

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Carolyn M. Hardy
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.flagstaff.k12.az.us/kinsey
 Phone Number : (928) 773-4060
 Fax Number : (928) 773-4070
 E-mail : chardy@fUSD1.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)

2005-06	Met
2004-05	Met
2003-04	Met

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 / 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, 2005 School Year Student Enrollment : 448
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 76

Instructional Programs

- ü K-6 Saxon Math/Everyday Math
- 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 :	8/16/2005
Last Day of School :	5/31/2006

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 and on time. 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 Flagstaff Community Foundation Grant	2006
ü Mobil Special Incentive Award	2006
ü ADE Enhancing Education Through Technology Grant	2006

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	58	794	80010	100	99	99	443	448	447	7	9	10	21	17	18	66	57	53	7	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	386	38935	100	99	99	439	450	447	5	8	9	36	18	19	50	54	55	9	20	17
Male	35	406	40974	97	99	98	445	447	448	9	10	11	11	16	18	74	59	52	6	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	18	161	34545	100	98	99	438	436	432	11	11	14	22	24	24	56	53	53	11	12	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	482	474	--	7	4	--	7	10	--	47	50	--	40	36
American Indian/Alaskan Native	22	170	3979	96	98	96	442	430	424	NA	17	17	27	24	30	68	52	47	5	7	6
White	16	431	35142	100	100	99	449	460	465	13	5	5	6	11	11	75	61	56	6	23	28
Students with Disabilities	13	163	10161	93	99	93	414	421	419	23	25	28	46	28	28	31	40	36	NA	7	8
Students without Disabilities	45	631	69849	100	99	100	451	455	451	2	5	7	13	14	17	76	61	56	9	20	19
Limited English Proficient Students	17	111	14013	94	97	97	423	407	413	12	30	24	35	38	34	53	31	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	40	346	39029	100	98	98	435	432	432	10	14	14	28	26	25	58	51	52	5	9	9
Non-Economically Disadvantaged	18	448	40981	100	100	100	460	461	462	NA	6	6	6	10	13	83	61	54	11	24	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	58	778	79438	100	97	98	446	455	451	5	8	9	26	22	24	64	57	56	5	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	380	38775	100	97	99	448	462	457	5	6	7	27	23	22	64	57	58	5	14	13
Male	35	396	40560	97	97	97	444	449	446	6	11	12	26	22	25	63	56	54	6	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	18	158	34297	100	96	98	442	441	434	11	11	14	28	30	31	56	54	50	6	4	5
Asian/Pacific Islander	--	14	2063	--	93	99	--	486	475	--	7	3	--	7	15	--	50	63	--	36	20
American Indian/Alaskan Native	22	167	3940	96	96	95	444	433	429	NA	13	14	36	34	36	59	51	47	5	2	3
White	16	422	34887	100	98	98	453	469	471	6	6	4	13	16	15	75	60	63	6	18	18
Students with Disabilities	13	147	9588	93	89	88	424	418	416	15	27	30	46	34	32	38	35	34	NA	4	5
Students without Disabilities	45	631	69850	100	99	100	453	463	456	2	4	7	20	20	23	71	62	59	7	14	12
Limited English Proficient Students	17	106	13856	94	92	96	417	404	407	12	26	27	47	50	43	41	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	40	337	38685	100	95	97	438	435	435	8	14	14	35	33	32	55	48	50	3	5	5
Non-Economically Disadvantaged	18	441	40753	100	99	99	466	471	467	NA	4	5	6	14	16	83	64	62	11	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	58	786	79971	100	98	99	426	426	423	7	8	8	47	39	41	45	50	49	2	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	383	38974	100	98	99	440	442	437	5	4	5	36	30	33	55	61	57	5	4	4
Male	35	401	40895	97	98	98	418	410	410	9	10	10	54	48	47	37	39	41	NA	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	18	163	34481	100	99	99	424	411	410	6	12	10	50	47	46	44	39	43	NA	2	1
Asian/Pacific Islander	--	14	2067	--	93	99	--	441	449	--	NA	4	--	43	28	--	43	60	--	14	8
American Indian/Alaskan Native	22	168	3995	96	97	96	433	413	409	5	10	10	50	45	47	41	43	42	5	1	1
White	16	424	35150	100	98	99	420	437	437	13	5	5	38	34	35	50	58	56	NA	4	5
Students with Disabilities	13	154	10258	93	93	94	395	379	377	23	25	23	54	47	51	23	27	25	NA	1	1
Students without Disabilities	45	632	69713	100	100	100	435	436	429	2	3	5	44	37	39	51	56	52	2	3	3
Limited English Proficient Students	17	111	13985	94	97	97	408	378	382	6	22	18	59	54	54	35	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	40	343	38994	100	97	98	425	411	409	10	10	10	40	47	47	50	41	41	NA	1	1
Non-Economically Disadvantaged	18	443	40977	100	99	100	430	437	437	NA	5	5	61	33	34	33	57	56	6	5	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	58	829	80147	100	99	99	451	478	482	21	12	11	26	16	17	50	50	49	3	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	388	39281	100	99	99	457	482	483	10	11	9	31	16	17	59	48	50	NA	24	24
Male	29	439	40780	100	98	98	446	474	482	31	14	12	21	16	17	41	51	48	7	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	NC	186	33494	NC	97	99	NC	458	466	NC	22	15	NC	19	23	NC	49	49	NC	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	25	197	4117	100	99	96	445	452	456	20	18	19	32	26	27	48	51	46	NA	4	8
White	23	418	36122	100	100	99	458	499	501	26	6	5	13	10	10	52	50	50	9	34	35
Students with Disabilities	14	196	10295	100	97	92	416	443	443	57	33	33	36	24	26	7	36	33	NA	8	8
Students without Disabilities	44	633	69852	100	100	100	463	489	488	9	6	7	23	14	16	64	55	51	5	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	41	363	38371	100	98	97	449	455	465	24	20	15	27	23	23	44	50	49	5	7	13
Non-Economically Disadvantaged	17	466	41776	100	100	100	458	496	498	12	7	6	24	10	11	65	50	49	NA	33	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	58	822	79686	100	98	98	454	469	470	17	11	11	24	24	24	55	56	57	3	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	385	39163	100	98	99	464	478	475	7	8	9	28	22	22	62	60	60	3	11	10
