

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1210 N 5th Ave, Phoenix, AZ 85003

Phoenix Elementary 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. Kenneth Baca
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 600
 Web Address : www.phxelem.k12.az.us/school_sites/kenilworth
 Phone Number : (602) 257-3889
 Fax Number : (602) 257-3923
 E-mail : kenneth.baca@phxelem.k12.az.us

Mission

The mission of Kenilworth Elementary School is to assure that our students learn and are prepared for the challenges that lie ahead. The necessary resources and development to foster student learning will be provided to the school community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	Warning Year
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 SCHOOL GOAL
The percentage of students at each grade level who meet and exceed state standards in reading, writing, or math will increase by 5% each year while those students who fall far below will decrease by 5% each year as measured by AIMS.
- ü STUDENT GOAL #1
Those students who are exceeding state standards in reading, writing, or math will maintain their performance level as measured by AIMS.
- ü STUDENT GOAL #2
Those students who are falling far below, approaching, or meeting state standards in reading, writing, or math will increase their performance level each year as measured by AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 593
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- Ü National Jr. Honor Society
- Ü On-site Special Education
- Ü Head Start
- Ü Donde Vivo, 7th & 8th Grade Program
- Ü Full-day Kindergarten
- Ü Music, Band & Strings (Steel Drum Corps)
- Ü Active Learning Program (Tutoring)
- Ü PEER Tutoring Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Provide a safe and orderly learning environment in which students will experience success and achieve excellence; provide instruction driven by the Arizona Academic Standards; provide regular communication regarding affective & academic information.

Parents

Support our children's educational success by believing that our children can achieve beyond the minimum; ensure that our children have high attendance; model a positive attitude towards learning; team with school in parent involvement activities; become an active member of the PTO.

Transportation Policy

Students who live beyond a one-mile radius from the school are provided transportation. The provision of transportation is a privilege, and if a student demonstrates an inability to follow bus rules, this privilege can be taken away. Students are expected to maintain excellent behavior while being transported, and at the bus stop.

