

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3285 E Sparrow, Flagstaff, AZ 86004

Flagstaff 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Louise Scott
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 229
 Web Address : 207.246.0.51/leupp/
 Phone Number : (928) 686-6266
 Fax Number : (928) 686-6246
 E-mail : lscott1@apsc.org

Mission

Our mission is to provide a positive environment which ensures that every student is academically, socially, and culturally prepared to meet the challenges of a global society. Leupp's philosophy is that students learn best through cooperative teamwork between parents, teachers, and the community. The Native-American language and culture will be respected and integrated into the total academic program.

School / Academic Goals

- ü By the end of the school year 100% of the students in grades K-8 will gain one year's growth in reading as documented by the AIMS, Terra Nova, DIBELS, and Standards Report Cards.
- ü By the end of the school year 100% of the students in grades 2-8 will gain one year's growth in writing as documented by the AIMS, Terra Nova, and Standards Report Cards.
- ü By the end of the school year, 100% of the students in grades K-8 will gain one year's growth in mathematics as documented by the AIMS, Terra Nova, and Standards Report Cards.
- ü The school will provide intensive intervention strategies for those students who are identified as Falls Far Below or Approaches in Reading, Mathematics, or Writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 228
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 255

Instructional Programs

- Ü Navajo Immersion/Enrichment Program K-6
- Ü Fam. Adult Literacy/Enrichment Preschool
- Ü Full-day Kindergarten
- Ü Challenge & Enrichment Program K-8
- Ü Collaborative Literacy Intervention Prog
- Ü Sheltered English Instruction
- Ü Afterschool Program/Extended Day Learnin
- Ü Accelerated Math

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are responsible to the parents in the following ways: Provide a safe and nurturing environment for their children, Provide quality instruction for all students, Communicate with parents about students' progress, Have high expectations for all students, Ensure their children are experiencing success, and create opportunities for all families to volunteer in the classroom, after school, and in other capacities, and encourage them to do so.

Parents

The responsibilities of the parents are as follows: See that their children attend school daily and on time, Read daily with their children and assist with homework, Provide a quiet place to do homework and set aside a specific time to do homework, Promote character development, Encourage children to have positive attitudes toward school, Visit their children's classroom regularly, and check their children's planner daily.

Transportation Policy

Transportation is provided for students living more than one and one-half miles from school. Riding the bus is a privilege and can be revoked at any time. More than half of the student population ride the bus. Bus drivers are responsible for control and discipline while the bus is in operation, and discipline reports are turned in to the building principal.

School Honors

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

Award/Honor	Year
Ü Native American Principal of the Year	2002
Ü Arizona Community Foundation Grant	2002
Ü Navajo Nation After School Grant	2003
Ü Skaggs Foundation Grant	2002