Male	29	435	40438	100	97	97	445	460	465	28	15	13	21	26	25	48	53	54	3	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	NC	186	33299	NC	97	98	NC	451	452	NC	20	17	NC	31	32	NC	45	47	NC	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	25	193	4087	100	97	96	441	443	446	12	13	16	44	42	38	44	43	44	NA	1	2
White	23	415	35914	100	99	98	464	488	489	26	7	5	4	13	15	65	67	67	4	13	14
Students with Disabilities	14	189	9808	100	94	87	413	433	432	57	31	35	21	37	32	21	30	30	NA	3	3
Students without Disabilities	44	633	69878	100	100	100	467	479	475	5	6	8	25	20	23	66	64	61	5	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	41	358	38095	100	96	97	450	446	452	20	19	17	29	36	32	46	44	48	5	2	3
Non-Economically Disadvantaged	17	464	41591	100	100	99	465	486	486	12	6	6	12	15	16	76	66	65	NA	13	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	58	824	80372	100	98	99	471	474	475	NA	4	4	36	31	30	64	63	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	387	39452	100	99	99	483	491	488	NA	2	3	24	21	22	76	74	72	NA	3	3
Male	29	435	40836	100	97	98	459	460	464	NA	6	6	48	40	37	52	53	56	NA	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	NC	187	33608	NC	98	99	NC	457	462	NC	9	6	NC	36	36	NC	55	57	NC	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	25	198	4128	100	99	97	464	461	464	NA	4	4	52	39	39	48	56	56	NA	1	1
White	23	412	36213	100	98	99	477	488	489	NA	2	2	22	26	22	78	70	72	NA	3	3
Students with Disabilities	14	192	10526	100	95	94	449	441	427	NA	8	15	57	56	53	43	35	31	NA	1	1
Students without Disabilities	44	632	69846	100	99	100	478	484	482	NA	2	3	30	24	26	70	72	69	NA	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	41	365	38521	100	98	98	469	458	461	NA	5	6	39	41	38	61	54	55	NA	0	1
Non-Economically Disadvantaged	17	459	41851	100	98	100	477	487	489	NA	3	3	29	24	22	71	70	72	NA	3	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	70	833	79306	100	99	99	487	505	504	14	11	13	20	18	20	57	53	49	9	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	408	38845	100	100	99	487	507	505	15	9	11	17	18	20	59	54	50	10	18	18
Male	29	425	40383	100	99	98	488	503	504	14	13	14	24	17	19	55	52	47	7	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	NC	174	32673	NC	100	99	NC	484	487	NC	22	18	NC	21	25	NC	49	46	NC	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	30	192	4034	100	99	97	474	486	479	23	16	22	33	27	29	37	49	43	7	8	7
White	30	429	36234	100	99	99	507	521	523	NA	4	6	3	13	13	83	57	52	13	26	28
Students with Disabilities	NC	150	10286	NC	97	91	NC	462	462	NC	38	41	NC	31	27	NC	28	27	NC	3	5
Students without Disabilities	61	683	69020	100	100	100	495	514	510	7	6	9	18	15	18	66	59	52	10	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	37	363	37437	97	98	97	483	484	486	22	19	19	11	25	26	62	50	46	5	7	9
Non-Economically Disadvantaged	33	470	41869	100	100	100	492	521	521	6	6	7	30	13	14	52	56	51	12	26	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	70	830	79000	100	99	98	486	495	489	10	8	10	20	20	24	66	61	58	4	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	407	38774	100	99	99	489	500	494	10	6	7	22	17	22	63	63	61	5	14	10
Male	29	423	40150	100	99	98	481	489	485	10	10	12	17	22	25	69	59	55	3	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	NC	173	32508	NC	100	98	NC	475	472	NC	15	15	NC	29	33	NC	50	49	NC	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	30	190	4016	100	98	96	464	473	467	17	14	14	37	32	37	43	53	46	3	2	2
White	30	429	36135	100	99	98	513	513	508	NA	3	4	3	10	14	90	69	67	7	18	15
Students with Disabilities	NC	147	9991	NC	95	88	NC	449	449	NC	33	33	NC	37	36	NC	29	29	NC	1	2
Students without Disabilities	61	683	69009	100	100	100	495	504	495	5	3	6	15	16	22	75	68	62	5	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	37	360	37234	97	97	97	482	474	472	11	14	15	22	30	33	65	53	50	3	3	3
Non-Economically Disadvantaged	33	470	41766	100	100	99	490	511	505	9	4	5	18	12	16	67	67	65	6	17	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	70	834	79611	100	100	99	488	498	496	6	6	7	44	38	37	50	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	412	39016	100	100	99	504	513	511	2	4	4	37	29	29	61	66	66	NA	1	1
Male	29	422	40519	100	99	98	467	483	482	10	9	10	55	46	44	34	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	NC	173	32855	NC	100	99	NC	478	481	NC	12	10	NC	44	43	NC	45	47	NC	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	30	191	3992	100	99	96	474	481	478	10	10	10	50	45	46	40	45	44	NA	NA	0
White	30	432	36380	100	100	99	510	515	511	NA	3	4	30	31	30	70	66	65	NA	0	1
Students with Disabilities	NC	148	10664	NC	96	94	NC	445	440	NC	20	23	NC	59	54	NC	21	22	NC	NA	1
Students without Disabilities	61	686	68947	100	100	100	496	509	504	3	3	4	41	33	34	56	63	61	NA	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	37	362	37626	97	98	98	480	479	479	8	10	10	46	47	45	46	44	45	NA	NA	0
Non-Economically Disadvantaged	33	472	41985	100	100	100	498	513	511	3	4	4	42	31	30	55	65	65	NA	1	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	59	742	79327	98	98	98	486	516	518	32	18	19	25	20	20	42	48	46	NA	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	377	38961	100	98	98	480	519	520	29	15	16	43	22	20	29	48	48	NA	15	16
Male	31	365	40295	97	98	97	493	513	516	35	21	21	10	19	19	55	48	44	NA	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	15	153	32327	94	97	98	483	497	499	40	31	27	7	22	25	53	43	41	NA	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	20	169	4391	95	97	96	482	495	489	35	21	32	35	33	27	30	40	36	NA	6	4
White	16	395	36373	100	99	98	498	533	538	25	11	10	25	15	14	50	53	52	NA	21	25
Students with Disabilities	19	142	9321	95	95	87	447	464	467	79	54	54	11	28	22	11	17	21	NA	1	3
Students without Disabilities	40	600	70006	100	99	100	505	528	524	10	9	14	33	19	19	58	55	49	NA	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	306	37097	95	97	97	485	498	498	32	24	27	29	26	25	39	44	41	NA	6	7
Non-Economically Disadvantaged	21	436	42230	100	99	99	490	529	535	33	14	11	19	17	15	48	50	50	NA	20	24

