



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

PO Box 559, Fort Defiance, AZ 86504

Window Rock Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Maggie Benally  
 Schedule : 07:00 AM to 05:30 PM  
 Grades : K-7  
 2005 Enrollment : 201  
 Web Address : wrschool.net  
 Phone Number : (928) 729-6705  
 Fax Number : (928) 729-7563  
 E-mail : maggieb@wrschool.net

Mission

We exist to ensure relevant learning for all students to be successful in a multicultural society.

To be an exemplary student centered learning organization reflecting the Dine values of life-long learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

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 / Academic Goals

- ü The school will maintain and/or revitalize the Dine (Navajo) language among school age children within the communities the Window ock Unified School District serves.
- ü The School Vertical Team will continue to review and revise the developed curriculum that is specific to the school.
- ü Students will demonstrate Navajo Cultural and language relevancy and exemplary abilities for: learning to learn, expanding from the Navajo values of life-long learning as a foundation to integrate new knowledge into all subject areas
- ü Take pride in setting and carrying out goals and expectations aimed at student learning that are: self-directed, respectful, accountable and setting a climate to promote exemplary student performance.

Enrollment

October 1, 2004 School Year Student Enrollment : 159  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 180

Instructional Programs

- Ü Intervention for K-7
- Ü Extended Learning Day for K-7
- Ü Technology-based Learning
- Ü Enrichment Program
- Ü Gifted/Talented
- Ü Full Day Kindergarten
- Ü On-Site Special Education
- Ü Cultural Based Instruction

Calendar Information

Number of Instruction Days :	150
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

TDB has a Parent Center for parents. The school provides educational trainings based on the needs of the parents- cultural information, Navajo language classes, laptop trainings, second language acquisition workshops. TDB has an established Parent Advisory Council that meets on a regular basis to provides support. Parents are given the opportunity to visit the classrooms, volunteer their services for after school programs and to be involved in all aspect of school projects and activities.

Parents

Parents are responsibilities for ensuring that their children are send to school everyday and to keep in contact with the school regarding their progress and well- being. Parents are expected to review the student handbook to help them understand policies and procedures. Parents are encouraged to help their children with homework, transportation commitment,hepl them to learn the second language by providing an enviroment that will help them acquire the language and become fluent.

Transportation Policy

Bus rules are posted at the front of each bus and must be obeyed by all students and other passengers. The student handbook includes bus rules which students are familiar with and are reviewed on a regular basis. Bus evacuation drill is conducted yearly by transportation services. Students who live in the community and nearby communities are bus to and from school each day. Buses are equip with special safety harness for special needs students.

