

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Underperforming
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Maggie Benally
 Schedule : 07:00 AM to 05:30 PM
 Grades : K-7
 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.

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, 2005 School Year Student Enrollment : 202
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 - Ist 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	23	165	80010	96	96	99	426	421	447	17	16	10	30	39	18	48	42	53	4	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	80	38935	92	95	99	419	423	447	18	13	9	45	41	19	27	43	55	9	4	17
Male	12	85	40974	100	97	98	433	418	448	17	19	11	17	36	18	67	42	52	NA	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	23	165	3979	96	96	96	426	421	424	17	16	17	30	39	30	48	42	47	4	3	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	17	10161	NC	71	93	NC	397	419	NC	41	28	NC	47	28	NC	12	36	NC	NA	8
Students without Disabilities	22	148	69849	100	100	100	424	423	451	18	13	7	32	38	17	45	46	56	5	3	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	142	39029	95	95	98	421	418	432	21	18	14	32	39	25	47	42	52	NA	2	9
Non-Economically Disadvantaged	NC	23	40981	NC	100	100	NC	437	462	NC	4	6	NC	39	13	NC	48	54	NC	9	27

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	170	79438	100	99	98	422	429	451	17	16	9	42	35	24	42	47	56	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	84	38775	100	100	99	414	434	457	25	17	7	33	30	22	42	52	58	NA	1	13
Male	12	86	40560	100	98	97	430	424	446	8	16	12	50	40	25	42	42	54	NA	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	24	170	3940	100	99	95	422	429	429	17	16	14	42	35	36	42	47	47	NA	2	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	22	9588	NC	92	88	NC	386	416	NC	50	30	NC	36	32	NC	14	34	NC	NA	5
Students without Disabilities	22	148	69850	100	100	100	425	434	456	14	11	7	45	34	23	41	52	59	NA	2	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	20	146	38685	100	98	97	416	426	435	20	18	14	40	36	32	40	45	50	NA	2	5
Non-Economically Disadvantaged	NC	24	40753	NC	100	99	NC	449	467	NC	8	5	NC	29	16	NC	63	62	NC	NA	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	24	168	79971	100	98	99	406	410	423	4	10	8	63	46	41	33	44	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	82	38974	100	98	99	409	418	437	8	11	5	50	33	33	42	56	57	NA	NA	4
Male	12	86	40895	100	98	98	402	403	410	NA	9	10	75	58	47	25	33	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	24	168	3995	100	98	96	406	410	409	4	10	10	63	46	47	33	44	42	NA	NA	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	21	10258	NC	88	94	NC	361	377	NC	24	23	NC	52	51	NC	24	25	NC	NA	1
Students without Disabilities	22	147	69713	100	99	100	417	416	429	NA	8	5	64	45	39	36	47	52	NA	NA	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	20	145	38994	100	97	98	397	407	409	5	11	10	65	46	47	30	43	41	NA	NA	1
Non-Economically Disadvantaged	NC	23	40977	NC	100	100	NC	432	437	NC	4	5	NC	43	34	NC	52	56	NC	NA	5

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

4th 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	27	167	80147	100	98	99	446	459	482	15	14	11	37	25	17	48	53	49	NA	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	88	39281	100	100	99	448	465	483	14	11	9	29	22	17	57	57	50	NA	10	24
Male	13	78	40780	100	94	98	443	452	482	15	18	12	46	28	17	38	50	48	NA	4	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	27	167	4117	100	98	96	446	459	456	15	14	19	37	25	27	48	53	46	NA	7	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	--	13	10295	--	81	92	--	413	443	--	54	33	--	23	26	--	15	33	--	8	8
Students without Disabilities	27	154	69852	100	99	100	446	462	488	15	11	7	37	25	16	48	56	51	NA	7	26
Limited English Proficient Students	--	10	12722	--	83	97	--	NA	441	--	NA	27	--	NA	33	--	NA	37	--	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	142	38371	100	97	97	440	457	465	15	15	15	45	25	23	40	53	49	NA	6	13
Non-Economically Disadvantaged	NC	25	41776	NC	100	100	NC	467	498	NC	8	6	NC	24	11	NC	56	49	NC	12	33

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	27	169	79686	100	99	98	443	448	470	19	15	11	41	36	24	41	48	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	89	39163	100	100	99	440	454	475	21	13	9	36	28	22	43	57	60	NA	1	10
Male	13	79	40438	100	95	97	447	440	465	15	18	13	46	44	25	38	38	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	27	169	4087	100	99	96	443	448	446	19	15	16	41	36	38	41	48	44	NA	1	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	--	15	9808	--	94	87	--	410	432	--	47	35	--	33	32	--	13	30	--	7	3
Students without Disabilities	27	154	69878	100	99	100	443	451	475	19	12	8	41	36	23	41	51	61	NA	NA	9
Limited English Proficient Students	--	11	12594	--	92	96	--	435	422	--	27	34	--	27	45	--	45	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	144	38095	100	98	97	442	447	452	20	15	17	35	38	32	45	47	48	NA	1	3
Non-Economically Disadvantaged	NC	25	41591	NC	100	99	NC	451	486	NC	16	6	NC	28	16	NC	56	65	NC	NA	13

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	168	80372	96	98	99	472	468	475	NA	2	4	42	39	30	58	58	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	89	39452	100	100	99	479	481	488	NA	NA	3	36	29	22	64	71	72	NA	NA	3
Male	12	78	40836	92	94	98	464	454	464	NA	5	6	50	50	37	50	45	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	26	168	4128	96	98	97	472	468	464	NA	2	4	42	39	39	58	58	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	--	15	10526	--	94	94	--	413	427	--	13	15	--	60	53	--	27	31	--	NA	1
Students without Disabilities	26	153	69846	96	99	100	472	473	482	NA	1	3	42	37	26	58	61	69	NA	NA	2
Limited English Proficient Students	--	11	12747	--	92	97	--	458	432	--	9	12	--	36	52	--	55	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	19	143	38521	95	97	98	475	468	461	NA	2	6	37	39	38	63	59	55	NA	NA	1
Non-Economically Disadvantaged	NC	25	41851	NC	100	100	NC	468	489	NC	4	3	NC	40	22	NC	56	72	NC	NA	4

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	28	194	79306	100	96	99	483	478	504	7	18	13	50	35	20	32	41	49	11	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	103	38845	100	98	99	501	486	505	NA	12	11	38	32	20	44	50	50	19	7	18
Male	12	91	40383	100	94	98	460	469	504	17	25	14	67	38	19	17	32	47	NA	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	28	190	4034	100	96	97	483	477	479	7	18	22	50	36	29	32	41	43	11	5	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	--	17	10286	--	71	91	--	454	462	--	35	41	--	35	27	--	29	27	--	NA	5
Students without Disabilities	28	177	69020	100	99	100	483	480	510	7	16	9	50	35	18	32	42	52	11	6	21
Limited English Proficient Students	--	21	10291	--	95	96	--	466	458	--	29	38	--	29	34	--	43	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	21	154	37437	100	96	97	473	472	486	10	20	19	57	40	26	29	36	46	5	3	9
Non-Economically Disadvantaged	NC	40	41869	NC	98	100	NC	499	521	NC	10	7	NC	15	14	NC	60	51	NC	15	27

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	28	198	79000	100	98	98	469	464	489	11	12	10	43	44	24	43	40	58	4	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	104	38774	100	99	99	486	471	494	NA	3	7	50	47	22	44	47	61	6	3	10
Male	12	94	40150	100	97	98	448	455	485	25	22	12	33	40	25	42	33	55	NA	4	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	28	194	4016	100	98	96	469	463	467	11	12	14	43	44	37	43	40	46	4	4	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	21	9991	--	88	88	--	440	449	--	24	33	--	62	36	--	10	29	--	5	2
Students without Disabilities	28	177	69009	100	99	100	469	466	495	11	11	6	43	42	22	43	44	62	4	3	10
Limited English Proficient Students	--	22	10199	--	100	95	--	444	439	--	23	35	--	64	47	--	14	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	158	37234	100	98	97	460	458	472	14	15	15	48	47	33	38	36	50	NA	3	3
Non-Economically Disadvantaged	NC	40	41766	NC	98	99	NC	485	505	NC	3	5	NC	33	16	NC	58	65	NC	8	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	28	195	79611	100	97	99	488	477	496	4	11	7	54	45	37	43	44	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	103	39016	100	98	99	510	491	511	NA	6	4	44	41	29	56	53	66	NA	NA	1
Male	12	92	40519	100	95	98	459	462	482	8	17	10	67	49	44	25	34	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	28	191	3992	100	96	96	488	478	478	4	11	10	54	44	46	43	45	44	NA	NA	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	--	17	10664	--	71	94	--	423	440	--	41	23	--	41	54	--	18	22	--	NA	1
Students without Disabilities	28	178	68947	100	100	100	488	482	504	4	8	4	54	45	34	43	47	61	NA	NA	1
Limited English Proficient Students	--	21	10362	--	95	97	--	435	438	--	24	22	--	52	57	--	24	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	21	155	37626	100	96	98	476	471	479	5	13	10	67	48	45	29	39	45	NA	NA	0
Non-Economically Disadvantaged	NC	40	41985	NC	98	100	NC	503	511	NC	5	4	NC	30	30	NC	65	65	NC	NA	1