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	33	824	79306	100	100	99	424	443	445	8	10	10	21	20	18	71	50	51	0	20	20
All Students (Prior Year)	15	771	75509	100	98	100	480	526	521	17	11	13	50	19	23	33	35	33	0	35	31
Female	17	391	38691	100	100	99	423	445	446	8	8	10	25	20	18	67	50	52	0	21	20
Male	16	434	40583	100	100	99	426	441	445	8	11	11	17	20	18	75	50	50	0	19	21
African American	--	22	4041	--	100	99	--	430	426	--	17	17	--	17	23	--	56	50	--	11	10
Hispanic	--	174	32869	--	99	99	--	426	429	--	15	15	--	34	25	--	43	51	--	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	32	195	4264	97	100	100	424	418	419	8	16	19	21	29	30	71	49	45	0	6	6
White	--	422	36197	--	100	99	--	460	463	--	5	5	--	12	11	--	53	53	--	30	31
Students with Disabilities	NC	191	10321	NC	100	100	NC	407	389	NC	20	30	NC	29	27	NC	41	34	NC	11	9
Students without Disabilities	29	634	69060	97	99	98	424	454	454	10	7	7	19	18	17	71	53	54	0	22	22
Limited English Proficient Students	18	135	15509	100	100	100	418	389	406	11	24	20	28	38	30	61	36	45	0	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	382	39415	100	95	96	423	424	431	9	16	15	23	30	25	68	45	50	0	9	10
Non-Economically Disadvantaged	NC	443	39966	NC	100	100	NC	459	459	NC	5	6	NC	12	12	NC	55	52	NC	29	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	33	823	79395	100	0	99	421	447	446	13	6	9	46	28	25	42	54	55	0	12	11
All Students (Prior Year)	15	772	75492	100	99	100	490	526	519	33	9	12	33	14	16	33	48	47	0	29	24
Female	17	390	38743	100	0	100	422	453	451	8	7	7	58	25	24	33	53	57	0	16	12
Male	16	434	40618	100	0	99	421	442	440	17	6	11	33	30	27	50	55	53	0	8	9
African American	--	22	4052	--	0	100	--	438	434	--	0	11	--	39	29	--	61	54	--	0	6
Hispanic	--	174	32915	--	0	99	--	432	426	--	11	15	--	41	35	--	43	47	--	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	32	195	4271	97	0	100	421	420	420	13	8	15	46	48	42	42	41	41	0	3	2
White	--	421	36221	--	0	99	--	463	465	--	4	4	--	14	15	--	64	63	--	18	17
Students with Disabilities	NC	191	10331	NC	0	100	NC	416	388	NC	8	25	NC	41	37	NC	47	34	NC	4	4
Students without Disabilities	29	633	69139	97	0	99	423	457	454	14	6	7	38	24	24	48	56	58	0	14	11
Limited English Proficient Students	18	135	15545	100	0	100	414	390	399	17	18	21	50	56	42	33	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	382	39484	100	0	96	420	428	429	14	11	14	45	43	35	41	42	47	0	4	4
Non-Economically Disadvantaged	NC	442	39986	NC	0	100	NC	464	461	NC	2	4	NC	15	16	NC	65	63	NC	18	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	33	823	78869	100	100	99	457	433	442	0	7	6	17	25	21	79	61	63	4	7	10
All Students (Prior Year)	15	770	75053	100	98	99	540	607	597	0	6	7	17	11	12	83	75	72	0	9	9
Female	17	389	38536	100	100	99	450	450	458	0	4	4	17	19	15	83	67	67	0	10	14
Male	16	435	40302	100	100	99	463	418	428	0	9	8	17	31	26	75	56	60	8	4	7
