

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

US Highway 191, Many Farms, AZ 86538

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Failing
2002-03	Underperforming

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

### School Overview

Principal/Administrator : Mrs. Tillie Yonnie  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-8  
 2005 Enrollment : 380  
 Web Address : www.chinleusd.k12.az.us  
 Phone Number : (928) 674-9000  
 Fax Number : (928) 781-4227  
 E-mail : tyonnie@chinleusd.k12.az.us

### Mission

Many Farms Promotes Success! We believe that children are our greatest resource. Therefore, our school has the responsibility to encourage them in their individual lifelong pursuit of knowledge and wisdom. We advocate innovative programs that encompass a variety of ideas while developing ownership, responsibility, respect and tolerance, thereby creating a safe and supportive school, community, and world environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Corrective Action
2002-03	Year 2

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

### School / Academic Goals

- ü Many Farms Public School will increase student achievement in reading, writing, and math.
- ü Curriculum maps and district wide assessments for reading, writing, and math will be implemented. Local quarterly assessments will be administered to students for evaluation and used as a tool for indication of reteaching.
- ü Professional development will be aligned with our school improvement plan. Study groups are designed to study best practices in the areas of need. Teachers will review student work and exemplary lessons.
- ü Parental involvement is a constant focus. Parents will consistently be informed and involved in the decision making process of their children's education. We encourage parents to volunteer and be active in the parent organization.

### Enrollment

October 1, 2004 School Year Student Enrollment : 435  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 4

Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education
- Ü Gifted Education Program
- Ü 21st Century Extended Learning Program
- Ü Culturally Relevant Curriculum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We are accountable for the education of our students. We provide a safe environment conducive to academic success. We support and promote parent decision making about their children's education. We support the teaching of traditional family values and culture.

Parents

We believe that parents should have complete involvement and access to their children's education. Parents have the shared responsibility to promote the success of their children through consistent contact and communication with teachers. They are encouraged to be an active participant in the Cougar Parent Teacher Organization to share their ideas and views.

Transportation Policy

Our school has six buses that average 125 miles each day. We service a radius of 30 miles on unpaved roads.

School Honors

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

Award/Honor	Year
Ü North Central Association Accreditation	2004
Ü Girls Basketball Team Was Undefeated	2004
Ü Boys and Girls Athletic Teams were Runner Up Teams	2005

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	52	271	79306	100	100	99	424	416	445	15	21	10	38	37	18	44	37	51	4	5	20
All Students (Prior Year)	50	295	75509	100	98	100	470	473	521	41	41	13	32	31	23	24	21	33	3	7	31
Female	26	124	38691	96	99	99	427	418	446	8	18	10	40	37	18	52	42	52	0	3	20
Male	26	147	40583	100	100	99	421	415	445	22	24	11	35	37	18	35	33	50	9	6	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	52	263	4264	100	100	100	424	414	419	15	22	19	38	38	30	44	37	45	4	4	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	NC	35	10321	NC	100	100	NC	388	389	NC	53	30	NC	41	27	NC	3	34	NC	3	9
Students without Disabilities	45	236	69060	98	98	98	432	421	454	2	16	7	41	36	17	51	43	54	5	5	22
Limited English Proficient Students	40	171	15509	100	100	100	418	410	406	18	27	20	45	40	30	34	29	45	3	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	46	230	39415	100	100	96	421	414	431	16	20	15	37	39	25	44	38	50	2	3	10
Non-Economically Disadvantaged	NC	41	39966	NC	93	100	NC	429	459	NC	27	6	NC	24	12	NC	33	52	NC	15	30

