

Chinle Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

Hwy 191, Chinle, AZ 86503

Chinle Unified District

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

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

Year 2

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

School Overview

Principal/Administrator : Ms. Jan Reed
Schedule : 7:30 AM to 5:00 PM
Grades : 4-6
2003 Enrollment : 668
Web Address : chinleusd.k12.az.us
Phone Number : (928) 674-9503
Fax Number : (928) 674-9430
E-mail : jreed@cybertrails.com

Mission

The mission of CES is to provide a holistic educational process that will empower its students to become responsible members of society. Students will learn to build and maintain relationships while gaining respect for their own and other cultures.

School / Academic Goals

- ü Students will improve written/oral communication skills, reading skills (with a concentration on comprehension) and math.
- ü Students will increase their self-esteem. They will also improve how they apply their learning and problem solving skills to real-life situations.

Instructional Programs

- ü Portfolio Assessment/Computer Assessment
- ü Computer Literacy/Lightspan/Compass
- ü Culturally Relevant Instruction, Content
- ü Cooperative/Thematic Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 672
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 668

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 15 minutes
First Day of School : 7/28/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Management/Logistics Issues
- Ü Extracurricular Activities
- Ü School Improvement
- Ü School Safety Issues
- Ü Instructional Strategies and Resources
- Ü Work on Planning a Change to K-6 School

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	6.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	4	2	0	0
10 or more years	12	13	1	0

Shared Responsibilities

School

Inform & educate parents about AZ Academic Standards. Integrate traditional knowledge into school curriculum & instructional approaches. Encourage parents to become partners in education by involving them in all aspects of their child's education.

Parents

Be an active partner in their child's education. Send student(s) to school every day, ready to learn. Provide a home atmosphere that supports learning. Teach their child(ren) proper behavior and how to take responsibility for their actions.

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü 5 Networked Computers per Classroom

Extracurricular Activities

- Ü Intramural Sports w/Volunteer Coaches
- Ü Academic Enrichment Programs
- Ü After School Tutoring and Study Halls
- Ü Computer Literacy Classes for Parents

Social Services

- Ü Breakfast/Lunch Programs
- Ü 21st Century Activities
- Ü Designated Emergency Community Shelter
- Ü Save the Children Program

Transportation Policy

CUSD transports students who reside outside the school district boundaries if we are under capacity. All other students within the district boundaries may ride buses to school if they abide by the district's bus safety rules.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Through the use of our Arizona School Improvement Plan and Arizona 301 plan, we have shown growth in every area of the Stanford 9 test for the past six years. CES also has a state recognized school improvement plan.
- ü Since every student deserves excellent teaching, every teacher at CES has been trained in gifted education techniques: Project Success Enrichment. This provides instruction through multiple intelligences for all students.

School Honors

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

Award/Honor	Year
ü LightSpan Model School	2001
ü Profiled in WHAT WORKS IN THE ELEMENTARY SCHOOL (book)	2002
ü Profiled in 'School Arts' (Magazine-Feb.)	2003
ü State Recognized and Model School Improvement Plan	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	--	20	20	20
Transfers In ⁴ (Within District)	--	2	2	2
Transfers In ⁵ (Out of District)	--	10	10	9
Promotion Rate ⁶	--	99	98	95
Retention Rate ⁷	--	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	82	87
Grades 4-5	68	69
Grades 5-6	82	84

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	232	347	76230	97	98	101	466	454	498	32	36	12	47	52	38	3	2	12	18	9	37
All Students (Prior Year)	222	335	72888	NA	NA	NA	462	452	494	28	35	14	57	55	40	9	6	12	7	4	34
Female	110	164	37247	98	98	100	460	456	500	31	30	11	50	57	40	6	5	13	13	7	37
Male	122	183	38725	96	98	101	471	452	497	33	41	14	44	49	37	0	0	12	22	10	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	224	336	5292	96	97	113	461	451	463	31	37	31	55	55	47	3	3	8	10	5	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	37	48	9022	90	89	105	487	442	465	0	67	31	100	33	43	0	0	8	0	0	17
Students without Disabilities	195	299	67208	98	100	100	465	454	500	33	36	12	45	53	38	3	2	12	18	9	38
Limited English Proficient Students	194	279	14826	110	106	113	NA	446	460	NA	41	31	NA	52	51	NA	2	8	NA	5	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	232	347	25037				466	454	477	32	36	21	47	52	47	3	2	11	18	9	21
Non-Economically Disadvantaged	--	--	51193				--	--	507	--	--	9	--	--	35	--	--	13	--	--	43