African American	--	23	4015	--	100	99	--	430	430	--	11	8	--	22	24	--	61	61	--	6	7
Hispanic	--	175	32606	--	100	98	--	416	426	--	11	8	--	33	27	--	49	60	--	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	32	194	4245	97	100	100	457	420	423	0	6	9	17	31	26	79	59	61	4	3	4
White	--	420	36078	--	100	99	--	444	459	--	5	4	--	20	16	--	67	66	--	8	14
Students with Disabilities	NC	190	10246	NC	100	100	NC	379	367	NC	16	18	NC	40	39	NC	44	40	NC	1	4
Students without Disabilities	29	634	68697	97	99	98	460	450	454	0	4	4	14	21	18	81	66	67	5	9	11
Limited English Proficient Students	18	135	15339	100	100	100	456	381	399	0	12	11	22	42	31	72	44	54	6	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	381	39106	100	95	95	455	415	427	0	11	8	18	31	28	77	56	59	5	2	5
Non-Economically Disadvantaged	NC	443	39837	NC	100	100	NC	448	457	NC	3	4	NC	20	14	NC	65	67	NC	11	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	24	760	78906	100	100	99	476	498	498	10	12	13	48	20	19	43	49	48	0	18	20
All Students (Prior Year)	23	822	76019	100	100	100	520	508	499	0	7	14	37	40	39	26	16	14	37	36	33
Female	10	377	38644	100	100	99	465	497	500	11	11	12	67	21	19	22	49	49	0	19	19
Male	14	383	40236	100	100	99	484	498	497	8	13	15	33	19	19	58	50	46	0	18	20
African American	--	18	4087	--	100	99	--	459	481	--	40	20	--	33	24	--	20	45	--	7	11
Hispanic	--	155	31938	--	100	99	--	475	481	--	22	19	--	30	25	--	41	46	--	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	24	172	4593	100	100	100	476	476	467	10	20	26	48	27	29	43	48	39	0	5	6
White	--	410	36483	--	100	99	--	515	517	--	5	7	--	13	13	--	54	51	--	28	30
Students with Disabilities	NC	148	10664	NC	100	100	NC	447	430	NC	39	42	NC	30	27	NC	29	26	NC	2	5
Students without Disabilities	19	613	68310	100	100	98	483	510	509	6	6	9	44	18	18	50	55	51	0	22	22
Limited English Proficient Students	NC	65	12573	NC	100	100	NC	451	454	NC	30	27	NC	35	30	NC	34	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	345	38679	100	94	96	474	478	483	10	20	20	50	27	25	40	48	45	0	5	10
Non-Economically Disadvantaged	NC	416	40295	NC	100	100	NC	514	513	NC	6	7	NC	14	13	NC	51	50	NC	29	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	24	760	78908	100	0	99	455	488	484	5	7	10	57	24	23	38	61	58	0	9	9
All Students (Prior Year)	23	821	76020	100	100	100	501	506	503	21	16	25	21	21	23	53	50	40	5	13	12
Female	10	377	38648	100	0	99	450	492	489	11	4	8	56	24	22	33	62	61	0	10	10
Male	14	383	40233	100	0	99	459	484	479	0	9	12	58	24	25	42	59	55	0	8	8
African American	--	18	4092	--	0	99	--	461	473	--	13	12	--	53	28	--	27	54	--	7	5
Hispanic	--	155	31940	--	0	99	--	471	465	--	12	16	--	36	32	--	50	49	--	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	24	172	4569	100	0	100	455	461	457	5	12	18	57	38	39	38	50	41	0	0	2
White	--	410	36502	--	0	99	--	506	502	--	2	4	--	13	14	--	70	67	--	15	15
Students with Disabilities	NC	148	10665	NC	0	100	NC	448	423	NC	19	30	NC	45	36	NC	35	31	NC	1	2