School Honors

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

Award/Honor	Year
Ü Navajo Nation Fair - 1st Place - School & Youth Program	2004
Ü Native American Literacy Festi val -Spelling Bee	2005
Ü Annual Cultural Competition	2005
Ü AYP through ADE	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	185	79306	100	100	99	411	421	445	31	14	10	12	26	18	58	56	51	0	3	20
All Students (Prior Year)	--	191	75509	--	100	100	--	505	521	--	10	13	--	42	23	--	32	33	--	16	31
Female	12	99	38691	100	98	99	410	423	446	25	11	10	17	24	18	58	62	52	0	3	20
Male	14	86	40583	100	100	99	413	419	445	36	17	11	7	29	18	57	50	50	0	4	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	26	184	4264	100	100	100	411	421	419	31	14	19	12	26	30	58	57	45	0	3	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	--	20	10321	--	100	100	--	342	389	--	42	30	--	42	27	--	16	34	--	0	9
Students without Disabilities	26	165	69060	100	99	98	411	431	454	31	10	7	12	25	17	58	61	54	0	4	22
Limited English Proficient Students	--	12	15509	--	100	100	--	409	406	--	3	20	--	17	30	--	79	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	26	185	39966	100	100	100	411	421	459	31	14	6	12	26	12	58	56	52	0	3	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	26	185	79395	100	0	99	413	422	446	23	11	9	42	41	25	35	46	55	0	2	11
All Students (Prior Year)	--	191	75492	--	100	100	--	511	519	--	23	12	--	16	16	--	48	47	--	13	24
Female	12	99	38743	100	0	100	413	431	451	17	8	7	50	36	24	33	54	57	0	2	12
Male	14	86	40618	100	0	99	412	412	440	29	15	11	36	48	27	36	37	53	0	1	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	26	184	4271	100	0	100	413	422	420	23	11	15	42	41	42	35	46	41	0	2	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	--	20	10331	--	0	100	--	338	388	--	42	25	--	47	37	--	11	34	--	0	4
Students without Disabilities	26	165	69139	100	0	99	413	432	454	23	7	7	42	41	24	35	50	58	0	2	11
Limited English Proficient Students	--	12	15545	--	0	100	--	415	399	--	3	21	--	28	42	--	62	35	--	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	26	185	39986	100	0	100	413	422	461	23	11	4	42	41	16	35	46	63	0	2	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	26	185	78869	100	100	99	391	422	442	15	10	6	38	20	21	46	66	63	0	5	10
All Students (Prior Year)	--	190	75053	--	100	99	--	583	597	--	13	7	--	3	12	--	81	72	--	3	9
Female	12	99	38536	100	98	99	365	430	458	25	10	4	42	14	15	33	70	67	0	7	14
Male	14	86	40302	100	100	99	414	412	428	7	11	8	36	26	26	57	61	60	0	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	26	184	4245	100	100	100	391	423	423	15	10	9	38	20	26	46	66	61	0	5	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	--	20	10246	--	100	100	--	309	367	--	26	18	--	42	39	--	32	40	--	0	4
Students without Disabilities	26	165	68697	100	99	98	391	436	454	15	8	4	38	17	18	46	70	67	0	5	11
Limited English Proficient Students	--	12	15339	--	100	100	--	407	399	--	14	11	--	10	31	--	55	54	--	21	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	26	185	39837	100	100	100	391	422	457	15	10	4	38	20	14	46	66	67	0	5	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	19	239	78906	100	100	99	461	444	498	29	35	13	41	30	19	29	32	48	0	4	20
All Students (Prior Year)	--	229	76019	--	100	100	--	461	499	--	29	14	--	56	39	--	6	14	--	10	33
Female	NC	104	38644	NC	100	99	NC	448	500	NC	31	12	NC	32	19	NC	33	49	NC	4	19
Male	13	134	40236	100	99	99	464	440	497	36	39	15	27	27	19	36	31	46	0	3	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	19	235	4593	100	100	100	461	443	467	29	35	26	41	30	29	29	32	39	0	3	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	NC	48	10664	NC	100	100	NC	339	430	NC	75	42	NC	16	27	NC	9	26	NC	0	5
Students without Disabilities	17	191	68310	94	99	98	462	469	509	33	26	9	33	33	18	33	37	51	0	4	22
Limited English Proficient Students	--	63	12573	--	100	100	--	421	454	--	20	27	--	33	30	--	45	38	--	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	NC	38679	--	NC	96	--	NC	483	--	NC	20	--	NC	25	--	NC	45	--	NC	10
Non-Economically Disadvantaged	19	238	40295	100	100	100	461	446	513	29	35	7	41	30	13	29	32	50	0	4	30

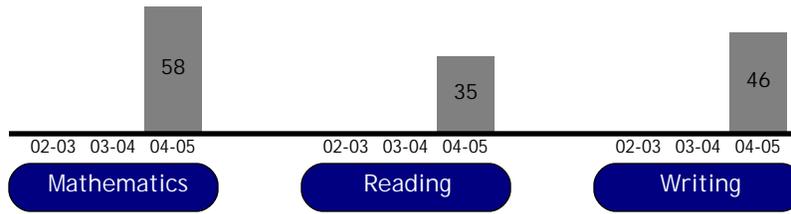
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	240	78908	100	0	99	435	432	484	35	31	10	59	34	23	6	34	58	0	1	9
All Students (Prior Year)	--	229	76020	--	100	100	--	487	503	--	53	25	--	25	23	--	18	40	--	5	12
Female	NC	104	38648	NC	0	99	NC	439	489	NC	26	8	NC	33	22	NC	40	61	NC	1	10
Male	13	135	40233	100	0	99	434	426	479	36	34	12	64	36	25	0	29	55	0	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	19	236	4569	100	0	100	435	431	457	35	31	18	59	35	39	6	33	41	0	1	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	48	10665	NC	0	100	NC	332	423	NC	73	30	NC	16	36	NC	11	31	NC	0	2
Students without Disabilities	17	192	68312	94	0	98	437	456	493	33	21	7	60	39	21	7	39	62	0	1	10
Limited English Proficient Students	--	64	12556	--	0	100	--	406	436	--	19	24	--	39	40	--	40	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	NC	38662	--	NC	96	--	NC	468	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Non-Economically Disadvantaged	19	239	40315	100	0	100	435	434	498	35	31	5	59	35	15	6	33	66	0	1	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	19	240	78750	100	100	99	484	455	500	0	13	6	53	37	29	47	50	63	0	0	2
All Students (Prior Year)	--	227	75673	--	100	100	--	501	530	--	15	12	--	35	25	--	49	58	--	1	4
Female	NC	104	38586	NC	100	99	NC	469	515	NC	11	4	NC	29	22	NC	59	71	NC	1	3
Male	13	135	40135	100	100	99	469	443	486	0	14	8	64	43	35	36	42	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	19	236	4586	100	100	100	484	454	481	0	13	8	53	37	37	47	50	54	0	0	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	NC	48	10622	NC	100	100	NC	318	415	NC	41	21	NC	41	50	NC	16	28	NC	2	1
Students without Disabilities	17	192	68196	94	100	98	489	487	513	0	6	3	47	36	25	53	58	69	0	0	3
Limited English Proficient Students	--	64	12504	--	100	100	--	438	451	--	5	12	--	34	44	--	60	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	NC	38558	--	NC	96	--	NC	485	--	NC	8	--	NC	37	--	NC	54	--	NC	1
Non-Economically Disadvantaged	19	239	40260	100	100	100	484	457	514	0	13	3	53	37	21	47	50	72	0	0	4