School Honors

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

Award/Honor	Year
Ü Mayor's Partnership Award	2003
Ü Project GOAL Awadr	2004
Ü Esperanza Teacher of the Year Award- 2 from Kenilworth	2005
Ü A+ School of Excellence	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	64	918	79306	98	100	99	418	429	445	28	16	10	25	26	18	38	49	51	9	9	20
All Students (Prior Year)	72	944	75509	100	100	100	485	502	521	27	20	13	38	28	23	23	33	33	12	18	31
Female	25	462	38691	100	100	99	414	430	446	35	16	10	13	26	18	48	51	52	4	8	20
Male	39	453	40583	98	100	99	421	427	445	23	17	11	33	26	18	30	47	50	13	10	21
African American	NC	60	4041	NC	100	99	NC	421	426	NC	19	17	NC	30	23	NC	43	50	NC	9	10
Hispanic	56	789	32869	100	100	99	415	427	429	31	17	15	27	27	25	33	48	51	10	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	425	419	NC	12	19	NC	35	30	NC	53	45	NC	0	6
White	NC	45	36197	NC	94	99	NC	461	463	NC	3	5	NC	8	11	NC	63	53	NC	26	31
Students with Disabilities	10	119	10321	100	100	100	375	391	389	71	45	30	29	30	27	0	24	34	0	1	9
Students without Disabilities	55	800	69060	100	100	98	424	435	454	21	12	7	26	26	17	43	53	54	11	10	22
Limited English Proficient Students	28	521	15509	97	100	100	399	426	406	42	16	20	29	27	30	25	50	45	4	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	23	606	39415	85	95	96	420	427	431	23	16	15	23	28	25	45	49	50	9	6	10
Non-Economically Disadvantaged	42	313	39966	100	100	100	416	433	459	31	17	6	28	22	12	31	47	52	9	14	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	64	918	79395	98	0	99	420	430	446	19	12	9	43	37	25	34	47	55	4	4	11
All Students (Prior Year)	72	947	75492	100	100	100	498	514	519	21	13	12	25	20	16	46	47	47	8	21	24
Female	25	463	38743	100	0	100	431	437	451	9	9	7	52	37	24	30	50	57	9	4	12
Male	39	452	40618	98	0	99	412	424	440	27	16	11	37	37	27	37	44	53	0	3	9
African American	NC	60	4052	NC	0	100	NC	425	434	NC	15	11	NC	34	29	NC	45	54	NC	6	6
Hispanic	56	789	32915	100	0	99	415	428	426	20	13	15	47	39	35	31	45	47	2	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	433	420	NC	12	15	NC	35	42	NC	53	41	NC	0	2
White	NC	45	36221	NC	0	99	NC	475	465	NC	0	4	NC	13	15	NC	66	63	NC	21	17
Students with Disabilities	10	119	10331	100	0	100	362	396	388	71	33	25	29	41	37	0	24	34	0	2	4
Students without Disabilities	55	800	69139	100	0	99	428	436	454	13	9	7	45	37	24	38	50	58	4	4	11
Limited English Proficient Students	28	520	15545	97	0	100	397	423	399	33	14	21	50	42	42	17	43	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	23	606	39484	85	0	96	417	427	429	14	13	14	55	40	35	32	45	47	0	2	4
Non-Economically Disadvantaged	42	313	39986	100	0	100	421	438	461	25	12	4	34	30	16	34	51	63	6	7	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	65	917	78869	100	100	99	409	435	442	17	7	6	25	24	21	53	64	63	6	6	10
All Students (Prior Year)	72	937	75053	100	100	99	505	571	597	20	9	7	20	15	12	56	70	72	4	6	9
Female	25	462	38536	100	100	99	419	453	458	9	3	4	35	18	15	52	71	67	4	8	14
Male	40	452	40302	100	100	99	401	418	428	23	10	8	17	30	26	53	56	60	7	4	7
African American	NC	60	4015	NC	100	99	NC	429	430	NC	11	8	NC	23	24	NC	60	61	NC	6	7
Hispanic	57	787	32606	100	100	98	404	434	426	18	7	8	24	24	27	53	64	60	4	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	445	423	NC	0	9	NC	24	26	NC	71	61	NC	6	4
White	NC	46	36078	NC	96	99	NC	461	459	NC	3	4	NC	23	16	NC	56	66	NC	18	14
Students with Disabilities	10	120	10246	100	100	100	295	361	367	71	26	18	14	48	39	14	25	40	0	1	4
Students without Disabilities	56	798	68697	100	100	98	427	447	454	9	3	4	26	20	18	60	70	67	6	6	11
Limited English Proficient Students	28	518	15339	97	100	100	365	430	399	38	8	11	25	25	31	33	63	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	607	39106	89	95	95	401	434	427	18	6	8	23	26	28	50	63	59	9	5	5
Non-Economically Disadvantaged	42	311	39837	100	100	100	417	439	457	16	8	4	25	19	14	56	64	67	3	8	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	60	855	78906	97	100	99	480	475	498	23	24	13	27	26	19	44	43	48	6	7	20
All Students (Prior Year)	71	886	76019	97	100	100	481	477	499	15	21	14	56	51	39	13	9	14	16	18	33
Female	28	421	38644	97	100	99	480	478	500	30	20	12	19	25	19	44	48	49	7	7	19
Male	32	431	40236	97	100	99	480	471	497	16	28	15	36	27	19	44	38	46	4	8	20
African American	NC	53	4087	NC	100	99	NC	476	481	NC	19	20	NC	21	24	NC	58	45	NC	2	11
Hispanic	50	734	31938	96	100	99	471	472	481	26	26	19	33	27	25	40	41	46	2	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	468	467	NC	19	26	NC	38	29	NC	44	39	NC	0	6
White	NC	46	36483	NC	94	99	NC	520	517	NC	5	7	NC	8	13	NC	63	51	NC	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	51	727	68310	98	100	98	488	485	509	16	17	9	28	26	18	49	49	51	7	8	22
Limited English Proficient Students	32	453	12573	97	100	100	468	469	454	31	27	27	24	28	30	45	39	38	0	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	598	38679	91	100	96	473	474	483	27	25	20	23	27	25	50	41	45	0	6	10
Non-Economically Disadvantaged	31	259	40295	100	100	100	487	475	513	19	20	7	31	21	13	38	47	50	12	11	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	61	858	78908	98	0	99	463	466	484	15	15	10	38	32	23	47	49	58	0	3	9
All Students (Prior Year)	71	887	76020	97	100	100	492	494	503	42	36	25	25	29	23	26	30	40	8	5	12
Female	29	424	38648	100	0	99	468	472	489	14	11	8	36	31	22	50	53	61	0	4	10
Male	32	431	40233	97	0	99	457	460	479	16	20	12	40	33	25	44	45	55	0	2	8
African American	NC	53	4092	NC	0	99	NC	477	473	NC	12	12	NC	30	28	NC	58	54	NC	0	5
Hispanic	51	737	31940	98	0	99	456	462	465	18	17	16	41	33	32	41	47	49	0	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	NC	46	36502	NC	0	99	NC	521	502	NC	0	4	NC	13	14	NC	73	67	NC	15	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	52	731	68312	100	0	98	468	475	493	11	12	7	36	30	21	52	54	62	0	4	10
Limited English Proficient Students	32	456	12556	97	0	100	449	456	436	24	19	24	41	36	40	34	43	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	28	599	38662	88	0	96	462	466	468	12	16	16	40	35	32	48	47	49	0	2	3
Non-Economically Disadvantaged	33	262	40315	100	0	100	464	467	498	18	16	5	36	24	15	46	54	66	0	6	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	61	857	78750	98	100	99	493	484	500	11	10	6	19	34	29	70	56	63	0	0	2
All Students (Prior Year)	72	883	75673	99	100	100	507	503	530	19	17	12	24	32	25	56	51	58	2	1	4
Female	29	424	38586	100	100	99	506	495	515	11	8	4	7	24	22	82	67	71	0	0	3
Male	32	430	40135	97	100	99	478	473	486	12	11	8	32	43	35	56	46	56	0	0	1
African American	NC	53	4081	NC	100	99	NC	472	488	NC	19	8	NC	30	32	NC	51	59	NC	0	2
Hispanic	51	736	31841	98	100	99	489	482	483	11	10	8	20	34	36	68	56	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	485	481	NC	6	8	NC	44	37	NC	50	54	NC	0	1
White	NC	46	36440	NC	94	99	NC	526	516	NC	3	3	NC	20	22	NC	75	71	NC	3	4
Students with Disabilities	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	52	729	68196	100	100	98	514	500	513	5	5	3	18	31	25	77	64	69	0	0	3
Limited English Proficient Students	32	454	12504	97	100	100	469	475	451	17	11	12	28	37	44	55	52	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	598	38558	91	100	96	482	483	485	15	10	8	15	35	37	69	54	54	0	0	1
Non-Economically Disadvantaged	32	261	40260	100	100	100	504	484	514	7	9	3	22	28	21	70	62	72	0	1	4