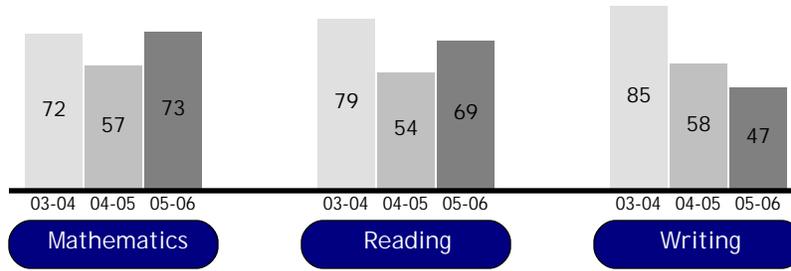
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	742	79501	98	98	98	477	501	497	17	9	10	32	24	25	51	62	60	NA	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	377	39062	100	98	99	480	506	502	14	7	8	29	20	23	57	67	64	NA	6	5
Male	31	365	40368	97	98	98	474	496	491	19	10	13	35	28	27	45	57	57	NA	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	15	153	32389	94	97	98	477	484	478	20	16	16	40	29	34	40	52	48	NA	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	20	169	4401	95	97	96	464	477	473	20	13	17	40	38	40	40	47	43	NA	1	1
White	16	395	36446	100	99	99	499	518	516	6	4	4	19	15	15	75	73	73	NA	8	7
Students with Disabilities	19	142	9411	95	95	88	443	455	453	42	31	36	42	46	36	16	23	26	NA	1	1
Students without Disabilities	40	600	70090	100	99	100	493	511	502	5	4	7	28	19	24	68	71	65	NA	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	38	306	37183	95	97	97	473	483	479	21	13	16	32	31	34	47	55	49	NA	1	1
Non-Economically Disadvantaged	21	436	42318	100	99	99	484	514	513	10	6	5	33	19	17	57	67	70	NA	8	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	57	724	80000	95	96	99	560	577	564	NA	3	3	7	6	11	89	74	75	4	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	372	39288	93	97	99	562	590	579	NA	2	2	8	3	6	88	71	77	4	23	16
Male	31	352	40644	97	95	98	559	563	549	NA	3	4	6	10	15	90	78	74	3	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	14	151	32672	88	96	99	563	554	548	NA	7	4	NA	8	14	93	75	76	7	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	19	167	4424	90	95	97	551	560	549	NA	2	3	11	8	14	89	85	77	NA	5	5
White	16	381	36602	100	95	99	574	594	579	NA	2	2	NA	4	7	94	70	75	6	24	16
Students with Disabilities	18	124	9919	90	83	93	537	525	505	NA	6	9	22	27	35	78	65	54	NA	2	2
Students without Disabilities	39	600	70081	98	99	100	571	587	571	NA	2	2	NA	2	7	95	76	79	5	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	37	303	37534	93	96	98	557	557	547	NA	4	4	8	8	15	92	82	76	NA	6	5
Non-Economically Disadvantaged	20	421	42466	100	96	100	566	591	578	NA	2	2	5	5	7	85	69	75	10	24	16