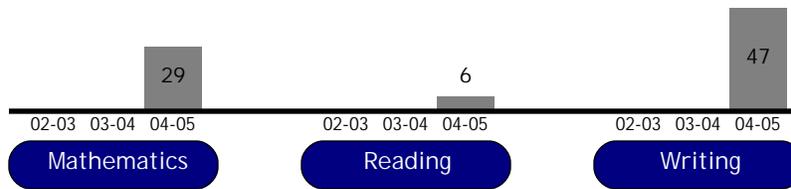
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	--	--	33	50	--	--	NA	58	100	18	30	47
	Language	--	--	21	43	--	--	46	50	100	12	27	47
	Mathematics	--	--	32	57	--	--	51	64	100	21	25	50
3	Reading	--	--	21	47	--	--	NA	55	100	27	32	44
	Language	--	--	30	54	--	--	65	61	100	23	29	44
	Mathematics	--	--	25	54	--	--	65	61	100	35	40	51
4	Reading	--	--	25	52	--	--	NA	56	100	39	30	48
	Language	--	--	28	48	--	--	30	52	100	40	30	49
	Mathematics	--	--	36	57	--	--	29	61	100	45	41	53
5	Reading	--	--	23	50	--	--	NA	55	100	23	28	50
	Language	--	--	30	46	--	--	34	49	100	19	28	50
	Mathematics	--	--	41	57	--	--	43	63	100	29	31	49
6	Reading	--	--	31	53	--	--	NA	56	100	30	33	51
	Language	--	--	26	45	--	--	26	48	100	31	31	47
	Mathematics	--	--	46	62	--	--	43	66	100	35	39	52
7	Reading	--	--	32	51	--	--	NA	54	--	--	35	50
	Language	--	--	39	54	--	--	37	58	--	--	36	52
	Mathematics	--	--	48	58	--	--	45	62	--	--	33	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Involve in Curriculum Development
- Ü Plan Extra curricular Activities
- Ü Plan & Implement trainings
- Ü Involve in School Improvement Plan
- Ü Collaborate with Parent Educator
- Ü School - Communication Connections

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Hightly Qualified Teachers	26%

Resources Available at School Site

Special Facilities

- Ü library
- Ü gym
- Ü playground area

Extracurricular Activities

- Ü Student Council
- Ü Girl Scouts
- Ü Journalism
- Ü Science Club
- Ü National Honor Society
- Ü Basketball
- Ü Volleyball
- Ü Cross Country

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Navajo Coordinated School Health
- Ü Navajo Nation Clothing Program
- Ü Future for Children
- Ü Ropes
- Ü Navajo Treatment Center for Children

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Vertical Team developed a curriculum that is appropriate for the Immersion school so that all teachers are implementing the curriculum for both the English and Navajo language instruction.
  
- ü Standard Based report cards were developed for each grade level based on the FAME scale
  
- ü Teachers are successful in developing standard based lesson plan which helped them to identify and monitor student progress and helped them to reflect on their teachings.
  
- ü Teachers developed Curriculum Based Measurement in the Navajo language for reading and writing. CBM's will be used to measure student academic progress based on the curriculum developed for the cultural and linguistic needs of the students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

TDB is working with the Navajo Coordinated Health to promote wellness and preventive measures using educational strategies for students.

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) :

1

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	Maggie Benally	(928) 729-6841
Transportation Policy	Chester Mego	(928) 729-6743
Community Resources	Jolena Harvey	(928) 729-6846
School Nutrition Programs	Jose Baca	(928) 729-7022
Parent Organization	Jolena harvey	(928) 729-6846
Student Health/Nurse	Karen Little Elk	(928) 729-6827

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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

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