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

6th 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	20	221	79327	95	91	98	485	488	518	45	30	19	20	29	20	35	38	46	NA	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	95	38961	NC	94	98	NC	485	520	NC	31	16	NC	36	20	NC	29	48	NC	4	16
Male	15	126	40295	100	89	97	493	490	516	40	30	21	13	25	19	47	44	44	NA	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	20	219	4391	95	91	96	485	487	489	45	30	32	20	30	27	35	38	36	NA	2	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	20	9321	NC	51	87	NC	459	467	NC	45	54	NC	25	22	NC	30	21	NC	NA	3
Students without Disabilities	19	201	70006	95	99	100	488	490	524	42	29	14	21	30	19	37	38	49	NA	3	18
Limited English Proficient Students	--	23	9431	--	85	95	--	473	466	--	39	53	--	39	27	--	22	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	17	179	37097	94	89	97	480	484	498	53	35	27	18	28	25	29	35	41	NA	2	7
Non-Economically Disadvantaged	NC	42	42230	NC	100	99	NC	504	535	NC	12	11	NC	33	15	NC	50	50	NC	5	24

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	20	239	79501	95	98	98	470	466	497	25	18	10	25	43	25	50	38	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	100	39062	NC	99	99	NC	470	502	NC	15	8	NC	46	23	NC	39	64	NC	NA	5
Male	15	139	40368	100	98	98	462	464	491	27	21	13	33	41	27	40	38	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	20	237	4401	95	98	96	470	466	473	25	19	17	25	43	40	50	38	43	NA	NA	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	37	9411	NC	95	88	NC	425	453	NC	49	36	NC	41	36	NC	11	26	NC	NA	1
Students without Disabilities	19	202	70090	95	99	100	471	473	502	26	13	7	21	44	24	53	44	65	NA	NA	5
Limited English Proficient Students	--	25	9401	--	93	94	--	455	443	--	20	40	--	48	46	--	32	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	17	197	37183	94	98	97	460	460	479	29	22	16	29	46	34	41	32	49	NA	NA	1
Non-Economically Disadvantaged	NC	42	42318	NC	100	99	NC	496	513	NC	2	5	NC	29	17	NC	69	70	NC	NA	7

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	20	226	80000	95	93	99	515	541	564	10	2	3	15	16	11	75	80	75	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	96	39288	NC	95	99	NC	562	579	NC	NA	2	NC	11	6	NC	84	77	NC	4	16
Male	15	130	40644	100	92	98	493	525	549	13	4	4	20	19	15	67	77	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	20	224	4424	95	93	97	515	540	549	10	2	3	15	16	14	75	80	77	NA	2	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	NC	24	9919	NC	62	93	NC	506	505	NC	NA	9	NC	46	35	NC	50	54	NC	4	2
Students without Disabilities	19	202	70081	95	99	100	515	544	571	11	2	2	16	12	7	74	84	79	NA	1	12
Limited English Proficient Students	--	23	9571	--	85	96	--	530	502	--	NA	10	--	22	29	--	74	60	--	4	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	17	184	37534	94	91	98	519	540	547	6	1	4	18	18	15	76	80	76	NA	1	5
Non-Economically Disadvantaged	NC	42	42466	NC	100	100	NC	542	578	NC	10	2	NC	5	7	NC	81	75	NC	5	16

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

7th 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	12	239	78546	100	99	97	508	515	543	25	21	15	33	29	18	33	47	52	8	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	110	38645	NC	99	98	NC	520	545	NC	16	13	NC	31	18	NC	51	54	NC	2	15
Male	NC	129	39792	NC	99	97	NC	512	542	NC	26	17	NC	28	17	NC	44	50	NC	2	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	12	237	4689	100	99	95	508	515	515	25	22	28	33	30	25	33	47	43	8	2	4
White	--	NC	36450	--	NC	97	--	NC	563	--	NC	7	--	NC	12	--	NC	57	--	NC	23
Students with Disabilities	NC	29	8093	NC	97	82	NC	468	489	NC	66	50	NC	24	24	NC	10	23	NC	NA	2
Students without Disabilities	11	210	70453	100	100	100	510	521	549	18	15	11	36	30	17	36	52	56	9	2	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	161	34694	--	99	96	--	513	524	--	23	23	--	29	23	--	47	48	--	1	7
Non-Economically Disadvantaged	12	78	43852	100	100	99	508	521	559	25	18	10	33	29	13	33	49	56	8	4	22

