

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6602 E. Malcomb Dr., Paradise Valley, AZ 85253

### Kachina Country Day School

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Small School  
2001-02 Improving

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

#### School Overview

Principal/Administrator : Dr. Christopher James Kline  
Schedule : 7:30 AM to 5:30 PM  
Grades : Pre-K-6  
2004 Enrollment : 111  
Web Address : www.kachina.org  
Phone Number : (480) 951-0745  
Fax Number : (480) 951-1267  
E-mail : ckline@kachina.k12.az.us

#### Mission

Kachina Country Day School is committed to providing a safe educational environment with levels of instruction and evaluation to empower all students to attain their academic and human potential to become useful contributing members of the community.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

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

#### School / Academic Goals

- ü To foster the individual development of communication skills for reading, writing, speaking and listening. To improve student achievement in reading, writing, and math on the state achievement test.
- ü To provide a pleasant and comfortable environment for students and staff.
- ü To incorporate the use of computers into the core content areas.

#### Enrollment

October 1, 2003 School Year Student Enrollment : 118  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 111

Instructional Programs

- Ü Integrated Developmental Curriculum
- Ü Manipulative-Rich Learning Environments
- Ü Technology
- Ü Optional Full-Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our school has the responsibility of delivering the highest quality education in a safe environment. Open communication with parents and students is essential for overall success.

Parents

Parents are responsible for instilling the importance of education and for taking an active role in their child's education and school. Parents are involved as classroom helpers, field trip aides, and special speakers.

Transportation Policy

The Kachina Country Day School provides carpool lists, upon request.

School Honors

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

Award/Honor	Year
Ü NECPA Accreditation	1997
Ü Safe Schools Award	1999
Ü North Central Association Accreditation	2000
Ü United Spirit League Flag Football Champions	2001

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	18	18	75509	100	100	100	512	512	521	0	0	13	24	24	23	65	65	33	12	12	31
All Students (Prior Year)	16	16	75372	100	100	100	525	525	523	0	0	9	23	23	25	46	46	36	31	31	30
Female	NC	NC	37013	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	24	NC	NC	33	NC	NC	31
Male	10	10	38430	100	100	99	503	503	521	0	0	14	33	33	22	56	56	33	11	11	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	16	16	35192	100	100	99	513	513	534	0	0	8	27	27	19	60	60	35	13	13	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	17	17	65801	100	100	98	512	512	525	0	0	11	24	24	23	65	65	34	12	12	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	16	16	39040				509	509	534	0	0	8	27	27	19	60	60	34	13	13	39

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	18	18	75492	100	100	100	519	519	519	6	6	12	12	12	16	65	65	47	18	18	24
All Students (Prior Year)	16	16	75221	100	100	100	527	527	523	0	0	8	15	15	16	46	46	56	38	38	21
Female	NC	NC	37014	NC	NC	100	NC	NC	523	NC	NC	10	NC	NC	15	NC	NC	48	NC	NC	27
Male	10	10	38400	100	100	99	521	521	516	0	0	14	11	11	17	67	67	47	22	22	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	16	16	35177	100	100	99	523	523	528	0	0	8	13	13	13	67	67	49	20	20	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	17	17	65785	100	100	98	519	519	522	6	6	10	12	12	16	65	65	49	18	18	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	16	16	39164				517	517	528	7	7	8	13	13	13	60	60	48	20	20	31

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	18	18	75053	100	100	99	673	673	597	0	0	7	0	0	12	76	76	72	24	24	9
All Students (Prior Year)	16	16	73654	100	100	99	530	530	530	0	0	9	15	15	13	85	85	70	0	0	7
Female	NC	NC	36872	NC	NC	99	NC	NC	621	NC	NC	5	NC	NC	9	NC	NC	74	NC	NC	12
Male	10	10	38109	100	100	99	640	640	573	0	0	10	0	0	14	89	89	69	11	11	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	16	16	35028	100	100	99	683	683	613	0	0	6	0	0	10	73	73	73	27	27	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	17	17	65428	100	100	98	673	673	604	0	0	6	0	0	11	76	76	73	24	24	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	16	16	38950				658	658	618	0	0	5	0	0	9	87	87	73	13	13	12

