



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

Navajo Rt 12 and Jct. Hwy 64, 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 (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mrs. Gloria Grant
 Schedule : 8 AM to 5 PM
 Grades : K-8
 2004 Enrollment : 345
 Web Address :
 Phone Number : (928) 724-3331
 Fax Number : (928) 724-3234
 E-mail : ggdechelly@yahoo.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 creativity, experience success, and become lifelong and resourceful members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Corrective Action
2002-03	Corrective Action
2001-02	N/A

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

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.

Enrollment

October 1, 2003 School Year Student Enrollment : 382
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted
- Ü On-site Special Education
- Ü SAP
- Ü Love and Logic
- Ü Critical Friends
- Ü Zoo Phonics
- Ü Accelerated Reader

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	7/21/2004
Last Day of School :	4/27/2005

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.

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.

School Honors

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

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

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	37	295	75509	100	98	100	521	473	521	17	41	13	17	31	23	33	21	33	33	7	31
All Students (Prior Year)	46	322	75372	94	98	100	456	466	523	53	41	9	42	44	25	0	8	36	5	6	30
Female	24	146	37013	100	100	100	495	474	522	25	41	12	25	31	24	50	25	33	0	4	31
Male	13	148	38430	100	95	99	573	472	521	0	41	14	0	31	22	0	17	33	100	10	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	NC	30486	--	NC	99	--	NC	505	--	NC	18	--	NC	29	--	NC	32	--	NC	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	36	289	4075	100	97	100	517	471	486	20	42	28	20	32	34	20	20	26	40	6	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	64	9708	NC	100	100	NC	461	489	NC	53	32	NC	27	27	NC	18	24	NC	2	17
Students without Disabilities	32	231	65801	100	86	98	521	476	525	17	38	11	17	32	23	33	22	34	33	8	33
Limited English Proficient Students	32	275	16928	97	100	100	439	467	485	100	45	29	0	33	33	0	17	26	0	5	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411	--	--	--	NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	34	289	39040	--	--	--	521	473	534	17	41	8	17	31	19	33	21	34	33	7	39

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	295	75492	100	98	100	533	486	519	0	39	12	0	22	16	67	33	47	33	5	24
All Students (Prior Year)	46	318	75221	94	96	100	476	491	523	50	36	8	35	27	16	10	32	56	5	5	21
Female	24	145	37014	100	99	100	529	490	523	0	34	10	0	22	15	75	38	48	25	6	27
Male	13	150	38400	100	96	99	540	482	516	0	44	14	0	23	17	50	29	47	50	4	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	NC	30438	--	NC	99	--	NC	508	--	NC	17	--	NC	21	--	NC	47	--	NC	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	35	288	4081	100	97	100	525	485	498	0	40	25	0	23	26	80	33	40	20	4	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	60	9707	NC	100	100	NC	470	495	NC	59	33	NC	23	21	NC	16	33	NC	2	13
Students without Disabilities	32	235	65785	100	87	98	533	490	522	0	35	10	0	22	16	67	37	49	33	6	26
Limited English Proficient Students	32	273	16905	97	100	100	509	482	489	0	42	34	0	24	28	100	31	32	0	3	6
Migrant Students	--	NC	763	--	--	--	--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	NC	NC	36302	--	--	--	NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	34	289	39164	--	--	--	533	486	528	0	39	8	0	22	13	67	33	48	33	5	31

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	36	292	75053	100	97	99	522	530	597	17	14	7	17	28	12	67	54	72	0	4	9
All Students (Prior Year)	45	312	73654	92	95	99	470	487	530	55	37	9	20	27	13	25	36	70	0	1	7
Female	23	145	36872	100	99	99	482	547	621	25	11	5	25	26	9	50	55	74	0	8	12
Male	13	147	38109	100	94	99	604	514	573	0	17	10	0	30	14	100	52	69	0	1	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	NC	30235	--	NC	98	--	NC	575	--	NC	9	--	NC	14	--	NC	70	--	NC	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	34	285	4044	100	96	99	506	527	550	20	14	13	20	29	17	60	53	66	0	4	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	58	9625	NC	100	100	NC	478	530	NC	14	21	NC	49	21	NC	37	55	NC	0	4
Students without Disabilities	32	234	65428	100	87	98	522	542	604	17	14	6	17	23	11	67	57	73	0	5	10
Limited English Proficient Students	31	271	16765	94	100	100	200	523	525	100	16	17	0	29	20	0	51	60	0	4	2
Migrant Students	--	NC	752	--	--	--	--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	NC	NC	36077	--	--	--	NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	33	286	38950	--	--	--	522	531	618	17	13	5	17	28	9	67	54	73	0	4	12

