

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Highway 191 & Navajo Route 7, Box 587, 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)

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. Karina Roessel
 Schedule : 08:00 AM to 05:00 PM
 Grades : 4-6
 Web Address : www.chinleusd.k12.az.us
 Phone Number : (928) 674-9403
 Fax Number : (928) 674-9397
 E-mail : karoessel@chinleusd.k12.az.us

Mission

The mission of CES is to provide a holistic educational process that will empower its students to become responsible members of society. Students will learn to build and maintain relationships while gaining respect for their own and other cultures.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü At least 20% more CES students will meet the AZ math standards. Currently, 37% of CES students meet or exceed ADE math standards. New district curriculum is helpful as we work toward this goal.
- ü At least 20% more CES students will meet the AZ reading standards. 39% of CES students meet or exceed ADE reading standards. Our staff makes excellent use of textbooks and authentic literature with links to social studies, science and math.
- ü Continue to improve writing skills. 74% of CES student body meets or exceeds AZ standards. Portfolios and writing samples are used along with creative, artistic, successful methods of teaching writing, such as Project Success Enrichment.
- ü Fully implement the new AZ science standards. Even though textbooks don't match the newly articulated standards, teachers are using the internet, FOSS kits, building resource materials and personnel to develop science lessons and curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 595
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 110

Instructional Programs

- ü Portfolio Assessment/Computer Assessment
- ü Computer Literacy/Compass
- ü Culturally Relevant Instruction, Content
- ü Cooperative/Thematic Instruction
- ü 21st Century Extended Learning
- ü Save the Children Model School Literacy
- ü Accelerated Reader
- ü Multiple Intelligences/Learning Styles

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Inform and educate parents about AZ Academic Standards. Integrate traditional knowledge into school curriculum and instructional approaches. Utilize parental knowledge for curriculum and instructional approaches. Offer classes/seminars to parents for their education and academic growth. Encourage parents to become partners in education by involving them in all aspects of their child's education.

Parents

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

School Honors

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

Award/Honor	Year
ü Profiled in WHAT WORKS IN THE ELEMENTARY SCHOOL (book)	2002
ü Profiled in 'School Arts' (Magazine-Feb.)	2003
ü State Recognized and Model School Improvement Plan	2003

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	171	253	80147	96	97	99	445	448	482	19	19	11	39	35	17	37	39	49	5	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	120	39281	99	99	99	448	452	483	14	13	9	44	42	17	38	39	50	5	6	24
Male	91	133	40780	94	95	98	443	446	482	23	24	12	34	29	17	37	39	48	5	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	168	250	4117	96	97	96	443	447	456	19	19	19	39	36	27	38	39	46	4	6	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	25	33	10295	96	94	92	424	422	443	48	48	33	28	27	26	16	18	33	8	6	8
Students without Disabilities	146	220	69852	96	97	100	449	452	488	14	15	7	40	36	16	41	42	51	5	7	26
Limited English Proficient Students	75	97	12722	100	100	97	426	430	441	31	31	27	41	38	33	27	29	37	1	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	171	253	38371	96	97	97	445	448	465	19	19	15	39	35	23	37	39	49	5	7	13
Non-Economically Disadvantaged	--	--	41776	--	--	100	--	--	498	--	--	6	--	--	11	--	--	49	--	--	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	171	253	79686	96	97	98	441	441	470	17	18	11	46	44	24	37	38	57	1	0	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	120	39163	99	99	99	446	447	475	14	13	9	44	43	22	41	43	60	1	1	10
Male	91	133	40438	94	95	97	436	436	465	20	22	13	47	46	25	33	32	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	168	250	4087	96	97	96	439	440	446	17	18	16	46	45	38	36	37	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	25	33	9808	96	94	87	417	413	432	32	39	35	56	52	32	12	9	30	NA	NA	3
Students without Disabilities	146	220	69878	96	97	100	445	445	475	14	15	8	44	43	23	41	42	61	1	0	9
Limited English Proficient Students	75	97	12594	100	100	96	423	423	422	29	32	34	51	48	45	20	20	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	171	253	38095	96	97	97	441	441	452	17	18	17	46	44	32	37	38	48	1	0	3
Non-Economically Disadvantaged	--	--	41591	--	--	99	--	--	486	--	--	6	--	--	16	--	--	65	--	--	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	171	254	80372	96	97	99	484	486	475	1	1	4	25	25	30	72	71	64	2	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	121	39452	99	100	99	498	499	488	1	1	3	14	15	22	83	81	72	3	3	3
Male	91	133	40836	94	95	98	473	475	464	1	2	6	35	34	37	63	62	56	1	2	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	168	251	4128	96	97	97	483	485	464	1	1	4	26	25	39	72	71	56	1	2	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	25	33	10526	96	94	94	441	441	427	4	3	15	56	64	53	40	33	31	NA	NA	1
Students without Disabilities	146	221	69846	96	98	100	492	493	482	1	1	3	20	19	26	77	77	69	2	3	2
Limited English Proficient Students	75	97	12747	100	100	97	462	464	432	3	2	12	39	41	52	59	56	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	171	253	38521	96	97	98	484	486	461	1	1	6	25	25	38	72	72	55	2	3	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	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	221	293	79306	100	100	99	470	472	504	25	23	13	38	36	20	33	37	49	4	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	149	38845	100	100	99	470	472	505	25	23	11	35	34	20	35	39	50	4	3	18
Male	111	144	40383	99	99	98	469	472	504	25	23	14	40	38	19	31	34	47	5	5	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	215	287	4034	100	100	97	468	471	479	26	24	22	39	37	29	32	36	43	4	4	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	35	47	10286	95	96	91	441	446	462	60	53	41	31	34	27	6	11	27	3	2	5
Students without Disabilities	186	246	69020	100	100	100	475	477	510	19	17	9	39	37	18	38	41	52	4	4	21
Limited English Proficient Students	83	100	10291	100	100	96	452	456	458	48	43	38	30	30	34	20	26	26	1	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	221	292	37437	100	100	97	470	472	486	25	23	19	38	36	26	33	36	46	4	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	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	222	294	79000	100	100	98	462	462	489	17	16	10	43	43	24	39	40	58	1	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	149	38774	100	100	99	465	466	494	12	11	7	43	42	22	44	45	61	2	2	10
Male	112	145	40150	100	100	98	458	458	485	22	21	12	43	43	25	35	35	55	NA	1	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	216	288	4016	100	100	96	459	461	467	18	16	14	44	43	37	38	39	46	0	1	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	36	48	9991	97	98	88	429	430	449	61	54	33	31	38	36	8	8	29	NA	NA	2
Students without Disabilities	186	246	69009	100	100	100	468	469	495	9	9	6	45	43	22	45	46	62	1	2	10
Limited English Proficient Students	84	101	10199	100	100	95	444	445	439	35	32	35	44	47	47	21	22	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	222	293	37234	100	100	97	462	462	472	17	16	15	43	43	33	39	40	50	1	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	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	223	295	79611	100	100	99	499	500	496	5	6	7	34	31	37	61	64	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	149	39016	100	100	99	511	509	511	3	5	4	24	22	29	74	73	66	NA	NA	1
Male	113	146	40519	100	100	98	487	490	482	7	7	10	44	39	44	49	54	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	217	289	3992	100	100	96	497	499	478	5	6	10	35	31	46	60	63	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	37	49	10664	100	100	94	449	458	440	16	14	23	68	59	54	16	27	22	NA	NA	1
Students without Disabilities	186	246	68947	100	100	100	509	508	504	3	4	4	27	25	34	70	71	61	NA	NA	1
Limited English Proficient Students	85	102	10362	100	100	97	469	473	438	11	10	22	52	47	57	38	43	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	223	294	37626	100	100	98	499	500	479	5	6	10	34	31	45	61	64	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

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

6th 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	194	296	79327	97	99	98	486	484	518	33	34	19	35	34	20	30	30	46	3	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	147	38961	97	98	98	490	489	520	31	29	16	29	33	20	38	36	48	2	3	16
Male	100	149	40295	98	99	97	481	479	516	35	39	21	40	35	19	22	24	44	3	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	190	291	4391	97	99	96	484	483	489	34	34	32	35	34	27	29	30	36	2	2	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	36	47	9321	95	96	87	447	447	467	72	72	54	25	23	22	3	4	21	NA	NA	3
Students without Disabilities	158	249	70006	98	99	100	494	491	524	24	27	14	37	36	19	36	35	49	3	3	18
Limited English Proficient Students	48	62	9431	91	87	95	453	454	466	67	66	53	27	24	27	6	10	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	193	292	37097	97	97	97	486	485	498	33	34	27	34	34	25	30	30	41	3	2	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

