

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4182 N. Bank Street, Kingman, AZ 86409

Kingman Unified School 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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mrs. Pat Mickelson
 Schedule : 07:30 AM to 03:30 PM
 Grades : 10-12
 Web Address : www.kusd.org
 Phone Number : (928) 692-6480
 Fax Number : (928) 692-6418
 E-mail : pmickels@kusd.org

Mission

Our mission is to prepare students with lifelong skills to live and learn in a changing world. Students have the right to learn, teachers the right to teach; and all, the responsibility to achieve.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	Warning Year
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 Increase student achievement by increasing graduation rate, reducing failure rate, improving AIMS scores, and expanding and diversifying extracurricular programs.
- ü Improve school safety by decreasing disrespect, harassment and bullying, and by decreasing confrontations between students.
- ü Improve instructional practices by implementing research-based strategies including: developing comprehensive research, rigorous curriculum, powerful lesson design and meaningful assessment.
- ü Increase career and technical opportunities for students' specific career interests and support training and skill development for work force.

Enrollment

October 1, 2005 School Year Student Enrollment : 1581
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Advanced Placement and Honors Program
- ü Career and Technical Education
- ü Performing and Visual Arts Program
- ü On-site Exceptional Student Services
- ü MCC Partnership for Dual Credit Courses
- ü Homework Center (After School Tutoring)
- ü Future Educators Academy Program
- ü On-Site Child Care (Lab School)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 57 minutes
First Day of School :	8/11/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Provide appropriate aligned curriculum with courses and counseling to stimulate creative thinking, incorporating technology to prepare students for future levels of education, employment and practical living skills. Evaluate academic growth and adjust strategies to meet individual needs. Practice emergency management and develop programs for all students. Recruit a professional, well-trained staff and provide district programs that enhance 'Best Practices' in education.

Parents

Taking ownership and providing support for school district policies in matters of attendance, behavior, and student dress. Regularly calling or sending notes when students are absent, and initiating conferences with the school when parents have concerns. Willingness to partner with the school to support student success is essential.

Transportation Policy

KUSD #20 insures the safe transport of students to and from school beyond the walking zone, within an eighty-mile radius. No transportation is provided to students living within a two-mile radius of the school. Students being transported are under the authority of the bus driver and shall observe all federal, state and local laws, as well as school district policies governing school bus transportation. Additional transportation is available to support after-school tutoring.

School Honors

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

Award/Honor	Year
ü National Merit Scholarships	2005
ü Two K-12 Students Perfect Attendance Awards	2003
ü Family & Consumer Science Department #1 in the State	2002
ü US First Robotics Regional Awards	2004

10th 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	515	555	71130	92	96	95	691	690	701	27	29	23	16	16	13	51	50	51	6	5	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	263	35465	93	98	96	691	690	702	27	28	21	15	15	13	54	53	53	4	4	13
Male	272	291	35648	91	95	94	691	690	701	27	29	24	18	17	12	48	47	50	7	7	14
African American	12	12	3868	100	100	95	688	688	686	33	33	33	8	8	17	58	58	45	NA	NA	6
Hispanic	59	66	25103	88	96	95	680	676	685	42	47	34	24	23	16	29	26	45	5	5	5
Asian/Pacific Islander	NC	10	1805	NC	83	98	NC	NA	731	NC	NA	9	NC	NA	7	NC	NA	50	NC	NA	34
American Indian/Alaskan Native	12	12	4241	92	92	90	676	676	679	42	42	39	8	8	19	50	50	39	NA	NA	3
White	424	455	36075	93	97	95	693	692	715	25	26	12	16	16	9	53	52	58	6	6	21
Students with Disabilities	67	71	5862	94	95	71	650	650	658	76	76	63	13	13	15	10	11	20	NA	NA	2
Students without Disabilities	448	484	65268	92	97	98	697	695	705	20	22	19	17	17	12	57	55	54	7	6	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	138	152	22957	93	95	93	681	680	685	38	39	34	17	16	17	41	41	44	4	3	5
Non-Economically Disadvantaged	377	403	48173	92	97	96	695	693	709	23	25	17	16	16	11	55	53	55	7	6	18