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

8th 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	44	710	78250	100	100	99	517	529	548	44	32	21	17	25	18	39	39	48	0	3	13
All Students (Prior Year)	21	274	75001	100	43	99	429	462	468	65	35	37	25	44	36	10	18	16	0	4	10
Female	22	382	38071	100	100	99	524	527	549	45	32	20	15	27	19	40	39	49	0	2	12
Male	22	327	40126	100	100	99	510	531	547	43	33	23	19	22	17	38	39	46	0	5	14
African American	NC	67	4058	NC	100	99	NC	526	523	NC	34	32	NC	23	22	NC	40	41	NC	2	5
Hispanic	32	586	29129	100	100	99	512	526	527	45	33	32	19	26	23	35	38	40	0	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	20	4996	NC	71	100	NC	536	518	NC	28	36	NC	33	25	NC	39	36	NC	0	4
White	NC	36	38320	NC	97	99	NC	566	568	NC	19	12	NC	6	14	NC	55	55	NC	19	19
Students with Disabilities	NC	87	9329	NC	100	100	NC	484	454	NC	74	64	NC	17	18	NC	8	16	NC	1	2
Students without Disabilities	39	623	68996	100	98	99	525	535	561	36	26	16	19	26	18	44	44	52	0	4	14
Limited English Proficient Students	16	343	10133	100	100	100	515	522	488	40	38	45	25	27	25	35	33	28	0	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	23	502	33388	92	98	94	520	528	530	45	33	32	9	26	22	45	39	40	0	3	5
Non-Economically Disadvantaged	21	208	44937	100	100	100	513	531	561	42	31	13	26	24	15	32	41	54	0	4	18