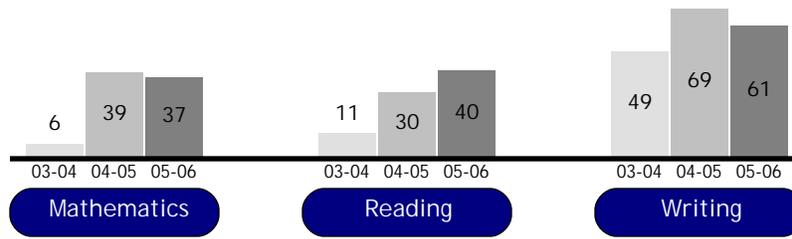
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	296	79501	97	99	98	468	467	497	23	21	10	40	44	25	37	35	60	1	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	147	39062	97	98	99	476	475	502	15	12	8	38	44	23	46	43	64	1	1	5
Male	100	149	40368	98	99	98	459	459	491	31	29	13	41	44	27	28	28	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	190	291	4401	97	99	96	466	466	473	24	21	17	40	44	40	36	34	43	1	0	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	36	47	9411	95	96	88	426	426	453	72	68	36	22	26	36	6	6	26	NA	NA	1
Students without Disabilities	158	249	70090	98	99	100	477	474	502	12	12	7	44	47	24	44	41	65	1	0	5
Limited English Proficient Students	48	62	9401	91	87	94	430	433	443	63	56	40	31	35	46	6	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	193	292	37183	97	97	97	468	467	479	23	20	16	39	44	34	37	36	49	1	0	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

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	196	298	80000	98	99	99	569	569	564	2	2	3	11	10	11	77	80	75	10	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	149	39288	99	99	99	576	578	579	3	2	2	8	7	6	80	83	77	8	9	16
Male	100	149	40644	98	99	98	562	559	549	1	1	4	13	13	15	74	77	74	12	9	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	192	293	4424	98	99	97	567	568	549	2	2	3	11	10	14	78	80	77	9	8	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	38	49	9919	100	100	93	489	492	505	11	10	9	39	37	35	47	51	54	3	2	2
Students without Disabilities	158	249	70081	98	99	100	587	583	571	NA	NA	2	4	4	7	84	86	79	12	10	12
Limited English Proficient Students	50	64	9571	94	90	96	512	519	502	8	8	10	28	23	29	62	66	60	2	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	195	294	37534	98	98	98	569	570	547	2	1	4	11	10	15	77	80	76	10	9	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

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)

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.

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
4	Reading	95	26	NA	56	96	35	35	48	96	32	32	52
	Language	96	33	31	52	96	33	32	49	97	32	32	52
	Mathematics	95	35	31	61	96	35	36	53	96	39	37	58
5	Reading	96	20	NA	55	96	33	31	50	100	35	35	56
	Language	99	23	20	49	96	35	34	50	100	30	30	54
	Mathematics	99	26	26	63	96	32	32	49	100	30	30	52
6	Reading	98	26	NA	56	96	34	33	51	97	32	30	56
	Language	99	21	20	48	96	32	31	47	98	28	27	50
	Mathematics	97	34	35	66	96	30	31	52	97	30	30	58

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

Council Duties

- Ü School Management/Logistics Issues
- Ü Extracurricular Activities
- Ü School Improvement plan/ implementation
- Ü School Safety Issues
- Ü Instructional Strategies and Resources
- Ü Transition to K-6 School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	6.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	4	2	0	0
10 or more years	12	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	168
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü 5 Networked Computers per Classroom
- Ü Library
- Ü Teacher Resource Room

Extracurricular Activities

- Ü Intramural Sports w/Volunteer Coaches
- Ü Academic Enrichment Programs
- Ü After School Tutoring and Study Halls
- Ü In-School Tutoring
- Ü Computer Literacy Classes for Parents
- Ü Reading Program for Targeted Students
- Ü Family Nights for Parents and Students
- Ü Star Parties to Observe Night Skies

Social Services

- Ü Breakfast/Lunch Programs
- Ü Tribal Clothing Distribution
- Ü Designated Emergency Community Shelter
- Ü Save the Children Program
- Ü Home Visits by Teachers/Administrator
- Ü School Social Worker
- Ü Security Officer to Educate Students
- Ü Provide Counseling to Students/Parents

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Through the use of our 'Arizona School Improvement' plan and Arizona 301 plan, we have shown growth in every area of the AZ state testing for the past eight years. CES also has a state recognized school improvement plan.

- ü 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.

- ü Continued North Central Accreditation without warning.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	0	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

When a student has a discipline problem, the student takes responsibility, the parents are notified and the school works with the parents to help the child. Students are instructed in using the DeBug System and peer mediation to resolve conflicts. A 'Love and Logic' approach to discipline problems is used. Emphasis is put on positive behavior.

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) :

2

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	Karina Roessel	(928) 674-9503
Transportation Policy	Lafey Tso	(928) 674-9711
Community Resources	Susan Thomas	(928) 674-9473
School Nutrition Programs	Loretta Thomas	(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. "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 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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** Due to booklet size printing, print copies are produced in multiples of 4.