

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Tsaile Elementary School

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

Chinle Unified District
Rte 12, Tsaile, AZ 86556
Mailing Address: P.O. Box 587, Chinle, AZ 86503-0587

Principal: Mr. Ben C. Wade
Schedule: 7:30 AM to 5:00 PM
Web Address: Unpublished or Unavailable
E-mail: billygoodrich@excite.com

Grades: K-8
2002 Enrollment: 432
Phone: (928) 724-3331
Fax: (928) 724-3234

∨ School Overview ∨

Mission

Ti':T'aa'aniiltso Idahwiil'aah---Everyone teaches and learns from one another. Everyone has the ability to learn and grow. Tsaile Public School is leading all students to communicate effectively through multiple means; develop creatively; experience success; become lifelong and resourceful members of society.

Organization and Philosophy

- w Traditional
- w Self-contained (K-6)
- w Departmentalized in Junior High
- w Multiage Classrooms

Instructional Programs

- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w 21st Century Program
- w Enrichment Classes: PE/Music/Art/Library
- w Navajo Culture and Language
- w Computer Classes (K-8)
- w All Classrooms Connected to Internet

School/Academic Goals

- w Students will demonstrate improved mathematical problem solving using critical-thinking skills. These skills will be reinforced with a full-time Math Resource Teacher. Accelerated Math will be utilized. Math Buddies system available.
- w Students will write using improved grammar and mechanics in an effective and organized manner appropriate to situation and topic.
- w Students will demonstrate improved reading comprehension. All students in Kindergarten through grade eight will be assessed utilizing the Individual Reading Inventory for diagnostic results. Reading Buddies system also available.
- w Students will demonstrate improved proficiency in speaking, reading and writing the Navajo language.

Enrollment

October 1, 2001 School Year Student Enrollment:	462
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Personnel Decisions
- w School Safety
- w Student Discipline
- w Budget
- w Parent/Education Relations
- w Beautification of School Grounds

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	0	1	0	0
10 or more years	10	11	0	0

∨ **Shared Responsibilities** ∨

School

All students in the elementary (K-8) school will have required textbooks/supplies furnished by the district. The Governing Board shall furnish free required textbooks/related printed subject matter materials for high school students in grades nine through twelve. A student or parent may purchase, at the price paid for the books, such books.

Parents

Parents have the responsibility to do all they can to keep their child in school. Parents have the responsibility to encourage, help/guide their child in following all school rules/regulations. Parents have the responsibility to visit the school to learn of its programs. Parents have the responsibility to see that their child is in school. Parents have the responsibility to help their child academically and to teach their children the Navajo language.

∨ **Transportation Policy** ∨

The Board authorizes the administration to provide regular bus transportation to and from school for the following categories: Special education students whose handicapping conditions require transportation; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students who live more than one mile from school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/29/02
Average Daily Instruction Time:	6 hrs. 12 min.	Last Day of School:	5/23/03

Operates on Extended Schedule

Report Card Release Dates

9/27/02	12/20/02	3/7/03	5/23/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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

Special Facilities

W Computer Lab/30 PC Computers	W Media Center/6 PCs/12,000 Titles
W HOSTS Reading Lab/8 Computers	W Cultural Studies/Navajo Language Hogan

Extracurricular Activities

W 4-H Club	W Native American Honor Society
W Music Club	W Sports
W 21st Century Program	W Student Council
W Project Success Enrichment	

School/Community Resources

W Counseling Services	W Health Services
W Dine' Community College	W Educational Technology Improvement Plan
W Life Skills Curriculum	W Recreational Activities
W Crisis Intervention	W Parenting Classes