Students without Disabilities	19	613	68312	100	0	98	456	498	493	6	3	7	50	19	21	44	67	62	0	11	10
Limited English Proficient Students	NC	65	12556	NC	0	100	NC	438	436	NC	22	24	NC	45	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	346	38662	100	0	96	454	470	468	5	11	16	60	36	32	35	50	49	0	3	3
Non-Economically Disadvantaged	NC	415	40315	NC	0	100	NC	504	498	NC	3	5	NC	14	15	NC	69	66	NC	14	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	24	762	78750	100	100	99	506	505	500	0	5	6	29	30	29	71	62	63	0	3	2
All Students (Prior Year)	23	817	75673	100	99	100	537	545	530	5	7	12	32	22	25	63	67	58	0	4	4
Female	10	378	38586	100	100	99	496	517	515	0	2	4	44	25	22	56	70	71	0	3	3
Male	14	384	40135	100	100	99	514	492	486	0	7	8	17	36	35	83	54	56	0	2	1
African American	--	18	4081	--	100	99	--	460	488	--	13	8	--	67	32	--	20	59	--	0	2
Hispanic	--	155	31841	--	100	99	--	483	483	--	9	8	--	41	36	--	50	55	--	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	24	173	4586	100	100	100	506	492	481	0	1	8	29	44	37	71	53	54	0	1	1
White	--	411	36440	--	100	99	--	519	516	--	4	3	--	20	22	--	72	71	--	5	4
Students with Disabilities	NC	149	10622	NC	100	100	NC	446	415	NC	16	21	NC	54	50	NC	29	28	NC	1	1
Students without Disabilities	19	614	68196	100	100	98	515	520	513	0	2	3	19	24	25	81	71	69	0	3	3
Limited English Proficient Students	NC	65	12504	NC	100	100	NC	456	451	NC	9	12	NC	46	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	347	38558	100	95	96	506	488	485	0	6	8	30	41	37	70	51	54	0	2	1
Non-Economically Disadvantaged	NC	416	40260	NC	100	100	NC	519	514	NC	3	3	NC	21	21	NC	72	72	NC	4	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	19	792	78250	100	98	99	520	564	548	33	17	21	33	13	18	33	50	48	0	21	13
All Students (Prior Year)	--	853	75001	--	97	99	--	477	468	--	29	37	--	36	36	--	20	16	--	14	10
Female	NC	378	38071	NC	99	99	NC	563	549	NC	15	20	NC	14	19	NC	52	49	NC	19	12
Male	10	414	40126	100	98	99	528	565	547	17	19	23	33	11	17	50	48	46	0	22	14
African American	--	16	4058	--	89	99	--	548	523	--	19	32	--	19	22	--	56	41	--	6	5
Hispanic	--	162	29129	--	100	99	--	541	527	--	24	32	--	15	23	--	50	40	--	11	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	18	206	4996	100	98	100	525	542	518	29	25	36	36	16	25	36	49	36	0	10	4
White	NC	404	38320	NC	98	99	NC	583	568	NC	10	12	NC	10	14	NC	50	55	NC	30	19
Students with Disabilities	NC	150	9329	NC	97	100	NC	469	454	NC	58	64	NC	17	18	NC	24	16	NC	2	2
Students without Disabilities	13	642	68996	100	98	99	540	586	561	10	7	16	40	12	18	50	56	52	0	25	14
Limited English Proficient Students	11	96	10133	100	100	100	512	483	488	33	39	45	44	23	25	22	35	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	300	33388	89	87	94	521	542	530	36	29	32	29	14	22	36	51	40	0	7	5
Non-Economically Disadvantaged	NC	492	44937	NC	100	100	NC	577	561	NC	9	13	NC	12	15	NC	50	54	NC	29	18

