

Tsaile Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

Rte 12, Tsaile, AZ 86556

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***

Corrective Action

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

School Overview

Principal/Administrator : Ms. Gloria Grant
Schedule : 7:30 AM to 5:00 PM
Grades : K-8
2003 Enrollment : 391
Web Address :
Phone Number : (928) 724-3331
Fax Number : (928) 724-3234
E-mail : billygoodrich@excite.com

Mission

Everyone teaches and learns from one another. Everyone has the ability to learn and grow. Tsaile School is teaching all students through multiple means: develop creatively, experience success, and become lifelong and resourceful members of society.

School / Academic Goals

- ü 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.
- ü Students will write using improved grammar and mechanics in an effective and organized manner appropriate to situation and topic.

Instructional Programs

- ü Full-day Kindergarten
- ü Gifted
- ü On-site Special Education
- ü 21st Century Program

Enrollment

October 1, 2002 School Year Student Enrollment : 428
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 : 177
Average Daily Instruction Time : 6 hours 12 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

Tsaile Elementary School

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	8.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	5	3	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 school (K-8) 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 to twelve.

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.

Resources Available at School Site

Special Facilities

- Ü Computer Lab/30 PC Computers
- Ü Media Center/6 PCs/12,000 Titles

Extracurricular Activities

- Ü 4-H Club
- Ü Native American Honor Society
- Ü Music Club
- Ü Sports

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Dine' Community College
- Ü Educational Technology Improvement Plan

Transportation Policy

The Board authorizes the administration to provide regular bus transportation to and from school for the following categories: Special education students needing assistance; students who live more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü 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.
- Ü 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.

School Honors

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

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

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	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	62	63
Grades 3-4	94	74
Grades 4-5	33	77
Grades 5-6	93	100
Grades 6-7	88	73
Grades 7-8	69	87

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	46	322	75372	94	98	101	456	466	523	53	41	9	42	44	25	0	8	36	5	6	30
All Students (Prior Year)	48	304	70809	NA	NA	NA	457	463	518	50	45	11	27	34	27	23	16	35	0	5	27
Female	23	159	36901	96	96	101	457	472	524	50	33	8	50	51	25	0	12	36	0	4	31
Male	23	163	38385	92	99	101	455	461	523	55	49	9	36	38	24	0	4	36	9	8	30
African American	--	NC	3589	--	NC	96	--	NC	501	--	NC	18	--	NC	33	--	NC	33	--	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	45	310	5086	94	95	114	456	462	491	56	43	22	39	45	38	0	8	28	6	5	12
White	--	NC	34597	--	NC	98	--	NC	535	--	NC	4	--	NC	20	--	NC	38	--	NC	38
Students with Disabilities	NC	70	8057	NC	194	99	NC	439	496	NC	67	23	NC	23	31	NC	7	28	NC	3	17
Students without Disabilities	45	252	67315	98	86	101	456	473	525	56	35	8	39	50	24	0	8	37	6	7	31
Limited English Proficient Students	46	224	16925	100	93	112	456	455	482	53	48	27	42	48	40	0	2	26	5	2	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	46	108	26325				456	459	504	53	43	15	42	47	34	0	6	33	5	4	18
Non-Economically Disadvantaged	--	214	49047				--	470	530	--	40	6	--	43	21	--	9	37	--	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	46	318	75221	94	96	101	476	491	523	50	36	8	35	27	16	10	32	56	5	5	21
All Students (Prior Year)	47	307	70860	NA	NA	NA	485	490	524	36	29	9	32	33	17	24	31	45	8	8	30
Female	23	158	36833	96	96	100	475	498	526	44	24	6	44	26	15	11	47	56	0	3	23
Male	23	160	38319	92	97	101	476	485	520	55	47	9	27	27	17	9	19	56	9	7	18
African American	--	NC	3597	--	NC	97	--	NC	510	--	NC	14	--	NC	22	--	NC	53	--	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	45	306	5071	94	94	114	473	489	502	53	38	20	37	27	27	5	31	46	5	4	8
White	--	NC	34543	--	NC	97	--	NC	531	--	NC	4	--	NC	12	--	NC	58	--	NC	26
Students with Disabilities	NC	70	8006	NC	194	99	NC	474	505	NC	63	22	NC	10	23	NC	27	42	NC	0	13
Students without Disabilities	44	248	67215	96	84	101	473	496	524	53	28	7	37	31	16	5	34	56	5	6	21
Limited English Proficient Students	46	222	16853	100	92	112	476	479	489	50	49	29	35	30	36	10	19	32	5	2	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	46	107	26256				476	483	509	50	43	14	35	30	24	10	26	51	5	2	11
Non-Economically Disadvantaged	--	211	48965				--	496	528	--	32	5	--	25	13	--	36	58	--	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	45	312	73654	92	95	99	470	487	530	55	37	9	20	27	13	25	36	70	0	1	7
All Students (Prior Year)	50	296	68592	NA	NA	NA	480	493	542	54	36	9	14	26	12	32	35	63	0	3	16
Female	22	154	36239	92	93	99	481	500	537	44	22	7	22	30	11	33	47	72	0	2	10
Male	23	157	37301	92	95	98	461	474	523	64	51	12	18	24	15	18	24	68	0	0	5
African American	--	NC	3488	--	NC	94	--	NC	515	--	NC	16	--	NC	18	--	NC	62	--	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	44	300	4947	92	92	111	468	484	507	58	40	22	21	27	22	21	33	53	0	1	3
White	--	NC	33924	--	NC	96	--	NC	537	--	NC	5	--	NC	10	--	NC	75	--	NC	9
Students with Disabilities	NC	69	7306	NC	192	90	NC	459	506	NC	66	24	NC	21	20	NC	10	52	NC	3	4
Students without Disabilities	43	243	66348	93	83	100	468	495	531	58	29	8	21	28	13	21	42	71	0	0	8
Limited English Proficient Students	45	218	16422	98	90	109	470	474	495	55	46	30	20	29	27	25	24	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	45	105	25711				470	478	514	55	44	16	20	33	19	25	21	61	0	2	3
Non-Economically Disadvantaged	--	207	47943				--	493	535	--	33	7	--	23	11	--	45	74	--	0	9