∨ Indicators of Success ∨

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

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W Letter of commendation from North Central Association for accomplishment in academic goals. Currently, the total school is involved in the National Study of School Evaluation to support the NCA.</p> | <p>W Inclusion of Navajo language teaching in all classrooms. Most of the staff members possess either an ESL or Bilingual endorsement from the Arizona Department of Education office.</p> |
| <p>W Teaching of Navajo culture as a means for building self-esteem.</p> | <p>W Comprehensive School Health Education Program in grades Kindergarten through five. SPARKS program in grades Kindergarten through five. Ropes course installation for wilderness therapy in grades Kindergarten through eight.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	92.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	7.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Accreditation	1997
Partnership with NCC	1999
Arizona State Science Fair	1999
Exemplary HOSTS Reading Program	1999

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	25	485	36%	32%	24%	8%
	School State	58840	524	9%	17%	45%	29%
Writing	School	28	480	54%	14%	32%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	26	457	50%	27%	23%	0%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	30	484	50%	23%	23%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	30	462	47%	23%	30%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	32	441	47%	50%	3%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	13	465	46%	23%	31%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	12	461	42%	50%	8%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	12	403	83%	17%	0%	0%
	State	57734	459	39%	40%	14%	7%

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	90	30	60	--	--	--
2	Reading	--	--	--	100	18	50	85	20	52	100	19	53	43	25	57
	Language	--	--	--	100	8	40	91	8	43	100	7	44	43	17	48
	Mathematics	--	--	--	100	15	51	91	19	55	100	10	57	43	23	61
3	Reading	98	15	47	100	13	47	99	11	48	100	16	50	53	13	50
	Language	98	21	49	100	17	51	99	19	54	100	22	56	53	18	57
	Mathematics	98	14	46	100	15	49	99	15	52	100	21	54	53	21	56
4	Reading	100	42	53	100	34	54	96	26	54	61	20	55	59	28	55
	Language	98	39	47	100	21	49	96	19	48	80	22	50	63	23	50
	Mathematics	100	29	51	100	19	54	96	21	55	80	18	57	63	21	58
5	Reading	93	24	51	100	19	51	100	14	51	88	13	51	50	20	53
	Language	97	24	42	100	19	44	100	16	45	86	16	45	50	17	47
	Mathematics	97	23	51	100	18	54	100	15	55	88	19	57	50	22	59
6	Reading	100	22	53	100	29	54	100	24	53	79	18	54	70	19	56
	Language	100	17	41	100	24	44	100	16	44	85	17	45	70	16	47
	Mathematics	100	22	57	100	35	59	100	26	60	85	27	63	70	30	65
7	Reading	94	21	52	100	20	53	98	21	52	91	21	53	67	20	55
	Language	94	25	52	100	27	54	100	30	54	93	34	55	67	29	58
	Mathematics	94	26	53	100	20	55	100	26	56	93	30	58	67	25	60
8	Reading	100	25	54	100	32	54	97	23	53	79	27	55	81	27	56
	Language	100	19	46	100	32	49	97	24	49	83	24	50	81	27	52
	Mathematics	100	25	52	100	28	54	95	19	56	83	33	58	81	26	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	56	91
Grades 3-4	86	80
Grades 4-5	61	66
Grades 5-6	83	90
Grades 6-7	73	78
Grades 7-8	82	65

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

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

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

A district-wide Safe School Plan is being followed for both Bus and School Safety. A Safe School Team comprised of administrators, support staff, and custodians has been established with training that is on-going. An MOA with Diné College is being finalized to execute further evacuation procedures.

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).

2

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,146	\$1,527,586
Classroom Supplies	\$38	\$18,690
Administration	\$811	\$394,045
Support Services-Students	\$419	\$203,312
Other Support Services and Operations	\$944	\$458,247
Total Expenditures- All Categories 2000-2001	\$5,358	\$2,601,880

Total Expenditures may not be exact because of rounding.

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

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

(School Expenditures divided by ADM)

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

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

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Ben Wade	(928) 724-3331	110
Transportation Policy	Lafey Tso	(928) 674-9711	
Community Resources	Virgil Brown	(928) 724-3331	121
School Nutrition Programs	Marcus Alonzo	(928) 674-9721	
Parent Organization	Don Campbell	(928) 724-3269	
Student Health/Nurse	Tami Begay	(928) 724-3331	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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