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	15	15	76019	94	94	100	532	532	499	0	0	14	33	33	39	0	0	14	67	67	33
All Students (Prior Year)	19	19	76230	100	100	100	494	494	498	6	6	12	50	50	38	22	22	12	22	22	37
Female	11	11	37207	92	92	100	531	531	499	0	0	12	36	36	41	0	0	14	64	64	33
Male	NC	NC	38677	NC	NC	100	NC	NC	498	NC	NC	15	NC	NC	38	NC	NC	13	NC	NC	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	12	12	35880	100	100	100	539	539	515	0	0	7	25	25	32	0	0	16	75	75	45
Students with Disabilities	--	--	9786	--	--	100	--	--	457	--	--	39	--	--	40	--	--	7	--	--	13
Students without Disabilities	15	15	66233	94	94	99	532	532	503	0	0	11	33	33	39	0	0	14	67	67	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	--	35714				--	--	480	--	--	20	--	--	47	--	--	12	--	--	20
Non-Economically Disadvantaged	15	15	40266				532	532	513	0	0	9	33	33	33	0	0	15	67	67	43

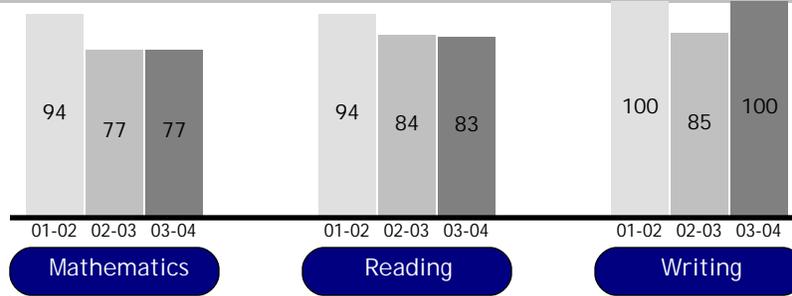
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	76020	94	94	100	505	505	503	13	13	25	40	40	23	33	33	40	13	13	12
All Students (Prior Year)	19	19	76202	100	100	100	506	506	505	0	0	19	39	39	24	50	50	46	11	11	11
Female	11	11	37213	92	92	100	506	506	504	9	9	22	36	36	23	45	45	42	9	9	13
Male	NC	NC	38666	NC	NC	100	NC	NC	501	NC	NC	29	NC	NC	22	NC	NC	38	NC	NC	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	12	12	35890	100	100	100	508	508	511	8	8	15	33	33	20	42	42	48	17	17	18
Students with Disabilities	--	--	9784	--	--	100	--	--	485	--	--	58	--	--	19	--	--	19	--	--	4
Students without Disabilities	15	15	66236	94	94	99	505	505	504	13	13	23	40	40	23	33	33	42	13	13	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	--	35703				--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Non-Economically Disadvantaged	15	15	40274				505	505	509	13	13	17	40	40	20	33	33	47	13	13	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	15	15	75673	94	94	100	546	546	530	13	13	12	0	0	25	87	87	58	0	0	4
All Students (Prior Year)	19	19	74692	100	100	99	494	494	502	17	17	18	39	39	27	44	44	47	0	0	8
Female	11	11	37099	92	92	100	558	558	548	9	9	8	0	0	22	91	91	64	0	0	6
Male	NC	NC	38441	NC	NC	99	NC	NC	513	NC	NC	16	NC	NC	29	NC	NC	52	NC	NC	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	12	12	35760	100	100	99	550	550	550	17	17	9	0	0	21	83	83	64	0	0	6
Students with Disabilities	--	--	9706	--	--	100	--	--	462	--	--	36	--	--	32	--	--	31	--	--	1
Students without Disabilities	15	15	65967	94	94	99	546	546	536	13	13	10	0	0	25	87	87	60	0	0	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	--	35541				--	--	504	--	--	17	--	--	31	--	--	50	--	--	2
Non-Economically Disadvantaged	15	15	40091				546	546	550	13	13	9	0	0	21	87	87	64	0	0	6