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	46	313	76019	100	98	100	451	444	499	21	38	14	76	57	39	3	3	14	0	2	33
All Students (Prior Year)	45	347	76230	98	98	100	440	454	498	50	36	12	46	52	38	0	2	12	4	9	37
Female	23	163	37207	100	99	100	452	447	499	18	33	12	76	63	41	6	3	14	0	1	33
Male	23	149	38677	100	96	100	451	442	498	24	43	15	76	51	38	0	3	13	0	3	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	--	--	29458	--	--	100	--	--	480	--	--	20	--	--	48	--	--	12	--	--	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	46	306	4735	100	98	100	451	444	466	21	38	28	76	57	49	3	3	10	0	1	13
White	--	NC	35880	--	NC	100	--	NC	515	--	NC	7	--	NC	32	--	NC	16	--	NC	45
Students with Disabilities	NC	33	9786	NC	89	100	NC	419	457	NC	70	39	NC	30	40	NC	0	7	NC	0	13
Students without Disabilities	43	280	66233	100	99	99	454	448	503	17	34	11	80	60	39	3	4	14	0	2	35
Limited English Proficient Students	40	287	15206	89	100	100	449	441	459	25	41	31	72	56	53	3	2	7	0	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	45	310	40266				451	444	513	21	39	9	76	57	33	3	3	15	0	1	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	46	313	76020	100	98	100	481	482	503	74	65	25	16	24	23	8	9	40	3	2	12
All Students (Prior Year)	44	336	76202	96	95	100	484	487	505	56	53	19	36	28	24	8	16	46	0	3	11
Female	23	163	37213	100	99	100	481	484	504	65	59	22	24	30	23	12	10	42	0	1	13
Male	23	149	38666	100	96	100	481	480	501	81	71	29	10	19	22	5	7	38	5	3	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	--	29442	--	--	99	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	46	306	4735	100	98	100	481	482	489	74	66	48	16	24	25	8	8	24	3	2	3
White	--	NC	35890	--	NC	100	--	NC	511	--	NC	15	--	NC	20	--	NC	48	--	NC	18
Students with Disabilities	NC	33	9784	NC	89	100	NC	473	485	NC	85	58	NC	15	19	NC	0	19	NC	0	4
Students without Disabilities	43	280	66236	100	99	99	482	483	504	71	63	23	17	25	23	9	10	42	3	2	13
Limited English Proficient Students	40	287	15198	89	100	100	479	480	483	75	69	59	19	24	25	6	6	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	45	310	40274				481	482	509	74	66	17	16	24	20	8	9	47	3	1	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	46	310	75673	100	97	100	446	468	530	29	27	12	45	35	25	26	37	58	0	1	4
All Students (Prior Year)	44	333	74692	96	94	99	456	455	502	48	53	18	32	26	27	20	19	47	0	2	8
Female	23	161	37099	100	98	100	483	493	548	12	15	8	47	38	22	41	45	64	0	2	6
Male	23	148	38441	100	95	99	416	443	513	43	39	16	43	32	29	14	29	52	0	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	--	--	29305	--	--	99	--	--	507	--	--	16	--	--	31	--	--	51	--	--	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	46	303	4707	100	97	100	446	468	492	29	27	19	45	35	33	26	37	46	0	1	1
White	--	NC	35760	--	NC	99	--	NC	550	--	NC	9	--	NC	21	--	NC	64	--	NC	6
Students with Disabilities	NC	32	9706	NC	86	100	NC	429	462	NC	47	36	NC	37	32	NC	16	31	NC	0	1
Students without Disabilities	43	278	65967	100	99	99	451	472	536	26	25	10	46	35	25	29	39	60	0	1	5
Limited English Proficient Students	40	284	15115	89	100	100	441	461	471	31	30	26	44	36	38	25	34	35	0	1	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	45	307	40091				446	467	550	29	27	9	45	35	21	26	36	64	0	1	6