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	52	272	79395	100	0	99	427	414	446	8	20	9	50	48	25	42	30	55	0	2	11
All Students (Prior Year)	50	295	75492	100	98	100	485	486	519	39	39	12	31	22	16	28	33	47	3	5	24
Female	26	125	38743	96	0	100	435	419	451	4	15	7	40	47	24	56	37	57	0	1	12
Male	26	147	40618	100	0	99	419	409	440	13	24	11	61	49	27	26	24	53	0	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	52	264	4271	100	0	100	427	412	420	8	20	15	50	49	42	42	30	41	0	1	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	NC	35	10331	NC	0	100	NC	382	388	NC	50	25	NC	38	37	NC	9	34	NC	3	4
Students without Disabilities	45	237	69139	98	0	99	434	419	454	2	15	7	49	49	24	49	34	58	0	2	11
Limited English Proficient Students	40	172	15545	100	0	100	421	407	399	11	25	21	55	49	42	34	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	46	231	39484	100	0	96	426	412	429	9	20	14	49	49	35	42	29	47	0	1	4
Non-Economically Disadvantaged	NC	41	39986	NC	0	100	NC	426	461	NC	18	4	NC	39	16	NC	36	63	NC	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	266	78869	100	98	99	435	431	442	10	7	6	13	26	21	75	65	63	2	2	10
All Students (Prior Year)	50	292	75053	100	97	99	511	530	597	14	14	7	36	28	12	47	54	72	3	4	9
Female	26	124	38536	96	99	99	451	448	458	8	3	4	4	18	15	88	76	67	0	3	14
Male	26	142	40302	100	97	99	418	416	428	13	11	8	22	32	26	61	55	60	4	2	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	52	258	4245	100	98	100	435	430	423	10	7	9	13	26	26	75	64	61	2	2	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	NC	33	10246	NC	100	100	NC	368	367	NC	25	18	NC	47	39	NC	28	40	NC	0	4
Students without Disabilities	45	233	68697	98	97	98	460	441	454	2	5	4	10	22	18	85	70	67	2	3	11
Limited English Proficient Students	40	168	15339	100	100	100	424	418	399	13	10	11	13	33	31	71	55	54	3	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	46	226	39106	100	99	95	431	429	427	12	8	8	12	24	28	74	66	59	2	2	5
Non-Economically Disadvantaged	NC	40	39837	NC	91	100	NC	445	457	NC	0	4	NC	36	14	NC	58	67	NC	6	15

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	48	306	78906	86	96	99	484	463	498	9	27	13	33	34	19	49	36	48	9	4	20
All Students (Prior Year)	59	313	76019	100	98	100	443	444	499	44	38	14	52	57	39	4	3	14	0	2	33
Female	26	154	38644	100	99	99	492	463	500	4	23	12	25	30	19	63	43	49	8	4	19
Male	22	152	40236	73	93	99	475	463	497	14	30	15	43	37	19	33	28	46	10	4	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	48	298	4593	86	96	100	484	462	467	9	27	26	33	34	29	49	35	39	9	4	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	NC	48	10664	NC	96	100	NC	408	430	NC	67	42	NC	26	27	NC	7	26	NC	0	5
Students without Disabilities	42	258	68310	89	96	98	489	473	509	8	19	9	28	35	18	55	41	51	10	5	22
Limited English Proficient Students	29	114	12573	100	100	100	474	441	454	14	47	27	46	32	30	29	17	38	11	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	44	262	38679	90	95	96	481	465	483	10	26	20	37	35	25	46	35	45	7	4	10
Non-Economically Disadvantaged	NC	44	40295	NC	100	100	NC	441	513	NC	27	7	NC	19	13	NC	46	50	NC	8	30

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	50	308	78908	89	0	99	460	450	484	7	19	10	54	50	23	39	30	58	0	1	9
All Students (Prior Year)	59	313	76020	100	98	100	477	482	503	73	65	25	19	24	23	8	9	40	0	2	12
Female	26	154	38648	100	0	99	466	453	489	0	14	8	54	49	22	46	35	61	0	1	10
Male	24	154	40233	80	0	99	453	447	479	14	25	12	55	50	25	32	24	55	0	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	50	300	4569	89	0	100	460	448	457	7	20	18	54	50	39	39	29	41	0	1	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	50	10665	NC	0	100	NC	405	423	NC	40	30	NC	53	36	NC	6	31	NC	0	2
Students without Disabilities	42	258	68312	89	0	98	464	459	493	8	15	7	48	49	21	45	34	62	0	2	10
Limited English Proficient Students	31	116	12556	100	0	100	450	426	436	10	35	24	66	51	40	24	13	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	264	38662	94	0	96	459	452	468	7	21	16	55	50	32	38	28	49	0	2	3
Non-Economically Disadvantaged	NC	44	40315	NC	0	100	NC	429	498	NC	4	5	NC	46	15	NC	50	66	NC	0	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	50	308	78750	89	97	99	513	499	500	2	5	6	26	30	29	70	65	63	2	1	2
All Students (Prior Year)	58	310	75673	98	97	100	403	468	530	49	27	12	35	35	25	16	37	58	0	1	4
Female	26	154	38586	100	99	99	519	507	515	0	4	4	17	19	22	83	77	71	0	0	3
Male	24	154	40135	80	94	99	507	492	486	5	6	8	36	40	35	55	53	56	5	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	50	300	4586	89	96	100	513	498	481	2	5	8	26	30	37	70	65	54	2	0	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	NC	50	10622	NC	100	100	NC	423	415	NC	19	21	NC	53	50	NC	28	28	NC	0	1
Students without Disabilities	42	258	68196	89	96	98	524	515	513	0	2	3	20	25	25	78	73	69	3	1	3
Limited English Proficient Students	31	116	12504	100	100	100	500	466	451	3	10	12	34	45	44	62	44	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	46	264	38558	94	96	96	510	503	485	2	5	8	29	29	37	67	65	54	2	1	1
Non-Economically Disadvantaged	NC	44	40260	NC	100	100	NC	466	514	NC	4	3	NC	31	21	NC	65	72	NC	0	4

