

Canyon de Chelly Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

Highway 191, 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 *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Dottie F. Hobson
Schedule : 7:30 AM to 5:00 PM
Grades : 1-3
2003 Enrollment : 607
Web Address : chinleusd.k12.az.us/cps
Phone Number : (928) 674-9501
Fax Number : (928) 674-9557
E-mail : dfhobson@chinleusd.k12.az.us

Mission

The mission of the Chinle Unified School District is to work as partners within the community, promoting lifelong learning in a multicultural and global environment to serve as a strong foundation for all students.

School / Academic Goals

- ü Students will improve in overall reading comprehension.
- ü Students will improve overall academic achievement in Math.

Instructional Programs

- ü Wrights Reading Program
- ü Bridges to Math, etc.
- ü Foss Science Program
- ü Visual Spatial Learning Style Program

Enrollment

October 1, 2002 School Year Student Enrollment : 641
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 7/28/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Canyon de Chelly Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Academic Achievement (Standards-based)
- Ü Improvement in Overall Attendance
- Ü Extracurricular Activities
- Ü Parent/Community Involvement
- Ü Boys & Girls Club/21st Century
- Ü School Improvement Plan - Title I - NCLB

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	3	0	0
10 or more years	7	16	0	0

Shared Responsibilities

School

Students have opportunities to attain life skills. All students have opportunities to attain their maximum educational potential. We will provide a safe and nurturing environment. The Navajo and English languages are included in the curriculum.

Parents

The student's education begins in the home. We seek parental involvement in each child's education. We support the belief that education is the shared responsibility of the home, school and community. Students to do their best with parental support.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Intersession Enrichment Programs
- Ü Student Council
- Ü Boys & Girls Club
- Ü 21st Century after school program

Social Services

- Ü School-based Social Workers
- Ü Special Education Advocate Workers
- Ü Parent Coordinator
- Ü Tribal Social Workers

Transportation Policy

Students are transported to and from school in 22 buses. Transportation is provided to outlying communities, i.e., Nazlini, Tsaile, Cottonwood and Blue Gap. Transportation is a privilege and students must obey rules of conduct.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Developed standards-based district curriculum for K-12. Completed School Improvement Plan for SY-2003-04. Established a Math, Reading and Science Program which are scientifically researched programs.
- ü North Central Association accreditation. Using Compass Learning to improve reading achievement.

School Honors

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

Award/Honor	Year
ü Fine Arts and Academic Showcase	2003
ü Spelling Bee Awards, Chinle Agency	2003
ü Native American Honor Society	2003
ü North Central Association Accreditation	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	--	20	20	20
Transfers In ⁴ (Within District)	--	2	2	2
Transfers In ⁵ (Out of District)	--	10	10	9
Promotion Rate ⁶	--	99	98	95
Retention Rate ⁷	--	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	57

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 2002-03. 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 2003. 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. 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).

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	214	322	75372	98	98	101	470	466	523	40	41	9	43	44	25	9	8	36	8	6	30
All Students (Prior Year)	201	304	70809	NA	NA	NA	470	463	518	41	45	11	32	34	27	21	16	35	6	5	27
Female	110	159	36901	96	96	101	470	472	524	35	33	8	49	51	25	12	12	36	5	4	31
Male	104	163	38385	99	99	101	470	461	523	45	49	9	36	38	24	7	4	36	11	8	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	--	NC	29103	--	NC	99	--	NC	510	--	NC	12	--	NC	31	--	NC	36	--	NC	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	203	310	5086	94	95	114	463	462	491	42	43	22	44	45	38	9	8	28	5	5	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	26	70	8057	96	194	99	418	439	496	92	67	23	8	23	31	0	7	28	0	3	17
Students without Disabilities	188	252	67315	98	86	101	479	473	525	31	35	8	49	50	24	11	8	37	9	7	31
Limited English Proficient Students	127	224	16925	76	93	112	NA	455	482	NA	48	27	NA	48	40	NA	2	26	NA	2	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	108	26325				--	459	504	--	43	15	--	47	34	--	6	33	--	4	18
Non-Economically Disadvantaged	214	214	49047				470	470	530	40	40	6	43	43	21	9	9	37	8	8	35