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	39	330	75001	100	99	99	436	421	468	62	79	37	33	18	36	5	2	16	0	1	10
All Students (Prior Year)	45	324	71167	100	94	99	417	426	463	77	71	38	19	23	41	3	5	14	0	0	7
Female	22	181	36846	100	99	99	443	425	468	50	76	36	45	21	38	5	2	16	0	1	10
Male	17	149	37974	100	98	99	426	417	467	76	82	39	18	14	34	6	2	16	0	1	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	39	320	4731	100	96	98	436	421	438	62	79	61	33	18	30	5	2	7	0	1	2
White	--	NC	37785	--	NC	99	--	NC	482	--	NC	25	--	NC	39	--	NC	21	--	NC	15
Students with Disabilities	NC	42	8802	NC	89	100	NC	392	418	NC	98	79	NC	2	16	NC	0	3	NC	0	1
Students without Disabilities	31	288	66199	100	100	99	446	426	472	55	76	34	39	20	38	6	3	17	0	1	11
Limited English Proficient Students	25	175	11710	66	100	100	431	417	429	68	84	70	28	14	25	4	1	4	0	1	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	19	213	29814	--	--	--	438	422	448	58	77	53	37	21	33	5	1	10	0	0	4
Non-Economically Disadvantaged	20	117	45170	--	--	--	433	421	479	65	81	28	30	12	38	5	4	20	0	3	14

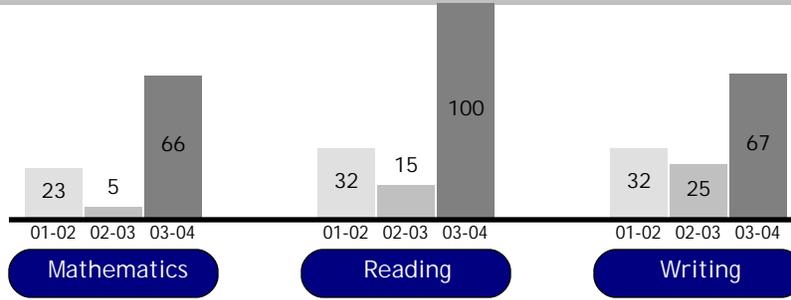
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	331	74918	100	99	99	468	457	497	62	69	32	15	18	19	18	12	35	5	2	15
All Students (Prior Year)	45	328	71100	100	95	99	472	484	502	58	40	25	13	25	21	29	31	40	0	5	15
Female	22	182	36805	100	100	99	480	465	501	55	59	28	14	22	19	23	16	37	9	3	16
Male	17	149	37936	100	98	99	453	448	493	71	81	35	18	13	18	12	6	33	0	0	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	39	321	4729	100	96	98	468	457	468	62	69	57	15	18	19	18	12	19	5	1	4
White	--	NC	37773	--	NC	99	--	NC	511	--	NC	20	--	NC	18	--	NC	41	--	NC	21
Students with Disabilities	NC	42	8801	NC	89	100	NC	428	448	NC	95	75	NC	2	13	NC	2	10	NC	0	2
Students without Disabilities	31	289	66117	100	100	99	476	462	501	55	65	28	19	20	19	19	13	37	6	2	16
Limited English Proficient Students	25	175	11706	66	100	100	456	452	454	80	78	71	12	13	16	4	8	12	4	1	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	19	214	29785	--	--	--	472	457	477	53	69	47	21	19	20	21	11	26	5	1	6
Non-Economically Disadvantaged	20	117	45115	--	--	--	464	459	508	70	69	23	10	16	18	15	13	39	5	2	20

