w Extracurricular Activities
- w School Improvement
- w School Safety Issues
- w Instructional Strategies and Resources
- w Work on Planning a Change to K-6 School

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	4	3	0	0
10 or more years	8	10	1	0

∨ **Shared Responsibilities** ∨

School

Inform & educate parents about AZ Academic Standards requirements. Provide information to parents regarding their child's achievement. Utilize parental knowledge & skills as school curriculum resources. Integrate traditional, cultural knowledge into the school curriculum & instructional approaches. Offer classes/seminars to parents for their education & academic growth. Encourage parents to become partners in education by involving them in all aspects of their child's education needs & growth.

Parents

Be an active partner in their child's education. Send student(s) to school every day, ready to learn. Provide a home atmosphere that supports and encourages learning. Teach their child(ren) proper behavior and how to take responsibility for their actions. Communicate with school staff about their child(ren)'s academic progress.

∨ **Transportation Policy** ∨

CUSD transports students who reside outside the school district boundaries if we are under capacity. All other students within the district boundaries may ride buses to school if they abide by the district's bus safety rules.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/29/02
Average Daily Instruction Time:	7 hrs. 15 min.	Last Day of School:	5/23/03

Operates on Year-round Schedule

Report Card Release Dates

10/15/02	1/7/03	3/25/03	5/23/03
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Additional Calendar/Report Card Information

Each student at CES has an academic portfolio, which contains samples of the student's best work. Some of the portfolio contents are tasks performed for assessment purposes. Some of its contents are chosen by the students and some by the teacher. Students are encouraged to share these with their parents. The portfolio is an excellent way to show parents their child's academic progress. We hope to use the computers to showcase students' work also.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 30-station Computer Lab	W 5 Networked Computers per Classroom
W Spacious, Attractive Library	W Double Hogan for Art/Culture Classes

Extracurricular Activities

W Intramural Sports w/Volunteer Coaches	W Academic Enrichment Programs
W Art Club/Navajo Culture Club	W Computer Literacy Classes for Parents
W Navajo Language Literacy for Parents	W Latchkey Program
W Afterschool Tutoring and Study Halls	W Various Reading Clubs

School/Community Resources

W Breakfast/Lunch Programs	W 21st Century Activities
W Clothing/Food Banks	W Save the Children Program
W University Classes	W Recreational Activities for Community
W Host Mobile Veterinary Clinic	W Access to Computer Resources

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Student developed and maintained web site for classrooms that showcases student writing and unique work relating to the Navajo culture.</p> | <p>W Since every student deserves excellent teaching, every teacher at CES has been trained in gifted education techniques: Project Success Enrichment. This provides instruction through multiple intelligences for all students.</p> |
| <p>W Every person (adult and student) at Chinle Elementary writes and self-publishes an original book every biennium and completes a science project every biennium.</p> | <p>W Using the NSSE improvement model, we are updating our North Central Accreditation and have our Arizona 301 program in place. We have also showed growth in every area of the Stanford 9 test for the past five years.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	8.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
LightSpan Model School	2001
WIN Math/Science Scholarships (NAU)	1999
Native Science Pilot Project (NAU)	1999
7 Teachers Selected/Participate in JPL	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	102	488	47%	25%	25%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	97	486	26%	40%	27%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	103	462	28%	57%	8%	7%
	State	61760	494	14%	40%	12%	34%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
4	Reading	86	17	53	86	20	54	95	18	54	84	21	55	21	28	55
	Language	88	21	47	91	23	49	99	22	48	88	24	50	21	26	50
	Mathematics	89	18	51	91	22	54	98	20	55	88	25	57	22	31	58
5	Reading	91	22	51	89	18	51	98	22	51	82	19	51	45	25	53
	Language	92	22	42	91	20	44	100	24	45	90	19	45	48	29	47
	Mathematics	93	22	51	91	23	54	100	29	55	90	22	57	48	30	59
6	Reading	83	25	53	80	28	54	96	25	53	90	30	54	47	26	56
	Language	86	18	41	86	18	44	99	17	44	94	23	45	47	24	47
	Mathematics	86	31	57	86	31	59	99	30	60	94	37	63	48	36	65

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 3-4	80	76
Grades 4-5	76	76
Grades 5-6	78	86
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Anytime a student has a discipline problem, the parents are immediately notified and the school works with the parents to help the child. Students are instructed on the DeBug system. This offers the students a peaceful way to solve problems. We have a Peer Mediation Program. We use the Love & Logic approach to discipline which empowers the students to solve and learn from their problems. CES has a tutoring program that utilizes young adults who interact with students academically and personally.

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).

1

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,915	\$2,041,137
Classroom Supplies	\$49	\$34,205
Administration	\$522	\$365,585
Support Services-Students	\$412	\$288,344
Other Support Services and Operations	\$1,169	\$818,436
Total Expenditures- All Categories 2000-2001	\$5,066	\$3,547,707

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Jan Reed	(928) 674-9503	
Transportation Policy	Lafey Tso	(928) 674-9711	
Community Resources	Susan Thomas	(928) 674-9473	
School Nutrition Programs	Julia John	(928) 674-9453	
Parent Organization	Royetta Towne	(928) 674-9541	
Student Health/Nurse	Mary Ann Arnold	(928) 674-9434	

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.

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