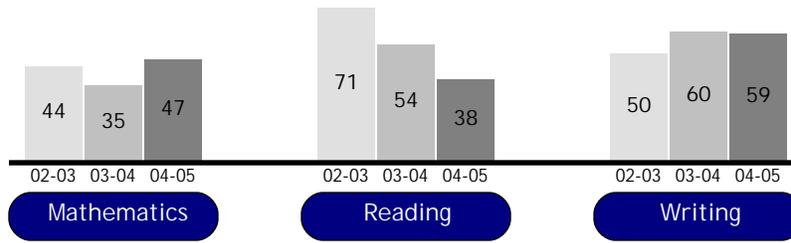
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	717	78302	100	0	99	498	499	512	17	15	11	32	33	25	49	51	57	2	2	7
All Students (Prior Year)	21	272	74918	100	43	99	480	493	497	45	31	32	30	20	19	20	39	35	5	9	15
Female	22	383	38082	100	0	99	517	500	518	5	11	8	35	36	24	55	51	61	5	2	7
Male	22	333	40166	100	0	99	481	496	507	29	20	14	29	28	26	43	50	54	0	1	6
African American	NC	69	4064	NC	0	100	NC	501	498	NC	9	14	NC	32	29	NC	60	54	NC	0	3
Hispanic	32	588	29152	100	0	99	491	496	492	23	16	17	32	33	34	45	49	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	21	4993	NC	0	100	NC	502	484	NC	6	19	NC	39	38	NC	56	42	NC	0	1
White	NC	38	38347	NC	0	99	NC	536	531	NC	6	5	NC	22	17	NC	59	68	NC	13	10
Students with Disabilities	NC	89	9353	NC	0	100	NC	470	429	NC	35	40	NC	39	38	NC	26	22	NC	0	1
Students without Disabilities	39	628	69024	100	0	99	507	503	524	8	12	7	33	32	23	56	54	62	3	2	7
Limited English Proficient Students	16	344	10140	100	0	100	491	489	451	15	20	28	35	37	43	50	43	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	23	506	33398	92	0	94	502	498	495	23	15	18	18	33	35	55	51	46	5	1	2
Non-Economically Disadvantaged	21	211	44979	100	0	100	494	502	525	11	14	6	47	32	18	42	51	66	0	3	10

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	44	703	78094	100	100	99	535	528	545	5	5	3	20	27	18	76	68	77	0	0	2
All Students (Prior Year)	21	265	74503	100	42	99	487	478	491	10	11	9	30	37	32	60	46	51	0	5	8
Female	22	376	38025	100	100	99	560	536	558	0	3	2	10	25	13	90	72	82	0	0	2
Male	22	326	40013	100	100	99	511	519	534	10	7	5	29	30	23	62	63	71	0	0	1
African American	NC	68	4037	NC	100	99	NC	534	532	NC	4	4	NC	21	22	NC	74	73	NC	0	1
Hispanic	32	576	29068	100	100	99	522	526	523	6	5	5	23	29	27	71	67	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	21	4981	NC	75	100	NC	536	526	NC	0	4	NC	33	25	NC	67	70	NC	0	0
White	NC	37	38265	NC	100	99	NC	554	564	NC	6	2	NC	16	11	NC	78	84	NC	0	3
Students with Disabilities	NC	87	9275	NC	100	100	NC	465	444	NC	19	14	NC	55	46	NC	26	39	NC	0	1
Students without Disabilities	39	616	68892	100	97	98	546	538	559	3	2	2	14	24	14	83	74	82	0	0	2
Limited English Proficient Students	16	340	10084	100	100	100	522	515	474	5	6	10	25	35	39	70	59	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	23	504	33296	92	99	94	531	527	527	5	5	5	23	28	27	73	67	67	0	0	0
Non-Economically Disadvantaged	21	199	44871	100	100	100	539	534	559	5	5	2	16	25	12	79	70	84	0	0	3

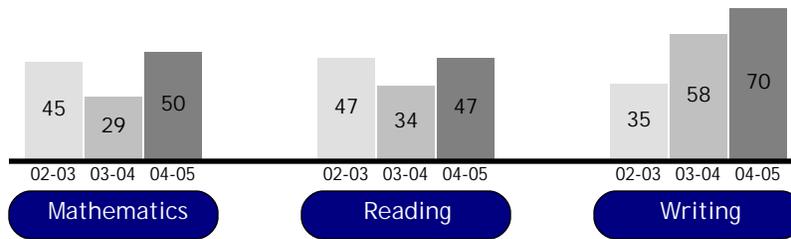
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