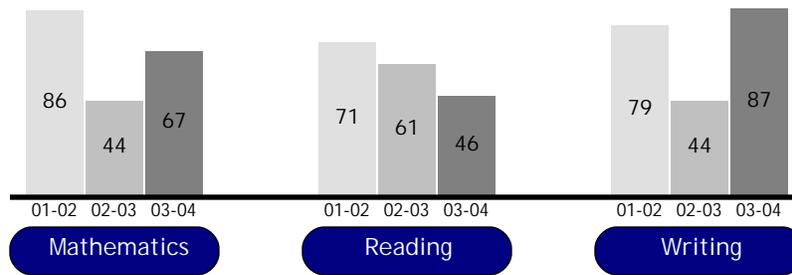
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	86	86	44	100	90	90	50	95	18	NA	58
	Language	100	73	73	39	100	95	95	43	95	18	59	50
	Mathematics	94	91	91	52	100	96	96	57	95	18	81	64
3	Reading	100	76	76	43	100	61	61	47	100	17	NA	55
	Language	100	82	82	50	100	71	71	54	95	17	64	61
	Mathematics	100	83	83	50	100	73	73	54	100	17	66	61
4	Reading	85	70	70	47	100	91	91	52	79	10	NA	56
	Language	100	58	58	45	100	82	82	48	86	10	NA	52
	Mathematics	85	62	62	52	100	86	86	57	86	11	46	61
5	Reading	93	92	92	46	100	63	63	50	94	16	NA	55
	Language	100	88	88	43	100	60	60	46	94	16	69	49
	Mathematics	93	94	94	54	100	72	72	57	94	16	81	63
6	Reading	--	--	NC	49	100	78	78	53	93	11	NA	56
	Language	--	--	NC	42	100	64	64	45	93	11	71	48
	Mathematics	--	--	NC	58	100	87	87	62	93	11	88	66

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

- 4 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Prepare and Approve Annual Budget
- Ü Develop School Policies/Procedures
- Ü Fundraising
- Ü Develop Community Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	9.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 6
- Core academic classes taught by Highly Qualified (NCLB) teachers. 6
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Learning Resource Center
- Ü Sports Court

Extracurricular Activities

- Ü Spanish
- Ü Art
- Ü After School Classes
- Ü After School Sports

Social Services

- Ü Parenting Seminars
- Ü After School Tutoring
- Ü Counseling
- Ü Hot Lunch Program
- Ü Academic Advisement
- Ü After School Child Care
- Ü Learning Strategies

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Standardized test scores on the Stanford 9 test continue to be above the state and surrounding district averages and improve yearly.
- ü Standardized test scores on the AIMS test continue to be above the state and surrounding district averages and improve yearly.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	43	43
Grades 3-4	93	93
Grades 4-5	45	55
Grades 5-6	69	100

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

Kachina Country Day School continues to emphasize good behavior and character. Zero-tolerance policies and character development programs have proven effective in creating a safe learning environment. The Crisis Plan and Emergency Response Procedures are reviewed with the staff on a yearly basis. Security measures are in place while school is in session. Fire and lockdown drills are conducted.

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

0

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

Contacts

	Name	Phone Number
School Site Council	Dr. Christopher James Kline	(480) 951-0745
Transportation Policy	Dr. Christopher James Kline	(480) 951-0745
Community Resources	Janece A. Kline	(480) 951-0745
School Nutrition Programs	Carol Turney	(480) 951-0745
Parent Organization	PTO President	(480) 951-0745
Student Health/Nurse	Carol Turney	(480) 951-0745

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](http://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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.