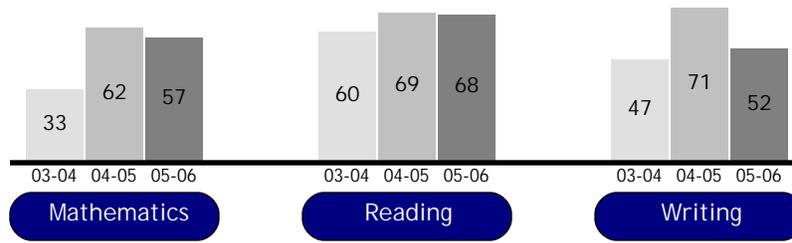
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	537	560	73018	92	93	97	696	695	703	7	7	6	26	26	23	64	63	64	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	248	259	36181	93	94	97	702	701	708	3	4	4	23	24	21	71	69	65	3	3	9
Male	289	301	36816	91	93	96	691	690	699	10	9	7	28	29	24	58	57	62	4	4	7
African American	11	11	3976	100	100	96	716	716	689	9	9	8	27	27	29	55	55	59	9	9	3
Hispanic	61	62	25801	90	89	96	681	680	683	8	8	10	39	40	34	48	47	53	5	5	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	12	12	4389	100	100	93	685	685	675	NA	NA	9	50	50	42	50	50	47	NA	NA	1
White	444	466	37024	92	94	97	697	697	721	7	7	2	23	24	12	66	65	73	3	3	13
Students with Disabilities	77	80	7170	99	96	85	646	647	654	31	31	23	51	50	47	17	18	29	1	1	1
Students without Disabilities	460	480	65848	91	93	98	704	703	708	3	3	4	22	23	20	72	71	67	4	4	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	147	163	23912	93	96	94	682	682	681	13	12	10	33	34	36	52	51	52	3	3	2
Non-Economically Disadvantaged	390	397	49106	92	92	98	701	701	714	4	5	4	23	23	16	68	68	69	4	4	11

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	536	559	72810	92	93	96	671	671	685	9	8	6	39	40	30	52	52	58	0	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	244	255	36111	91	92	97	682	682	695	5	4	4	32	32	23	63	63	65	NA	0	8
Male	292	304	36678	92	94	95	662	662	674	12	12	9	45	46	36	42	42	52	1	1	3
African American	11	11	3962	100	100	96	676	676	675	9	9	8	55	55	33	36	36	55	NA	NA	3
Hispanic	57	58	25735	84	83	96	661	661	669	14	14	10	42	43	41	44	43	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	12	12	4370	100	100	92	672	672	670	8	8	9	58	58	39	33	33	50	NA	NA	2
White	447	469	36915	93	95	97	672	672	697	8	8	3	39	39	21	53	53	67	0	1	8
Students with Disabilities	76	79	7071	97	95	84	623	623	634	36	34	24	57	58	53	8	8	21	NA	NA	1
Students without Disabilities	460	480	65739	91	93	98	678	678	689	4	4	4	37	37	27	59	59	62	0	1	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	143	159	23814	91	94	94	654	657	667	17	16	10	40	40	41	43	43	47	NA	1	2
Non-Economically Disadvantaged	393	400	48996	92	93	97	677	676	693	5	5	4	39	40	24	55	55	64	1	1	7

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)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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.

No test data found for this school.

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

Council Duties

- Ü Support Student Achievement/AZ Standards
- Ü Community/School Liaison
- Ü School Safety Issues
- Ü Development School News Distribution
- Ü School Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	70.00
Other Professional Staff	9.60	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	6	0	0	0
10 or more years	24	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	217
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Culinary Arts Kitchen
- Ü State Licensed Child Care (Lab School)
- Ü 11 Computer Labs for Academics/Bus./Voc.
- Ü Performing Arts Auditorium

Extracurricular Activities

- Ü 8 Clubs Supporting Academics
- Ü 4 Clubs Supporting Fine Arts
- Ü 5 Clubs Supporting Community Service
- Ü 19 Clubs Supporting Athletics
- Ü 14 Clubs Supporting Co-curricular Prog.
- Ü 23 A.I.A. Sanctioned Athletic Teams
- Ü 5 Clubs Supporting Leadership

Social Services

- Ü Counseling Services
- Ü Student Mentoring Support Groups
- Ü Child Care
- Ü At-Risk Support
- Ü Health Services
- Ü Credit Recovery Program
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Kingman High School was awarded North Central Association 75 years of accredited service (2000-01). We completed a five-year cycle in 2003-2004 and were awarded 'Accreditation Without Warning.'
- ü Two-thirds of the juniors met or exceeded the AIMS on their first attempt. The graduation rate increased by one percent. The ACT average score was 22.1. The SAT average score was 516 in verbal and 517 in math.
- ü Instructor and Chef Michael Gaul was awarded AZ CTE Family and Consumer Sciences Teacher of the Year for 2004. Kingman High School North Campus was awarded the University of Arizona Cup for the highest GPA in the 04-05 freshman class.
- ü Regional champions in boy's basketball and girls' golf.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	71	89	88	73
Graduation Rate ⁶	71	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

The greatest areas of concern are in fighting, tobacco use and drug use. The KHS North on-site School Resource Officer handles referrals from the discipline office for all criminal acts including, fighting, theft, drug/alcohol use, tobacco use and vandalism. The SRO provides a tobacco cessation program, referrals for drug testing and counseling, and counseling for bullying/harrasing behavior. He also teaches criminal justice and provides other law related education.

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) :

140

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	Pat Mickelson	(928) 692-6410
Transportation Policy	Dave Brown	(928) 753-5928
Community Resources	Pat Mickelson	(928) 692-6410
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	To Be Determined Later	(928) 692-6480
Student Health/Nurse	Danielle Carmickle	(928) 692-6525

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 1500 Copies = \$437.00

** 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.