

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kayenta Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Kayenta Unified District
N. Hwy 163, Kayenta, AZ 86033
Mailing Address: P.O. Box 337, Kayenta, AZ 86033-0337

Principal: Ms. Vangie Bradley-Wilkinson
Schedule: 8:00 AM to 5:00 PM
Web Address: www.kayenta.k12.az.us
E-mail: jbenally@kayenta.k12.az.us

Grades: 6-8
2002 Enrollment: 641
Phone: (928) 697-2297
Fax: (928) 697-2308

∨ School Overview ∨

Mission

Cooperation between and among parents, students and staff; a communal tap root deep enough to nurture an environment of openness and safety. We seek to instill a sense of wholeness, using body, mind and spirit to empower within each learner their choice of successful academic direction. Hozho--We believe in nurturing independent learners; a positive school environment; high expectations leading to high achievement; all people having the right, the responsibility and the ability to learn.

Organization and Philosophy

- w Middle School Philosophy
- w Team Teaching
- w Self-contained Classrooms
- w Block-scheduled Classrooms

Instructional Programs

- w Heterogeneous Groupings
- w School-wide Reading Program
- w Core Teams
- w Culturally Relevant Curriculum
- w Curriculum Integration
- w Structured English Language Program
- w Honors Classes
- w Inclusive School Program per LRE

School/Academic Goals

- w Reading: The percentage of students who improve their reading achievement as measured by the Stanford 9 and AIMS will increase by 20% for the next three years.
- w Writing: The percentage of students who improve their writing achievement as measured by the Stanford 9 and AIMS will increase by 20% for the next three years.
- w Mathematics: The percentage of students who improve their math achievement as measured by the Stanford 9 and AIMS will increase by 20% for the next three years.
- w Assessment: Students will make one year progress as measured by the district's computerized assessments from the Northwest Evaluation Association in Reading, Language Usage, and Math

Enrollment

| | |
|--|-----|
| October 1, 2001 School Year Student Enrollment: | 654 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 125 |

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Publications
- w Staff Interview Committees
- w School Safety Issues
- w Extracurricular Activities
- w Student/Parent/Staff Handbook
- w School Support Programs

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 2.00 | Teacher | 34.00 |
| Other Professional Staff | 4.00 | Teacher Aide | 2.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 8 | 0 | 0 | 0 |
| 4 to 6 years | 4 | 2 | 0 | 0 |
| 7 to 9 years | 2 | 2 | 0 | 0 |
| 10 or more years | 10 | 11 | 0 | 0 |

∨ **Shared Responsibilities** ∨

School

The KMS commitment to parents is to reflect the cultural environment of the local community in the processes and content of the school culture; to ensure that high expectations of students and staff will lead to successful student performance; to ensure that all persons and activities in the school support the teaching and learning processes; to provide a safe, healthy and environment conducive to learning; and to ensure that our school is accountable for the causes of the learner's success.

Parents

The KMS parents agree to be working partners with the school for the total educational benefit of their children; to review the School Handbook with their child; to enforce school attendance policies; to model reading, math and learning activities for their children; and provide a safe and healthy home environment for students to study and learn. Commitment will be demonstrated by participation in open houses, parent conferences, school committees and support for the school and school programs.

∨ **Transportation Policy** ∨

The district provides bus transportation for children in grades K-12 who live more than one mile from the school. The boundaries extend to the Utah state line, 20 miles beyond the Apache County line. the Coconino County line and into the Pinon Unified School District. The 35 bus routes cover nearly 2,800 miles and serve 2492 students a day. The longest bus route is a 150 mile round-trip with 10 other bus routes covering 100 round-trip miles. The average bus route is 80 miles per day round-trip.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/19/02
Average Daily Instruction Time: 7 hrs. 24 min. **Last Day of School:** 5/26/03
Operates on Traditional Schedule

Report Card Release Dates

10/25/02 1/6/03 3/19/03 5/26/03

Additional Calendar/Report Card Information

In September, November, February and April KMS sends out Progress Reports to all parents. The forms are used for parents to check on their child's progress in the classroom. These reports are sent home with students. The students share their Progress Report with their parents. If the parents have any questions or concerns they may make an appointment with the teacher.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Technology Lab
- W Piano and Guitar Lab
- W Computer Lab
- W Accelerated Reading Program

Extracurricular Activities

- W Student Council
- W Football/Volleyball
- W Basketball/Wrestling
- W Before School Library Club
- W Multi-Cultural Club
- W Cross Country/Track
- W Chess/Baseball/Softball
- W Family Activity Night