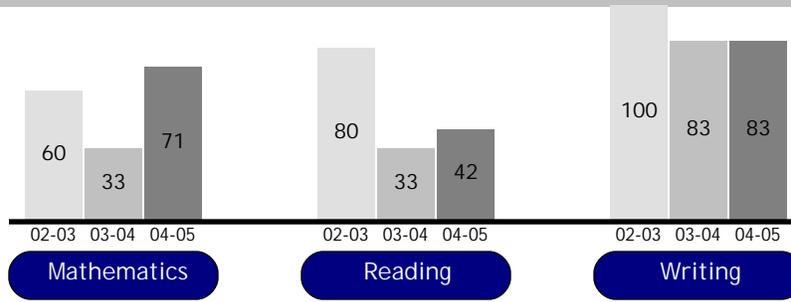
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	793	78302	100	0	99	489	517	512	13	10	11	53	20	25	27	62	57	7	8	7
All Students (Prior Year)	--	851	74918	--	97	99	--	504	497	--	24	32	--	20	19	--	38	35	--	18	15
Female	NC	379	38082	NC	0	99	NC	516	518	NC	7	8	NC	20	24	NC	67	61	NC	6	7
Male	10	414	40166	100	0	99	492	517	507	0	13	14	67	21	26	33	56	54	0	11	6
African American	--	17	4064	--	0	100	--	510	498	--	13	14	--	13	29	--	75	54	--	0	3
Hispanic	--	161	29152	--	0	99	--	496	492	--	17	17	--	28	34	--	51	46	--	4	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	18	205	4993	100	0	100	490	493	484	14	16	19	50	30	38	29	51	42	7	3	1
White	NC	406	38347	NC	0	99	NC	535	531	NC	4	5	NC	13	17	NC	70	68	NC	13	10
Students with Disabilities	NC	152	9353	NC	0	100	NC	438	429	NC	39	40	NC	31	38	NC	27	22	NC	2	1
Students without Disabilities	13	641	69024	100	0	99	505	536	524	0	3	7	50	17	23	40	70	62	10	10	7
Limited English Proficient Students	11	95	10140	100	0	100	475	439	451	22	31	28	56	35	43	22	34	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	299	33398	89	0	94	493	498	495	7	18	18	57	27	35	29	53	46	7	1	2
Non-Economically Disadvantaged	NC	494	44979	NC	0	100	NC	528	525	NC	5	6	NC	16	18	NC	67	66	NC	12	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	18	793	78094	95	98	99	532	550	545	14	3	3	7	14	18	79	81	77	0	2	2
All Students (Prior Year)	--	848	74503	--	97	99	--	520	491	--	5	9	--	23	32	--	61	51	--	11	8
Female	NC	378	38025	NC	99	99	NC	560	558	NC	1	2	NC	9	13	NC	88	82	NC	2	2
Male	10	415	40013	100	98	99	520	540	534	17	5	5	0	19	23	83	76	71	0	1	1
African American	--	17	4037	--	94	99	--	565	532	--	0	4	--	13	22	--	88	73	--	0	1
Hispanic	--	163	29068	--	100	99	--	532	523	--	4	5	--	19	27	--	75	67	--	1	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	17	204	4981	100	97	100	550	535	526	8	3	4	8	21	25	85	75	70	0	1	0
White	NC	405	38265	NC	98	99	NC	563	564	NC	2	2	NC	9	11	NC	86	84	NC	2	3
Students with Disabilities	NC	151	9275	NC	98	100	NC	460	444	NC	11	14	NC	43	46	NC	45	39	NC	1	1
Students without Disabilities	13	642	68892	100	98	98	570	572	559	0	1	2	10	7	14	90	90	82	0	2	2
Limited English Proficient Students	10	95	10084	91	100	100	526	480	474	13	7	10	13	27	39	75	64	50	0	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	300	33296	89	87	94	532	535	527	14	5	5	7	21	27	79	73	67	0	1	0
Non-Economically Disadvantaged	--	493	44871	--	100	100	--	560	559	--	1	2	--	10	12	--	87	84	--	2	3