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

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	37	328	78250	100	98	99	570	509	548	22	49	21	5	22	18	59	27	48	14	3	13
All Students (Prior Year)	41	330	75001	100	99	99	430	421	468	75	79	37	16	18	36	3	2	16	6	1	10
Female	19	159	38071	100	98	99	562	511	549	26	45	20	5	25	19	58	27	49	11	3	12
Male	18	169	40126	100	98	99	578	507	547	17	52	23	6	19	17	61	27	46	17	2	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	37	325	4996	100	98	100	570	508	518	22	49	36	5	22	25	59	27	36	14	2	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	--	62	9329	--	95	100	--	453	454	--	80	64	--	17	18	--	3	16	--	0	2
Students without Disabilities	37	266	68996	100	98	99	570	523	561	22	41	16	5	23	18	59	33	52	14	3	14
Limited English Proficient Students	28	127	10133	100	99	100	554	491	488	29	61	45	7	17	25	54	19	28	11	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	33	255	33388	100	95	94	565	510	530	24	51	32	6	20	22	58	27	40	12	2	5
Non-Economically Disadvantaged	NC	73	44937	NC	100	100	NC	504	561	NC	38	13	NC	29	15	NC	28	54	NC	5	18

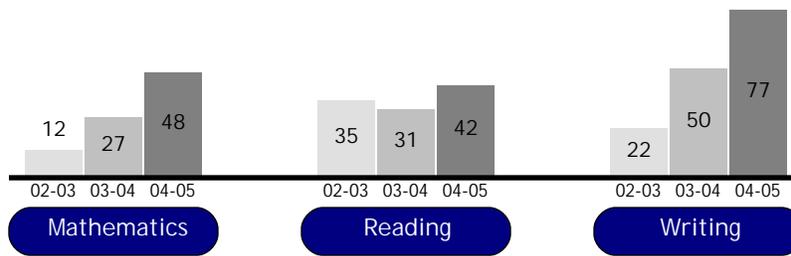
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	328	78302	100	0	99	496	474	512	11	27	11	41	40	25	49	32	57	0	0	7
All Students (Prior Year)	41	331	74918	100	99	99	460	457	497	66	69	32	16	18	19	19	12	35	0	2	15
Female	19	160	38082	100	0	99	499	477	518	5	22	8	42	41	24	53	36	61	0	1	7
Male	18	168	40166	100	0	99	492	471	507	17	32	14	39	40	26	44	29	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	37	325	4993	100	0	100	496	473	484	11	27	19	41	40	38	49	32	42	0	0	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	--	62	9353	--	0	100	--	424	429	--	65	40	--	28	38	--	7	22	--	0	1
Students without Disabilities	37	266	69024	100	0	99	496	486	524	11	18	7	41	43	23	49	38	62	0	0	7
Limited English Proficient Students	28	128	10140	100	0	100	487	453	451	14	42	28	50	43	43	36	16	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	33	255	33398	100	0	94	488	475	495	12	28	18	45	43	35	42	29	46	0	0	2
Non-Economically Disadvantaged	NC	73	44979	NC	0	100	NC	470	525	NC	25	6	NC	31	18	NC	43	66	NC	2	10

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	37	330	78094	100	98	99	557	538	545	0	4	3	11	20	18	89	76	77	0	1	2
All Students (Prior Year)	41	330	74503	100	99	99	459	470	491	13	11	9	44	37	32	41	49	51	3	3	8
Female	19	160	38025	100	98	99	559	546	558	0	3	2	16	16	13	84	81	82	0	1	2
Male	18	170	40013	100	98	99	554	530	534	0	4	5	6	24	23	94	71	71	0	1	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	37	327	4981	100	98	100	557	537	526	0	4	4	11	20	25	89	76	70	0	0	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	--	62	9275	--	95	100	--	460	444	--	15	14	--	45	46	--	40	39	--	0	1
Students without Disabilities	37	268	68892	100	99	98	557	557	559	0	1	2	11	14	14	89	84	82	0	1	2
Limited English Proficient Students	28	128	10084	100	100	100	551	507	474	0	6	10	14	34	39	86	60	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	33	257	33296	100	96	94	551	540	527	0	2	5	12	22	27	88	76	67	0	0	0
Non-Economically Disadvantaged	NC	73	44871	NC	100	100	NC	530	559	NC	9	2	NC	14	12	NC	74	84	NC	3	3