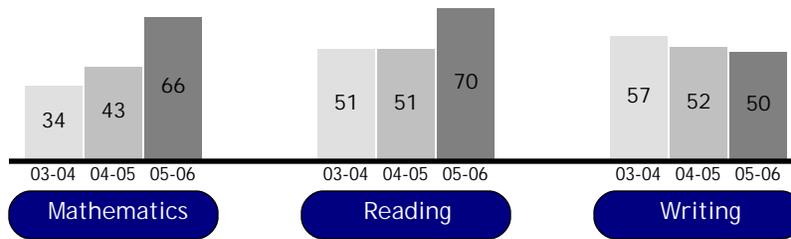
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	64	39	NA	58	100	40	52	47	100	37	50	46
	Language	96	30	52	50	100	34	51	47	100	39	52	48
	Mathematics	96	45	68	64	100	46	55	50	100	37	50	52
3	Reading	98	54	NA	55	100	43	48	44	100	41	52	46
	Language	98	55	63	61	100	37	43	44	100	34	46	46
	Mathematics	98	63	65	61	100	42	50	51	100	54	56	52
4	Reading	93	49	NA	56	97	58	55	48	98	35	50	52
	Language	94	48	56	52	97	54	54	49	98	44	50	52
	Mathematics	94	51	63	61	97	55	56	53	98	41	56	58
5	Reading	91	43	NA	55	97	42	54	50	99	58	63	56
	Language	99	41	55	49	97	43	52	50	99	46	58	54
	Mathematics	100	54	69	63	97	39	49	49	99	43	54	52
6	Reading	94	58	NA	56	100	43	56	51	100	44	58	56
	Language	96	52	58	48	100	36	50	47	100	30	50	50
	Mathematics	96	70	76	66	97	43	57	52	100	39	58	58

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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	85	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

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 2005-06 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	Carolyn Hardy	(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	Sandy Bailey	(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 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.

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

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