School/Community Resources

- W Indian Health Services
- W University/College Classes
- W Counseling Services
- W Recreational Activities
- W Breakfast/Lunch Programs
- W Family Reading Night in Library
- W Social Services
- W Cultural Activities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Students in the Academy of Reading Skills program in grades six, seven and eight had an average positive change in reading progress (over nine months) ranging from 8 to 20%.</p> | <p>w 2001 Fifth grade students went from the 22nd percentile to the 27th percentile in their total Reading score for the year 2002.</p> |
| <p>w 2001 Sixth grade students went from the 20th percentile to the 32nd percentile in their total Reading score for the year 2002.</p> | <p>w 2001 Seventh grade students went from the 33rd percentile to the 37th percentile in their total Reading score for the year 2002.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 93.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 13.5 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 0.0 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 3.7 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 94.6 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 5.4 % | 1.5 % | 2.1 % | 5.2 % |
| Dropout Rate ⁸ | NA | | | 9.5 % |
| Status Unknown ⁹ | NA | | | 6.0 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|---|------|
| KMS State Volleyball Champions | 2002 |
| North Central Association Accreditation | 2000 |
| KMS State Basketball Champions | 2002 |

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

| Grade 8 | | Number Tested | MS | FFB | A | M | E |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | 61 | 471 | 54% | 21% | 23% | 2% |
| | State | 57484 | 504 | 24% | 20% | 40% | 16% |
| Writing | School | 60 | 462 | 40% | 45% | 15% | 0% |
| | State | 55420 | 493 | 15% | 42% | 41% | 2% |
| Mathematics | School | 62 | 416 | 69% | 27% | 3% | 0% |
| | State | 57734 | 459 | 39% | 40% | 14% | 7% |

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | | 2000-2001 | | | 2001-2002 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| | | % | Score | AZ |
| 6 | Reading | 92 | 25 | 53 | 100 | 24 | 54 | 97 | 33 | 53 | 93 | 25 | 54 | 11 | 39 | 56 |
| | Language | 96 | 16 | 41 | 100 | 19 | 44 | 97 | 19 | 44 | 94 | 16 | 45 | 11 | 40 | 47 |
| | Mathematics | 96 | 29 | 57 | 100 | 32 | 59 | 96 | 32 | 60 | 94 | 29 | 63 | 11 | 48 | 65 |
| 7 | Reading | 96 | 24 | 52 | 100 | 24 | 53 | 92 | 31 | 52 | 89 | 33 | 53 | 2 | ** | 55 |
| | Language | 100 | 25 | 52 | 100 | 28 | 54 | 93 | 29 | 54 | 90 | 35 | 55 | 2 | ** | 58 |
| | Mathematics | 100 | 31 | 53 | 100 | 35 | 55 | 93 | 33 | 56 | 89 | 37 | 58 | 2 | ** | 60 |
| 8 | Reading | 93 | 28 | 54 | 100 | 33 | 54 | 98 | 35 | 53 | 91 | 35 | 55 | 4 | 31 | 56 |
| | Language | 96 | 21 | 46 | 100 | 26 | 49 | 99 | 21 | 49 | 91 | 20 | 50 | 4 | 13 | 52 |
| | Mathematics | 95 | 26 | 52 | 100 | 35 | 54 | 96 | 38 | 56 | 89 | 30 | 58 | 4 | 19 | 59 |

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

| | Reading | Math |
|-------------------|---|---|
| | Percentage of Students Achieving One Year's Growth | Percentage of Students Achieving One Year's Growth |
| Grades 5-6 | 93 | 89 |
| Grades 6-7 | 74 | 84 |
| Grades 7-8 | 79 | 68 |

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The KMS student discipline plan are aligned to School Board policy and have been refined to provide a positive learning environment for all students. The discipline plan is designed to assist students with behavioral concerns to take responsibility for their actions and to resolve conflict with others. The KMS discipline process, known as the Responsible Thinking Process, gives all students the opportunity to learn appropriate behaviors, to think responsibly and to make appropriate choices.

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).

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School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|-------------------------------------|---------------------------------|
| Classroom Instruction | \$3,690 | \$2,301,152 |
| Classroom Supplies | \$9 | \$5,862 |
| Administration | \$539 | \$336,317 |
| Support Services-Students | \$326 | \$203,471 |
| Other Support Services and Operations | \$1,137 | \$709,275 |
| Total Expenditures- All Categories 2000-2001 | \$5,702 | \$3,556,077 |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

| | Name | Phone | Extension |
|----------------------------------|--------------------------|----------------|-----------|
| School Site Council | Vangie Bradley-Wilkinson | (928) 697-2297 | |
| Transportation Policy | Carol Todecheene | (928) 697-2122 | |
| Community Resources | Michael Beverly | (928) 697-2225 | |
| School Nutrition Programs | Fred Gonzoles | (928) 697-2111 | |
| Parent Organization | David Hawley | (928) 697-2298 | |
| Student Health/Nurse | Anna Interpreter | (928) 697-2299 | |

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.

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