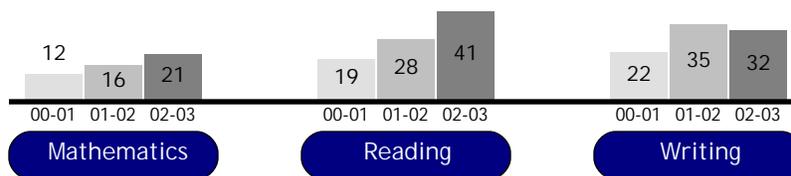
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	226	336	76202	95	95	101	495	487	505	41	53	19	18	28	24	32	16	46	9	3	11
All Students (Prior Year)	221	335	72779	NA	NA	NA	488	486	505	47	50	21	25	24	20	25	24	43	3	2	15
Female	111	162	37231	99	97	100	496	489	507	31	42	16	25	36	24	38	20	48	6	2	13
Male	115	174	38718	91	94	101	494	485	503	50	63	22	11	20	24	28	12	44	11	5	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	218	325	5311	93	94	113	493	485	491	45	56	38	17	28	31	34	15	28	3	1	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	32	40	9097	78	74	106	484	484	493	100	100	39	0	0	27	0	0	29	0	0	5
Students without Disabilities	194	296	67105	98	99	100	495	487	506	39	53	18	18	28	24	33	16	47	9	3	12
Limited English Proficient Students	188	268	14780	107	102	113	NA	482	486	NA	63	50	NA	28	32	NA	9	18	NA	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	226	336	24961				495	487	495	41	53	32	18	28	30	32	16	34	9	3	4
Non-Economically Disadvantaged	--	--	51241				--	--	509	--	--	14	--	--	22	--	--	51	--	--	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	333	74692	92	94	99	478	455	502	32	53	18	35	26	27	26	19	47	6	2	8
All Students (Prior Year)	208	319	70710	NA	NA	NA	486	475	512	26	38	17	40	32	26	28	26	42	7	4	16
Female	107	160	36710	96	96	99	485	465	509	25	43	14	38	32	26	31	23	50	6	2	10
Male	114	173	37742	90	93	98	471	447	495	39	62	22	33	22	28	22	15	44	6	2	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	213	322	5166	91	93	110	478	453	470	34	56	39	34	26	32	24	17	27	7	2	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	30	39	8428	73	72	98	472	472	472	0	0	38	100	100	30	0	0	29	0	0	3
Students without Disabilities	191	294	66264	96	98	99	478	455	503	33	53	17	33	26	27	27	19	48	6	2	8
Limited English Proficient Students	183	265	14363	104	101	109	NA	444	459	NA	60	47	NA	26	34	NA	14	19	NA	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	221	333	24507				478	455	480	32	53	31	35	26	33	26	19	33	6	2	3
Non-Economically Disadvantaged	--	--	50185				--	--	511	--	--	13	--	--	24	--	--	53	--	--	10

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

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

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	95	21	21	55	100	19	18	47	93	22	22	52
	Language	100	24	23	50	100	23	22	45	97	23	23	48
	Mathematics	99	25	24	56	100	26	24	52	98	26	25	57
5	Reading	90	19	17	51	100	19	18	46	89	20	19	50
	Language	99	19	18	46	100	23	21	43	97	22	21	46
	Mathematics	99	22	23	56	100	26	25	54	99	25	26	57
6	Reading	96	30	28	54	100	20	20	49	94	26	25	53
	Language	100	23	21	46	100	18	17	42	100	21	21	45
	Mathematics	100	37	35	61	100	30	30	58	98	33	33	62

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

School Safety

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

When a student has a discipline problem, the student takes responsibility, the parents are notified and the school works with the parents to help the child. Students are instructed in using the DeBug System and peer mediation to resolve conflicts.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

Contacts

	Name	Phone Number
School Site Council	Jan Reed	(928) 674-9503
Transportation Policy	Lafey Tso	(928) 674-9711
Community Resources	Susan Thomas	(928) 674-9473
School Nutrition Programs	Loretta Thomas	(928) 674-9453
Parent Organization	Royetta Towne	(928) 674-9541
Student Health/Nurse	Mary Ann Arnold	(928) 674-9434

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards