

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1601 S. Lonetree Rd., Flagstaff, AZ 86001

Flagstaff Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. LeRoy N. Shingoitewa
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 446
 Web Address : www.flagstaff.k12.az.us/kinsey
 Phone Number : (928) 773-4060
 Fax Number : (928) 773-4070
 E-mail : lshingoi@apscc.org

Mission

Kinsey students will be prepared academically, socially, physically and emotionally to become productive students. Recognizing our diverse cultural wealth, our school experiences are structured so each child develops respect for self and others.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To successfully meet each child's academic needs using a variety of materials, methods and processes that promote creative and critical thinking. Increase scores in Math, Reading and Language Arts on the Terra Nova-AIMS tests.
- ü Community School Concept: To increase parent and community involvement through active participation in school programs and site management.
- ü To develop strong character and values in our students and staff by utilizing the 'Character Counts' pillars that will promote positive academic and personal growth.

Enrollment

October 1, 2004 School Year Student Enrollment : 459
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

Instructional Programs

- ü K-6 Saxon Math Program
- ü K-2 SFA/3-6 Harcourt Reading Program
- ü CLIP/Afterschool Tutoring
- ü Character Education/Prevention Program
- ü Bullying Prevention
- ü Six Traits of Writing
- ü Accelerated Reading
- ü FOSS Science Kits

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The responsibilities Kinsey School has to its parents is to create a safe and stimulating climate for optimal learning; help students become responsible, respectful, contributing citizens within their home, community and school environment. Kinsey School will work toward becoming a professional learning community.

Parents

The responsibilities of parents of Kinsey are to send their children to school regularly. Parents should provide children positive learning assistance and a place in the home conducive to learning.

Transportation Policy

We provide regular bus service for: Students with disabilities who require transportation as indicated in their Individual Education Programs; students living within one-mile radius of the school and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü American Indian Science & Engineering Overall Champion	2005
ü 1st Place Award Coconino State Fair-Culture Blanket	2004
ü Mobil Special Incentive Award	2005
ü Literacy Writing Contest- Top awards/Gr. 1-3	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	69	824	79306	100	100	99	430	443	445	12	10	10	31	20	18	42	50	51	15	20	20
All Students (Prior Year)	65	771	75509	100	98	100	525	526	521	6	11	13	23	19	23	49	35	33	23	35	31
Female	35	391	38691	100	100	99	431	445	446	7	8	10	41	20	18	37	50	52	15	21	20
Male	34	434	40583	100	100	99	430	441	445	16	11	11	20	20	18	48	50	50	16	19	21
African American	NC	22	4041	NC	100	99	NC	430	426	NC	17	17	NC	17	23	NC	56	50	NC	11	10
Hispanic	NC	174	32869	NC	99	99	NC	426	429	NC	15	15	NC	34	25	NC	43	51	NC	8	10
Asian/Pacific Islander	NC	11	1935	NC	100	99	NC	483	474	NC	0	3	NC	0	9	NC	78	48	NC	22	40
American Indian/Alaskan Native	34	195	4264	100	100	100	420	418	419	17	16	19	35	29	30	39	49	45	9	6	6
White	24	422	36197	96	100	99	447	460	463	5	5	5	21	12	11	53	53	53	21	30	31
Students with Disabilities	18	191	10321	100	100	100	414	407	389	18	20	30	35	29	27	41	41	34	6	11	9
Students without Disabilities	51	634	69060	94	99	98	438	454	454	9	7	7	29	18	17	43	53	54	20	22	22
Limited English Proficient Students	13	135	15509	100	100	100	410	389	406	25	24	20	33	38	30	42	36	45	0	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	50	382	39415	93	95	96	423	424	431	16	16	15	32	30	25	45	45	50	8	9	10
Non-Economically Disadvantaged	19	443	39966	100	100	100	450	459	459	0	5	6	29	12	12	36	55	52	36	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	823	79395	100	0	99	440	447	446	4	6	9	42	28	25	50	54	55	4	12	11
All Students (Prior Year)	65	772	75492	100	99	100	527	526	519	4	9	12	17	14	16	51	48	47	28	29	24
Female	35	390	38743	100	0	100	441	453	451	4	7	7	41	25	24	52	53	57	4	16	12
Male	34	434	40618	100	0	99	439	442	440	4	6	11	44	30	27	48	55	53	4	8	9
African American	NC	22	4052	NC	0	100	NC	438	434	NC	0	11	NC	39	29	NC	61	54	NC	0	6
Hispanic	NC	174	32915	NC	0	99	NC	432	426	NC	11	15	NC	41	35	NC	43	47	NC	6	4
Asian/Pacific Islander	NC	11	1936	NC	0	99	NC	498	468	NC	0	3	NC	0	14	NC	67	63	NC	33	19
American Indian/Alaskan Native	34	195	4271	100	0	100	420	420	420	4	8	15	61	48	42	35	41	41	0	3	2
White	24	421	36221	96	0	99	463	463	465	5	4	4	21	14	15	63	64	63	11	18	17
Students with Disabilities	18	191	10331	100	0	100	427	416	388	0	8	25	59	41	37	41	47	34	0	4	4
Students without Disabilities	51	633	69139	94	0	99	446	457	454	6	6	7	34	24	24	54	56	58	6	14	11
Limited English Proficient Students	13	135	15545	100	0	100	410	390	399	8	18	21	67	56	42	25	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	50	382	39484	93	0	96	430	428	429	5	11	14	50	43	35	45	42	47	0	4	4
Non-Economically Disadvantaged	19	442	39986	100	0	100	466	464	461	0	2	4	21	15	16	64	65	63	14	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	823	78869	100	100	99	433	433	442	4	7	6	38	25	21	48	61	63	10	7	10
All Students (Prior Year)	65	770	75053	100	98	99	578	607	597	6	6	7	9	11	12	81	75	72	4	9	9
Female	35	389	38536	100	100	99	452	450	458	0	4	4	22	19	15	67	67	67	11	10	14
Male	34	435	40302	100	100	99	412	418	428	8	9	8	56	31	26	28	56	60	8	4	7
African American	NC	23	4015	NC	100	99	NC	430	430	NC	11	8	NC	22	24	NC	61	61	NC	6	7
Hispanic	NC	175	32606	NC	100	98	NC	416	426	NC	11	8	NC	33	27	NC	49	60	NC	7	5
Asian/Pacific Islander	NC	11	1925	NC	100	99	NC	504	471	NC	0	3	NC	11	11	NC	44	64	NC	44	22
American Indian/Alaskan Native	34	194	4245	100	100	100	422	420	423	9	6	9	35	31	26	43	59	61	13	3	4
White	24	420	36078	96	100	99	445	444	459	0	5	4	37	20	16	58	67	66	5	8	14
Students with Disabilities	18	190	10246	100	100	100	399	379	367	6	16	18	71	40	39	24	44	40	0	1	4
Students without Disabilities	51	634	68697	94	99	98	449	450	454	3	4	4	23	21	18	60	66	67	14	9	11
Limited English Proficient Students	13	135	15339	100	100	100	400	381	399	17	12	11	33	42	31	50	44	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	50	381	39106	93	95	95	426	415	427	5	11	8	37	31	28	50	56	59	8	2	5
Non-Economically Disadvantaged	19	443	39837	100	100	100	451	448	457	0	3	4	43	20	14	43	65	67	14	11	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	760	78906	97	100	99	466	498	498	35	12	13	22	20	19	43	49	48	0	18	20
All Students (Prior Year)	64	822	76019	96	100	100	485	508	499	17	7	14	49	40	39	15	16	14	19	36	33
Female	25	377	38644	93	100	99	461	497	500	35	11	12	25	21	19	40	49	49	0	19	19
Male	31	383	40236	100	100	99	469	498	497	35	13	15	19	19	19	46	50	46	0	18	20
African American	NC	18	4087	NC	100	99	NC	459	481	NC	40	20	NC	33	24	NC	20	45	NC	7	11
Hispanic	12	155	31938	100	100	99	457	475	481	40	22	19	10	30	25	50	41	46	0	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	20	172	4593	100	100	100	466	476	467	38	20	26	25	27	29	38	48	39	0	5	6
White	18	410	36483	90	100	99	480	515	517	20	5	7	27	13	13	53	54	51	0	28	30
Students with Disabilities	14	148	10664	100	100	100	439	447	430	50	39	42	42	30	27	8	29	26	0	2	5
Students without Disabilities	42	613	68310	95	100	98	475	510	509	29	6	9	15	18	18	56	55	51	0	22	22
Limited English Proficient Students	NC	65	12573	NC	100	100	NC	451	454	NC	30	27	NC	35	30	NC	34	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	41	345	38679	93	94	96	460	478	483	40	20	20	20	27	25	40	48	45	0	5	10
Non-Economically Disadvantaged	15	416	40295	100	100	100	485	514	513	18	6	7	27	14	13	55	51	50	0	29	30

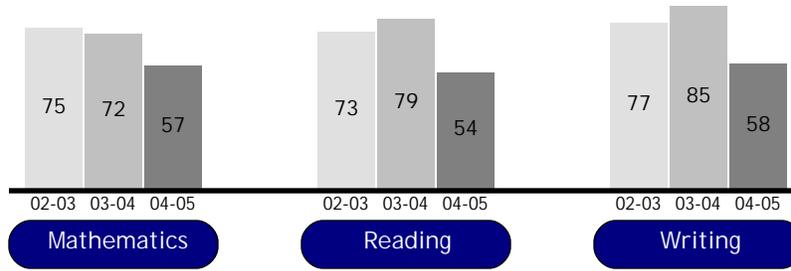
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	760	78908	97	0	99	465	488	484	13	7	10	36	24	23	49	61	58	2	9	9
All Students (Prior Year)	64	821	76020	96	100	100	499	506	503	21	16	25	28	21	23	47	50	40	4	13	12
Female	25	377	38648	93	0	99	468	492	489	5	4	8	42	24	22	53	62	61	0	10	10
Male	31	383	40233	100	0	99	463	484	479	19	9	12	31	24	25	46	59	55	4	8	8
African American	NC	18	4092	NC	0	99	NC	461	473	NC	13	12	NC	53	28	NC	27	54	NC	7	5
Hispanic	12	155	31940	100	0	99	468	471	465	0	12	16	50	36	32	50	50	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	20	172	4569	100	0	100	454	461	457	25	12	18	38	38	39	38	50	41	0	0	2
White	18	410	36502	90	0	99	484	506	502	7	2	4	21	13	14	64	70	67	7	15	15
Students with Disabilities	14	148	10665	100	0	100	429	448	423	45	19	30	45	45	36	9	35	31	0	1	2
Students without Disabilities	42	613	68312	95	0	98	477	498	493	3	3	7	32	19	21	62	67	62	3	11	10
Limited English Proficient Students	NC	65	12556	NC	0	100	NC	438	436	NC	22	24	NC	45	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	41	346	38662	93	0	96	459	470	468	15	11	16	41	36	32	44	50	49	0	3	3
Non-Economically Disadvantaged	15	415	40315	100	0	100	483	504	498	9	3	5	18	14	15	64	69	66	9	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	762	78750	98	100	99	489	505	500	4	5	6	43	30	29	52	62	63	0	3	2
All Students (Prior Year)	64	817	75673	96	99	100	509	545	530	6	7	12	36	22	25	57	67	58	0	4	4
Female	26	378	38586	96	100	99	494	517	515	0	2	4	45	25	22	55	70	71	0	3	3
Male	31	384	40135	100	100	99	485	492	486	8	7	8	42	36	35	50	54	56	0	2	1
African American	NC	18	4081	NC	100	99	NC	460	488	NC	13	8	NC	67	32	NC	20	59	NC	0	2
Hispanic	12	155	31841	100	100	99	481	483	483	10	9	8	40	41	36	50	50	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	20	173	4586	100	100	100	492	492	481	0	1	8	44	44	37	56	53	54	0	1	1
White	19	411	36440	95	100	99	510	519	516	0	4	3	33	20	22	67	72	71	0	5	4
Students with Disabilities	15	149	10622	100	100	100	436	446	415	17	16	21	67	54	50	17	29	28	0	1	1
Students without Disabilities	42	614	68196	95	100	98	508	520	513	0	2	3	35	24	25	65	71	69	0	3	3
Limited English Proficient Students	NC	65	12504	NC	100	100	NC	456	451	NC	9	12	NC	46	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	42	347	38558	95	95	96	483	488	485	6	6	8	46	41	37	49	51	54	0	2	1
Non-Economically Disadvantaged	15	416	40260	100	100	100	507	519	514	0	3	3	36	21	21	64	72	72	0	4	4

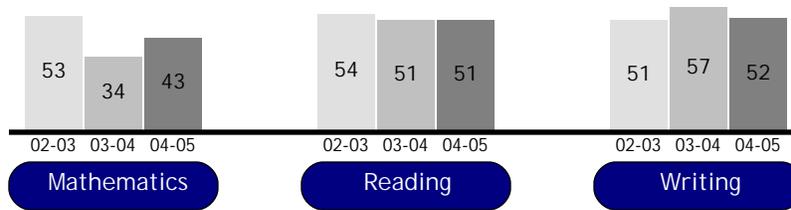
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	47	56	50	64	39	NA	58	100	40	52	47
	Language	100	37	47	43	96	30	52	50	100	34	51	47
	Mathematics	100	57	64	57	96	45	68	64	100	46	55	50
3	Reading	100	39	53	47	98	54	NA	55	100	43	48	44
	Language	98	50	59	54	98	55	63	61	100	37	43	44
	Mathematics	100	61	60	54	98	63	65	61	100	42	50	51
4	Reading	100	48	60	52	93	49	NA	56	97	58	55	48
	Language	96	45	53	48	94	48	56	52	97	54	54	49
	Mathematics	96	54	64	57	94	51	63	61	97	55	56	53
5	Reading	91	56	59	50	91	43	NA	55	97	42	54	50
	Language	92	42	53	46	99	41	55	49	97	43	52	50
	Mathematics	97	57	67	57	100	54	69	63	97	39	49	49
6	Reading	95	51	63	53	94	58	NA	56	100	43	56	51
	Language	97	41	56	45	96	52	58	48	100	36	50	47
	Mathematics	93	64	73	62	96	70	76	66	97	43	57	52

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

Council Duties

- Ü Capital Outlay Budget
- Ü Parent/Educator Relations
- Ü School-wide planning
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Improving Standardized Test Scores

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	4	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü SFA/CLIP Tutoring Clinic
- Ü Reading Center/FACTS After School
- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Technology Club
- Ü Incentive Program
- Ü ASTROS
- Ü Big Brothers/Big Sisters Program
- Ü Chess Club
- Ü American Indian Science & Engineering CI
- Ü Girl Scouts/Cub Scouts
- Ü Homework Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Character Counts
- Ü School-based Clinic
- Ü FACTS After School Community Program
- Ü Parents Anonymous/Parenting Education
- Ü Junior Achievement
- Ü Parents Resource Room
- Ü Guidance Center Service

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Kinsey has Pros Reading Program. Pros Reading is an intensive, research-based reading program for K-6. The Program was developed by teachers to meet the special needs of our students.

- ü Kinsey School has established a Family Support Team whose purpose is to identify and remediate the components of each at-risk student's life which interfere with the achievement of school success.

- ü Kinsey has been involved in the Native American Science and Engineering Society. Students have garnered many awards at the state and national competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Kinsey has developed and implemented a 'Discipline Point System' that helps students and staff create a safe and orderly climate for learning. Learning to respect and assist one another is a key component in the 'Character Development' program. Included in creating a healthy environment is also utilizing a bullying prevention curriculum.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Le Roy N. Shingoitewa	(928) 773-4060
Transportation Policy	Stacy Shaw	(928) 773-4170
Community Resources	Cecelia Owens	(928) 779-6591
School Nutrition Programs	Don Gala	(928) 773-6091
Parent Organization	Rebecca White	(928) 773-4060
Student Health/Nurse	Mary Kinney	(928) 773-4062

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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