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	45	347	76230	98	98	101	440	454	498	50	36	12	46	52	38	0	2	12	4	9	37
All Students (Prior Year)	47	335	72888	NA	NA	NA	441	452	494	47	35	14	50	55	40	3	6	12	0	4	34
Female	25	164	37247	96	98	100	446	456	500	33	30	11	60	57	40	0	5	13	7	7	37
Male	20	183	38725	100	98	101	433	452	497	69	41	14	31	49	37	0	0	12	0	10	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	--	NC	28100	--	NC	98	--	NC	482	--	NC	18	--	NC	47	--	NC	11	--	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	45	336	5292	98	97	113	440	451	463	50	37	31	46	55	47	0	3	8	4	5	14
White	--	NC	35389	--	NC	96	--	NC	514	--	NC	6	--	NC	32	--	NC	14	--	NC	48
Students with Disabilities	NC	48	9022	NC	89	105	NC	442	465	NC	67	31	NC	33	43	NC	0	8	NC	0	17
Students without Disabilities	41	299	67208	105	100	100	441	454	500	46	36	12	50	53	38	0	2	12	4	9	38
Limited English Proficient Students	43	279	14826	93	106	113	440	446	460	50	41	31	46	52	51	0	2	8	4	5	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	45	347	25037				440	454	477	50	36	21	46	52	47	0	2	11	4	9	21
Non-Economically Disadvantaged	--	--	51193				--	--	507	--	--	9	--	--	35	--	--	13	--	--	43

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	44	336	76202	96	95	101	484	487	505	56	53	19	36	28	24	8	16	46	0	3	11
All Students (Prior Year)	50	335	72779	NA	NA	NA	484	486	505	50	50	21	23	24	20	23	24	43	3	2	15
Female	25	162	37231	96	97	100	486	489	507	53	42	16	40	36	24	7	20	48	0	2	13
Male	19	174	38718	95	94	101	482	485	503	60	63	22	30	20	24	10	12	44	0	5	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	--	NC	28090	--	NC	98	--	NC	497	--	NC	28	--	NC	30	--	NC	37	--	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	44	325	5311	96	94	113	484	485	491	56	56	38	36	28	31	8	15	28	0	1	3
White	--	NC	35371	--	NC	96	--	NC	512	--	NC	10	--	NC	20	--	NC	54	--	NC	16
Students with Disabilities	NC	40	9097	NC	74	106	NC	484	493	NC	100	39	NC	0	27	NC	0	29	NC	0	5
Students without Disabilities	40	296	67105	103	99	100	484	487	506	56	53	18	36	28	24	8	16	47	0	3	12
Limited English Proficient Students	42	268	14780	91	102	113	484	482	486	57	63	50	35	28	32	9	9	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	44	336	24961				484	487	495	56	53	32	36	28	30	8	16	34	0	3	4
Non-Economically Disadvantaged	--	--	51241				--	--	509	--	--	14	--	--	22	--	--	51	--	--	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	44	333	74692	96	94	99	456	455	502	48	53	18	32	26	27	20	19	47	0	2	8
All Students (Prior Year)	48	319	70710	NA	NA	NA	463	475	512	47	38	17	23	32	26	30	26	42	0	4	16
Female	25	160	36710	96	96	99	459	465	509	47	43	14	33	32	26	20	23	50	0	2	10
Male	19	173	37742	95	93	98	452	447	495	50	62	22	30	22	28	20	15	44	0	2	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	--	NC	27492	--	NC	96	--	NC	486	--	NC	27	--	NC	32	--	NC	38	--	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	44	322	5166	96	93	110	456	453	470	48	56	39	32	26	32	20	17	27	0	2	2
White	--	NC	34785	--	NC	94	--	NC	517	--	NC	10	--	NC	23	--	NC	56	--	NC	11
Students with Disabilities	NC	39	8428	NC	72	98	NC	472	472	NC	0	38	NC	100	30	NC	0	29	NC	0	3
Students without Disabilities	40	294	66264	103	98	99	456	455	503	48	53	17	32	26	27	20	19	48	0	2	8
Limited English Proficient Students	42	265	14363	91	101	109	456	444	459	48	60	47	35	26	34	17	14	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	44	333	24507				456	455	480	48	53	31	32	26	33	20	19	33	0	2	3
Non-Economically Disadvantaged	--	--	50185				--	--	511	--	--	13	--	--	24	--	--	53	--	--	10

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	45	324	71167	100	94	99	417	426	463	77	71	38	19	23	41	3	5	14	0	0	7
All Students (Prior Year)	54	338	66213	NA	NA	NA	403	406	459	83	80	39	17	18	40	0	2	14	0	0	7
Female	31	173	34825	100	99	99	415	430	462	78	66	38	22	30	42	0	4	14	0	0	6
Male	14	146	36047	100	86	99	422	421	464	75	78	38	13	15	39	13	7	15	0	0	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	45	306	5161	100	90	103	417	426	435	77	72	63	19	23	30	3	6	5	0	0	2
White	--	NC	35245	--	NC	95	--	NC	476	--	NC	26	--	NC	45	--	NC	19	--	NC	10
Students with Disabilities	NC	36	8095	NC	72	104	NC	388	426	NC	100	69	NC	0	25	NC	0	5	NC	0	1
Students without Disabilities	36	288	63072	103	98	99	417	426	464	77	71	37	19	24	41	3	5	15	0	0	7
Limited English Proficient Students	44	189	10317	98	79	111	417	417	426	77	77	72	19	19	25	3	3	2	0	0	1
Migrant Students	--	--	614	--	--	--	--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	45	324	17057	--	--	--	417	426	440	77	71	58	19	23	34	3	5	6	0	0	2
Non-Economically Disadvantaged	--	--	54110	--	--	--	--	--	468	--	--	33	--	--	43	--	--	16	--	--	8

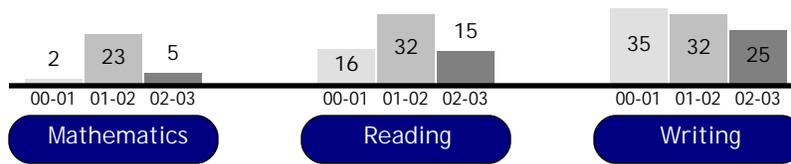
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	328	71100	100	95	99	472	484	502	58	40	25	13	25	21	29	31	40	0	5	15
All Students (Prior Year)	57	339	66144	NA	NA	NA	465	468	504	46	57	24	23	22	20	31	18	40	0	3	16
Female	31	174	34801	100	99	99	473	489	505	57	36	21	17	26	22	26	32	42	0	7	15
Male	14	149	36010	100	88	99	472	476	499	63	47	28	0	20	20	38	32	38	0	2	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	45	310	5144	100	91	102	472	483	478	58	40	46	13	24	24	29	32	25	0	4	5
White	--	NC	35198	--	NC	95	--	NC	515	--	NC	15	--	NC	18	--	NC	47	--	NC	21
Students with Disabilities	NC	38	8121	NC	76	105	NC	451	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	36	290	62979	103	99	99	472	484	503	58	39	23	13	25	21	29	31	41	0	5	15
Limited English Proficient Students	44	193	10304	98	81	110	472	472	462	58	58	63	13	13	23	29	29	13	0	0	1
Migrant Students	--	--	623	--	--	--	--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	45	328	17040	--	--	--	472	484	483	58	40	40	13	25	25	29	31	29	0	5	6
Non-Economically Disadvantaged	--	--	54060	--	--	--	--	--	507	--	--	20	--	--	20	--	--	43	--	--	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	43	318	69001	96	92	96	465	482	490	47	24	17	30	40	37	23	36	45	0	0	1
All Students (Prior Year)	53	330	63579	NA	NA	NA	461	471	493	42	34	15	50	47	42	8	20	41	0	0	2
Female	29	167	34086	94	95	97	470	490	496	41	19	13	32	34	36	27	47	51	0	0	1
Male	14	146	34644	100	86	95	451	469	484	63	33	22	25	48	39	13	19	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	43	299	4940	96	88	98	465	480	469	47	25	34	30	40	43	23	35	23	0	0	0
White	--	NC	34501	--	NC	93	--	NC	500	--	NC	10	--	NC	34	--	NC	55	--	NC	1
Students with Disabilities	NC	34	7386	NC	68	95	NC	426	459	NC	100	46	NC	0	37	NC	0	17	NC	0	0
Students without Disabilities	34	284	61615	97	97	97	465	482	491	47	23	16	30	41	37	23	36	45	0	0	1
Limited English Proficient Students	42	187	9662	93	78	104	465	465	454	47	47	51	30	30	40	23	23	9	0	0	0
Migrant Students	--	--	590	--	--	--	--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	43	318	16383	--	--	--	465	482	472	47	24	30	30	40	43	23	36	26	0	0	0
Non-Economically Disadvantaged	--	--	52618	--	--	--	--	--	494	--	--	14	--	--	36	--	--	49	--	--	1

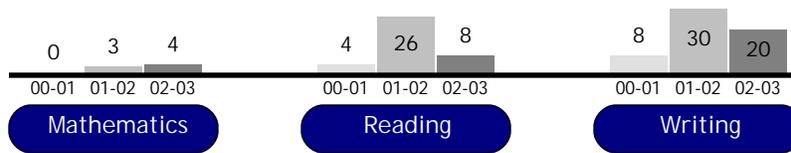
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

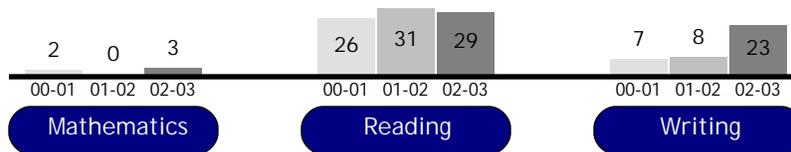
3rd Grade Proficiency



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?	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	88	19	22	53	100	20	24	44	88	27	31	50
	Language	99	7	13	45	100	14	17	39	93	21	21	43
	Mathematics	97	10	17	56	100	23	25	52	81	26	32	57
3	Reading	99	16	16	50	100	13	14	43	92	23	22	47
	Language	100	22	24	55	100	20	22	50	95	29	29	54
	Mathematics	100	20	22	53	100	21	17	50	82	22	24	54
4	Reading	77	20	21	55	100	21	18	47	87	28	22	52
	Language	100	22	23	50	100	21	22	45	89	26	23	48
	Mathematics	100	18	24	56	100	19	24	52	100	27	25	57
5	Reading	100	13	17	51	95	17	18	46	82	17	19	50
	Language	98	16	18	46	95	18	21	43	93	20	21	46
	Mathematics	100	19	23	56	95	19	25	54	100	23	26	57
6	Reading	93	18	28	54	100	19	20	49	83	22	25	53
	Language	100	17	21	46	100	16	17	42	85	18	21	45
	Mathematics	100	27	35	61	100	28	30	58	100	35	33	62
7	Reading	98	21	17	53	100	20	22	48	100	26	21	51
	Language	100	34	23	55	100	29	33	51	98	35	31	54
	Mathematics	100	30	25	57	100	25	28	54	100	33	27	58
8	Reading	95	27	24	55	100	27	24	49	97	24	26	53
	Language	100	24	21	50	100	27	23	46	100	26	28	49
	Mathematics	100	33	27	57	100	26	27	54	100	31	30	58

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

Funding is in place to educate our students and staff with the Safe School and Drug Free Proposal. A Safe School Team comprised of administrators, support staff and custodians is established with continued training, seminars and traditional healing.

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	Gloria Grant	(928) 724-3331
Transportation Policy	Lafey Tso	(928) 674-9711
Community Resources	Virgil Brown	(928) 724-3331
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. "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