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	39	330	74503	100	99	99	479	470	491	3	11	9	44	37	32	54	49	51	0	3	8
All Students (Prior Year)	43	318	69001	96	92	96	465	482	490	47	24	17	30	40	37	23	36	45	0	0	1
Female	22	181	36686	100	99	99	497	486	506	0	6	5	32	32	29	68	57	57	0	5	9
Male	17	149	37644	100	98	98	454	451	476	6	17	13	59	42	36	35	39	45	0	1	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	39	320	4695	100	96	97	479	471	464	3	10	14	44	37	39	54	49	44	0	3	3
White	--	NC	37606	--	NC	99	--	NC	508	--	NC	6	--	NC	28	--	NC	56	--	NC	10
Students with Disabilities	NC	42	8662	NC	89	100	NC	380	409	NC	51	37	NC	29	42	NC	20	20	NC	0	1
Students without Disabilities	31	288	65841	100	100	98	491	484	499	3	5	7	35	38	32	61	54	53	0	4	8
Limited English Proficient Students	25	175	11608	66	100	100	476	463	430	4	13	23	48	39	47	48	46	28	0	3	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	19	213	29587	--	--	--	485	470	465	0	10	14	42	37	40	58	50	43	0	3	4
Non-Economically Disadvantaged	20	117	44898	--	--	--	472	470	507	5	13	7	45	36	28	50	48	55	0	3	10

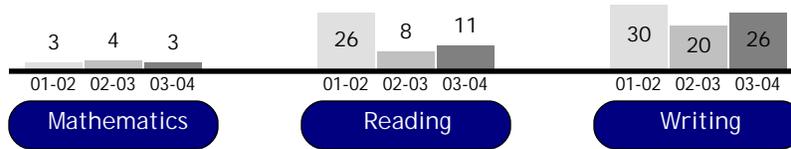
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

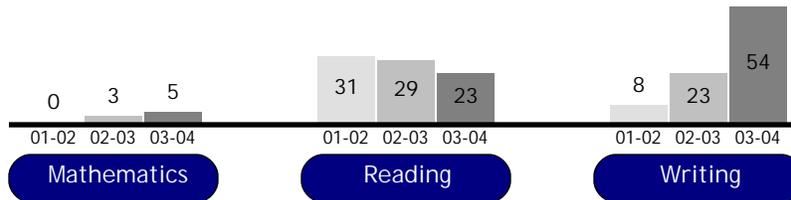
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	20	24	44	88	27	31	50	95	39	NA	58
	Language	100	14	17	39	93	21	21	43	100	22	26	50
	Mathematics	100	23	25	52	81	26	32	57	100	25	36	64
3	Reading	100	13	14	43	92	23	22	47	97	NA	NA	55
	Language	100	20	22	50	95	29	29	54	97	NA	34	61
	Mathematics	100	21	17	50	82	22	24	54	97	NA	28	61
4	Reading	100	21	18	47	87	28	22	52	91	29	NA	56
	Language	100	21	22	45	89	26	23	48	98	35	31	52
	Mathematics	100	19	24	52	100	27	25	57	100	32	31	61
5	Reading	95	17	18	46	82	17	19	50	100	18	NA	55
	Language	95	18	21	43	93	20	21	46	100	18	20	49
	Mathematics	95	19	25	54	100	23	26	57	100	29	26	63
6	Reading	100	19	20	49	83	22	25	53	96	24	NA	56
	Language	100	16	17	42	85	18	21	45	96	18	20	48
	Mathematics	100	28	30	58	100	35	33	62	96	31	35	66
7	Reading	100	20	22	48	100	26	21	51	100	19	NA	54
	Language	100	29	33	51	98	35	31	54	100	29	31	58
	Mathematics	100	25	28	54	100	33	27	58	100	31	29	62
8	Reading	100	27	24	49	97	24	26	53	100	33	NA	55
	Language	100	27	23	46	100	26	28	49	100	36	29	52
	Mathematics	100	26	27	54	100	31	30	58	100	39	30	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 28
 Core academic classes taught by Highly Qualified (NCLB) teachers. 89
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

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

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	44	53
Grades 3-4	90	74
Grades 4-5	33	57
Grades 5-6	93	100
Grades 6-7	48	73
Grades 7-8	69	72

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

2

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

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	Sharon Deswood	(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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.