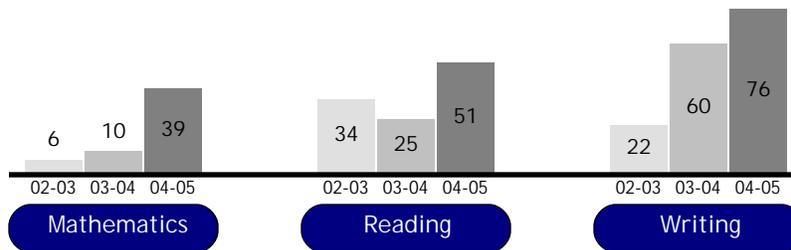
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	89	25	36	50	90	33	NA	58	100	39	36	47
	Language	95	26	29	43	92	40	41	50	100	35	39	47
	Mathematics	97	47	46	57	93	61	57	64	100	39	39	50
3	Reading	94	33	34	47	100	34	NA	55	100	30	32	44
	Language	93	40	44	54	100	35	56	61	100	34	35	44
	Mathematics	96	41	42	54	100	41	51	61	100	39	39	51
4	Reading	96	27	29	52	94	29	NA	56	100	31	37	48
	Language	100	31	33	48	94	30	43	52	100	33	38	49
	Mathematics	100	38	37	57	97	27	44	61	100	31	38	53
5	Reading	99	29	30	50	96	29	NA	55	98	36	39	50
	Language	97	35	34	46	100	32	40	49	98	35	39	50
	Mathematics	100	40	38	57	100	37	48	63	97	34	35	49
6	Reading	98	36	39	53	93	32	NA	56	100	38	42	51
	Language	100	20	32	45	93	25	38	48	100	31	38	47
	Mathematics	98	44	51	62	94	32	55	66	98	35	40	52
7	Reading	100	45	33	51	100	40	NA	54	100	48	38	50
	Language	100	50	37	54	100	50	40	58	100	50	41	52
	Mathematics	100	41	43	58	100	34	48	62	100	44	35	50
8	Reading	100	32	35	53	100	37	NA	55	100	40	40	51
	Language	100	32	32	49	100	34	36	52	100	43	44	50
	Mathematics	100	42	48	58	100	35	50	61	100	39	42	53

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)
- 5 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Budget
- Ü Assessment Data
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	2.00	Teacher Aide	6.00

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	2	3	0	0
7 to 9 years	2	2	0	0
10 or more years	7	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Auditorium
- Ü Media Center
- Ü Historical Museum

Extracurricular Activities

- Ü PEER Club
- Ü Afterschool Fine Arts Classes
- Ü Afterschool Tutoring Program
- Ü K- Kids
- Ü Flag Football
- Ü Basketball (boys and girls)
- Ü Soccer
- Ü Softball

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Before/After School Programs
- Ü Operation School Bell
- Ü Maricopa County Play Program
- Ü Valla del Sol
- Ü Full time Social Worker

School Achievements/Accomplishments 2004-05

- ü In 2005, Kenilworth recieved the A+ School of Excellence award from the Arizona Educational Foundation. It is the second time that Kenilworth has received this recognition.

- ü Kenilworth was designated as 'Performing' due to students demonstrating growth over a three-year period.

- ü Partnerships with the City of Phoenix, the Downtown YMCA, the Salvation Army, Camelback Kiwanis, ASU and others, offers students opportunities to participate in after-school programs designed to improve their acadmeics and community involvement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	98	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

A school Safety Committee has been established and will be charged with the following responsibilities: Overseeing the Crisis Intervention Plan; ensuring there is a safe and orderly school environment; implementing the school Discipline Plan.

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) :

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.

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

Contacts

	Name	Phone Number
School Site Council	Nancy Arnold	(602) 257-3889
Transportation Policy	Michael Fisher	(602) 257-3799
Community Resources	Claudia Amaya	(602) 257-3889
School Nutrition Programs	Muslimah Hameed	(602) 257-3893
Parent Organization	Marilyn Lobato	(602) 257-3889
Student Health/Nurse	Velma Brown	(602) 257-3891

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 600 Copies = \$305.00

** 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.