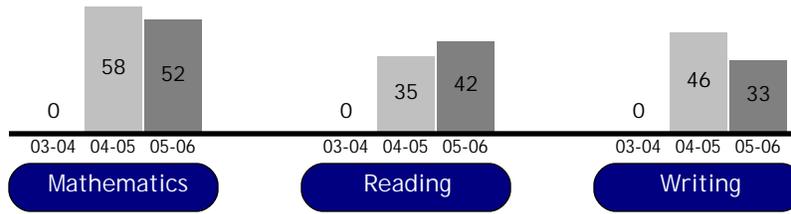
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	225	79045	100	93	98	489	492	512	25	10	10	42	39	25	33	50	58	NA	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	105	38860	NC	95	98	NC	499	519	NC	8	7	NC	34	22	NC	58	62	NC	NA	8
Male	NC	120	40075	NC	92	97	NC	486	505	NC	13	12	NC	43	28	NC	43	54	NC	2	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	12	223	4719	100	93	96	489	492	489	25	10	15	42	39	39	33	49	45	NA	1	2
White	--	NC	36730	--	NC	98	--	NC	532	--	NC	4	--	NC	16	--	NC	68	--	NC	12
Students with Disabilities	NC	15	8552	NC	50	87	NC	439	463	NC	27	35	NC	67	40	NC	7	23	NC	NA	1
Students without Disabilities	11	210	70493	100	100	100	492	495	517	27	9	7	36	37	24	36	53	62	NA	1	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	151	34922	--	93	96	--	487	493	--	11	15	--	42	34	--	46	48	--	1	3
Non-Economically Disadvantaged	12	74	44123	100	95	99	489	502	527	25	8	6	42	34	18	33	57	66	NA	1	11

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	12	239	79657	100	99	99	532	543	566	8	6	3	8	11	8	83	83	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	109	39120	NC	98	99	NC	567	580	NC	2	2	NC	6	4	NC	92	92	NC	NA	2
Male	NC	130	40423	NC	100	98	NC	524	553	NC	9	5	NC	15	12	NC	75	83	NC	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	12	237	4760	100	99	97	532	543	547	8	6	5	8	11	14	83	83	81	NA	NA	0
White	--	NC	36929	--	NC	99	--	NC	579	--	NC	2	--	NC	5	--	NC	91	--	NC	2
Students with Disabilities	NC	29	9069	NC	97	92	NC	491	508	NC	14	11	NC	28	30	NC	59	58	NC	NA	1
Students without Disabilities	11	210	70588	100	100	100	534	549	573	9	5	2	9	9	5	82	86	91	NA	NA	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	161	35341	--	99	97	--	538	551	--	7	5	--	13	12	--	80	83	--	NA	0
Non-Economically Disadvantaged	12	78	44316	100	100	100	532	553	578	8	4	2	8	8	5	83	88	90	NA	NA	2

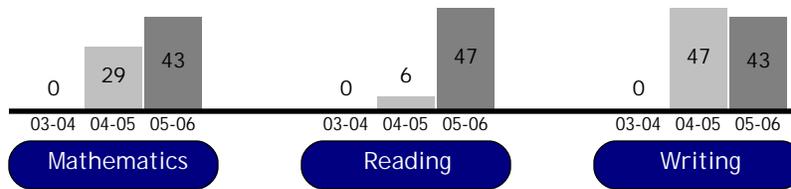
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	100	18	30	47	100	18	25	46
	Language	--	--	46	50	100	12	27	47	100	13	28	48
	Mathematics	--	--	51	64	100	21	25	50	100	15	22	52
3	Reading	--	--	NA	55	100	27	32	44	100	25	30	46
	Language	--	--	65	61	100	23	29	44	100	22	28	46
	Mathematics	--	--	65	61	100	35	40	51	96	34	34	52
4	Reading	--	--	NA	56	100	39	30	48	100	32	35	52
	Language	--	--	30	52	100	40	30	49	100	34	34	52
	Mathematics	--	--	29	61	100	45	41	53	100	32	44	58
5	Reading	--	--	NA	55	100	23	28	50	100	37	34	56
	Language	--	--	34	49	100	19	28	50	100	37	34	54
	Mathematics	--	--	43	63	100	29	31	49	100	34	32	52
6	Reading	--	--	NA	56	100	30	33	51	95	28	34	56
	Language	--	--	26	48	100	31	31	47	95	34	25	50
	Mathematics	--	--	43	66	100	35	39	52	95	30	35	58
7	Reading	--	--	NA	54	--	--	35	50	100	39	39	54
	Language	--	--	37	58	--	--	36	52	100	46	41	58
	Mathematics	--	--	45	62	--	--	33	50	100	37	35	54

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)
- 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 Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly 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 Coordinanted 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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 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 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.

6 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 2006

Total cost of printing: 16 Pages X .0243 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.