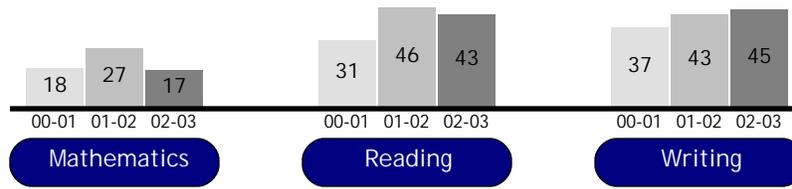
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	318	75221	96	96	101	496	491	523	32	36	8	25	27	16	36	32	56	7	5	21
All Students (Prior Year)	205	307	70860	NA	NA	NA	495	490	524	23	29	9	30	33	17	36	31	45	10	8	30
Female	109	158	36833	96	96	100	502	498	526	22	24	6	22	26	15	51	47	56	5	3	23
Male	102	160	38319	97	97	101	490	485	520	41	47	9	27	27	17	23	19	56	9	7	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	--	NC	29019	--	NC	99	--	NC	513	--	NC	12	--	NC	21	--	NC	55	--	NC	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	200	306	5071	93	94	114	493	489	502	35	38	20	25	27	27	35	31	46	5	4	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	26	70	8006	96	194	99	454	474	505	92	63	22	0	10	23	8	27	42	0	0	13
Students without Disabilities	185	248	67215	96	84	101	503	496	524	21	28	7	29	31	16	42	34	56	8	6	21
Limited English Proficient Students	126	222	16853	75	92	112	NA	479	489	NA	49	29	NA	30	36	NA	19	32	NA	2	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	107	26256				--	483	509	--	43	14	--	30	24	--	26	51	--	2	11
Non-Economically Disadvantaged	211	211	48965				496	496	528	32	32	5	25	25	13	36	36	58	7	7	24

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	207	312	73654	95	95	99	493	487	530	33	37	9	23	27	13	45	36	70	0	1	7
All Students (Prior Year)	193	296	68592	NA	NA	NA	500	493	542	32	36	9	25	26	12	38	35	63	5	3	16
Female	106	154	36239	93	93	99	502	500	537	23	22	7	21	30	11	56	47	72	0	2	10
Male	100	157	37301	95	95	98	483	474	523	42	51	12	26	24	15	33	24	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	--	NC	28348	--	NC	96	--	NC	520	--	NC	13	--	NC	17	--	NC	65	--	NC	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	196	300	4947	91	92	111	489	484	507	36	40	22	23	27	22	41	33	53	0	1	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	25	69	7306	93	192	90	434	459	506	85	66	24	8	21	20	8	10	52	0	3	4
Students without Disabilities	182	243	66348	95	83	100	504	495	531	23	29	8	26	28	13	51	42	71	0	0	8
Limited English Proficient Students	124	218	16422	74	90	109	NA	474	495	NA	46	30	NA	29	27	NA	24	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	105	25711				--	478	514	--	44	16	--	33	19	--	21	61	--	2	3
Non-Economically Disadvantaged	207	207	47943				493	493	535	33	33	7	23	23	11	45	45	74	0	0	9

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



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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	22	22	53	98	23	24	44	97	31	31	50
	Language	98	14	13	45	98	16	17	39	100	21	21	43
	Mathematics	98	17	17	56	98	23	25	52	99	32	32	57
3	Reading	95	16	16	50	97	14	14	43	92	20	22	47
	Language	100	24	24	55	97	21	22	50	96	30	29	54
	Mathematics	98	24	22	53	97	16	17	50	98	22	24	54

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 Safety

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

A district-wide Safety Procedures Manual is in place. Inservice is completed on the manual each year. Canyon de Chelly Elementary School has in place a lock-down system. The new school facility has a camera surveillance system.

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) :

0

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	Dottie F. Hobson	(928) 674-9501
Transportation Policy	Lafey Tso	(928) 674-9711
Community Resources	Sophie Shorty-Brown	(928) 674-9462
School Nutrition Programs	Marcos Alonzo	(928) 674-9721
Parent Organization	Sophie Shorty-Brown	(928) 674-9462
Student Health/Nurse	Jeanette Wirtz	(928) 674-9431

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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