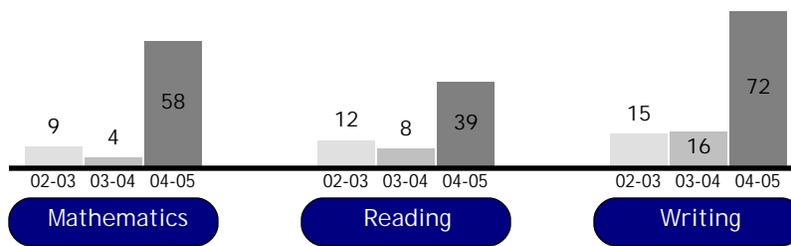
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

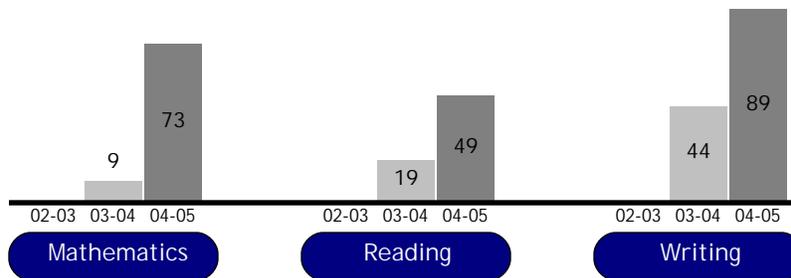
3rd Grade Proficiency



5th Grade Proficiency



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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	37	31	50	94	NA	NA	58	97	43	30	47
	Language	100	27	21	43	94	NA	26	50	97	63	38	47
	Mathematics	98	33	32	57	94	NA	36	64	97	53	34	50
3	Reading	98	23	22	47	100	26	NA	55	100	31	25	44
	Language	98	30	29	54	100	37	34	61	100	28	27	44
	Mathematics	100	28	24	54	100	28	28	61	100	41	34	51
4	Reading	91	18	22	52	89	22	NA	56	100	34	35	48
	Language	100	22	23	48	97	22	31	52	100	30	32	49
	Mathematics	100	18	25	57	97	19	31	61	100	34	36	53
5	Reading	92	18	19	50	90	12	NA	55	89	32	31	50
	Language	100	19	21	46	100	14	20	49	89	33	34	50
	Mathematics	100	35	26	57	100	26	26	63	86	34	32	49
6	Reading	97	24	25	53	75	31	NA	56	98	34	33	51
	Language	100	22	21	45	95	20	20	48	98	30	31	47
	Mathematics	100	32	33	62	95	40	35	66	98	35	31	52
7	Reading	100	24	21	51	98	18	NA	54	100	33	28	50
	Language	100	34	31	54	98	25	31	58	100	37	33	52
	Mathematics	100	28	27	58	98	24	29	62	100	39	30	50
8	Reading	--	--	26	53	100	27	NA	55	100	44	34	51
	Language	--	--	28	49	100	28	29	52	100	42	35	50
	Mathematics	--	--	30	58	100	29	30	61	100	53	32	53

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/](http://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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Curriculum Development
- Ü Student Recognition
- Ü School Safety Plan
- Ü Parent/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	10.00

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	3	2	0	0
7 to 9 years	1	2	0	0
10 or more years	8	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Parent Center
- Ü Computer Lab
- Ü Accellus Math Lab
- Ü Library

Extracurricular Activities

- Ü Athletic Teams
- Ü Student Council
- Ü Extended Learning
- Ü Newsletter Club
- Ü Music Club

Social Services

- Ü Parenting Classes
- Ü Comprehensive Health
- Ü Resource Officer Presentations

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety-five percent of the student body participates in Fitness Efforts and passes an evaluation conducted twice a year.
  
- ü 80% of the student body received an award of some sort that recognized their achievement in academics or character.
  
- ü Our school has the best attendance of all the schools in the district. We have 95 percent of our students in school each day. We awarded many Perfect Attendance awards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	36	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	0	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

Our school maintains a safe and healthy environment by staffing an SRO and school nurse. There has been one incident that has required intervention of law enforcement or an SRO. The SRO instructs students on various subjects such as bullying, drug-free schools, and discipline. We require each student to have a signed afterschool permission form to participate in afterschool activities. Visitors are required to sign in and obtain a visitor's pass to enter buildings.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5
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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	Tillie Yonnie	(928) 674-9000
Transportation Policy	Lafey Tso	(928) 674-9710
Community Resources	Danny Francis	(928) 781-3605
School Nutrition Programs	Marcus Alonzo	(928) 674-9720
Parent Organization	Cougar Parent Teacher Organization	(928) 674-9034
Student Health/Nurse	Susie Yazzie	(928) 674-9005

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](http://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](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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.