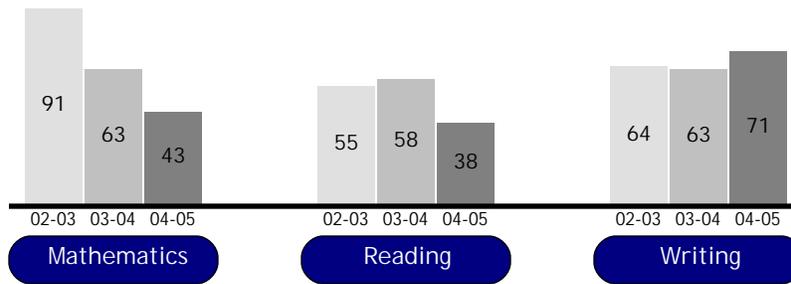
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

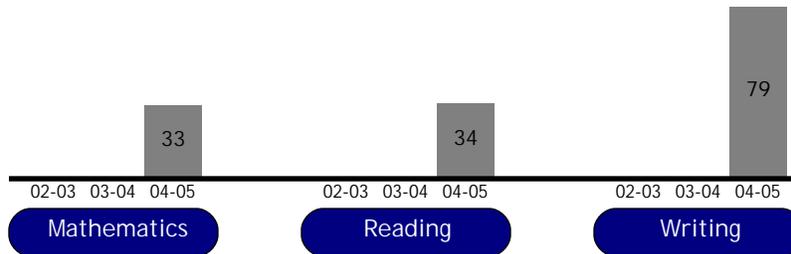
3rd Grade Proficiency



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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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	94	27	56	50	87	NA	NA	58	100	32	52	47
	Language	100	15	47	43	100	NA	52	50	100	36	51	47
	Mathematics	100	34	64	57	100	NA	68	64	100	42	55	50
3	Reading	100	17	53	47	100	NA	NA	55	100	28	48	44
	Language	100	37	59	54	100	NA	63	61	100	25	43	44
	Mathematics	100	33	60	54	100	NA	65	61	100	40	50	51
4	Reading	100	40	60	52	86	NA	NA	56	100	37	55	48
	Language	100	40	53	48	95	NA	56	52	100	32	54	49
	Mathematics	96	56	64	57	95	NA	63	61	100	39	56	53
5	Reading	100	26	59	50	100	37	NA	55	100	30	54	50
	Language	100	40	53	46	100	41	55	49	100	29	52	50
	Mathematics	96	59	67	57	100	62	69	63	100	32	49	49
6	Reading	100	32	63	53	100	41	NA	56	100	45	56	51
	Language	100	43	56	45	100	48	58	48	100	48	50	47
	Mathematics	100	61	73	62	100	57	76	66	100	61	57	52
7	Reading	--	--	61	51	--	--	NA	54	100	36	56	50
	Language	--	--	61	54	--	--	65	58	100	35	57	52
	Mathematics	--	--	65	58	--	--	69	62	100	38	56	50
8	Reading	--	--	61	53	--	--	NA	55	100	38	55	51
	Language	--	--	54	49	--	--	57	52	100	37	53	50
	Mathematics	--	--	66	58	--	--	67	61	100	44	61	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/

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)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü Curriculum
- Ü School Programs
- Ü School Safety Issues
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	8.00

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Technology Lab
- Ü Hogan/Dine Cultural Center
- Ü Library
- Ü Student Food Lab

Extracurricular Activities

- Ü Reading Counts/Accelerated Math
- Ü After School Program (K-6th)
- Ü Band and Strings
- Ü Curriculum Related Field Trips
- Ü Sports (7-8)
- Ü Tutoring Services (7-8)
- Ü Student Council (7-8)
- Ü National Junior Honor Society

Social Services

- Ü Free Breakfast/Lunch Program
- Ü Indian Hlth Serv.-Physical/Mental/Dental
- Ü Counseling Services: Navajo Nation
- Ü Crisis Intervention: Indian Health Serv.
- Ü Department of Economic Security
- Ü FACTS After School Program
- Ü Adult Education - Literacy/Vocational
- Ü Heritage Garden Project/Family Farms

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The school made adequate yearly progress (AYP).

- ü The absentee rate was maintained at lower than 5%, the set goal for the year.

- ü All of our K-6 teachers are either trained in CLIP or SOAR reading strategies

- ü All K-6 teachers are trained in Dynamic Indicator of Basic Early Literacy Skills (DIBELS).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

The school provides an Emergency Response Plan; Student Handbook with comprehensive District Discipline Policies; fire, bus, windstorm evacuation, and lockdown drills. Staff Duty/ Supervision schedules are developed annually. There is a school-wide crisis intervention team in place. Responsible Thinking Class implemented in SY 05-06 to handle discipline issues in a positive and professional manner that teaches behavior modification. Character Education permeates throughout the school.

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) :

3

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	Evelyn Ramirez, School Improvement Coordinator	(928) 686-6178
Transportation Policy	Louise Scott, Principal	(928) 686-6266
Community Resources	Lolita Paddock, ELL Specialist	(928) 686-6266
School Nutrition Programs	Don Gala	(928) 527-6090
Parent Organization	Furdale Smith, PTO President	(928) 686-6266
Student Health/Nurse	Kapi Davis	(928) 686-6266

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.

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.