



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

North U.S. Highway 163, Kayenta, AZ 86033

Kayenta Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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. Jack Gilmore Jr
 Schedule : 07:00 AM to 06:00 PM
 Grades : 6-8
 2005 Enrollment : 594
 Web Address : www.kayenta.k12.az.us
 Phone Number : (928) 697-2298
 Fax Number : (928) 697-2308
 E-mail : jgilmore@kayenta.k12.az.us

Mission

KMS will provide strong academic programs designed to meet the changing needs of middle level students, reinforce basic skills while exploring abstract concepts, and create opportunities for integrating problem solving and decision making.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	Corrective Action
2002-03	Corrective Action

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

School / Academic Goals

- ü Reading: The percentage of students who improve their reading achievement as measured by the Stanford 9 and AIMS will increase by 20% over the next three years.
- ü Math: The percentage of students who improve their writing achievement as measured by the Stanford 9 and AIMS will increase by 20% over the next three years.
- ü Writing: The percentage of students who improve their writing achievement as measured by the Stanford 9 and AIMS will increase by 20% over the next three years.

Enrollment

October 1, 2004 School Year Student Enrollment : 659
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Heterogeneous Groupings
- Ü School-wide Reading Program
- Ü Grade Level Houses
- Ü Culturally Relevant Curriculum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 27 minutes
First Day of School :	8/10/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

The KMS commitment is to reflect the cultural environment of the community; to ensure high expectations which leads to successful student performance; to provide a safe, healthy environment; and to ensure we are accountable for the learner's success.

Parents

KMS parents agree to be working partners with the school for the educational benefit of their children; to enforce school attendance policies; to model reading, math and learning activities; and provide a safe home environment for students to study.

Transportation Policy

The district provides bus transportation for children in grades K-12 who live more than one mile from the school. The longest bus route is a 150 mile round-trip. The average bus route is 80 miles per day round-trip.

School Honors

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

Award/Honor	Year
Ü KMS met AYP two year in a row	2005
Ü Academic award night for students/parents	2005
Ü Four students were sent to Exeter academy	2005
Ü five students were reckoned by Southwest art contest	2005

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	202	202	78250	100	100	99	516	516	548	35	35	21	32	32	18	28	28	48	5	5	13
All Students (Prior Year)	212	212	75001	99	99	99	429	429	468	73	73	37	21	21	36	3	3	16	3	3	10
Female	90	90	38071	99	99	99	528	528	549	29	29	20	40	40	19	27	27	49	5	5	12
Male	112	112	40126	100	100	99	506	506	547	40	40	23	26	26	17	28	28	46	6	6	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	201	201	4996	100	100	100	515	515	518	35	35	36	32	32	25	27	27	36	5	5	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	13	13	9329	100	100	100	331	331	454	91	91	64	9	9	18	0	0	16	0	0	2
Students without Disabilities	189	189	68996	99	99	99	527	527	561	31	31	16	34	34	18	29	29	52	6	6	14
Limited English Proficient Students	60	60	10133	100	100	100	507	507	488	39	39	45	34	34	25	24	24	28	3	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	165	165	33388	96	96	94	520	520	530	38	38	32	31	31	22	27	27	40	5	5	5
Non-Economically Disadvantaged	37	37	44937	100	100	100	495	495	561	23	23	13	37	37	15	31	31	54	9	9	18

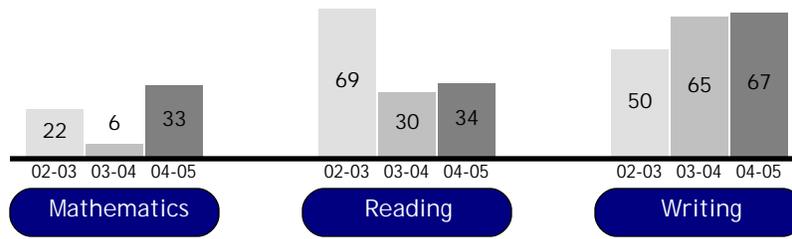
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	203	78302	100	0	99	476	476	512	21	21	11	46	46	25	33	33	57	1	1	7
All Students (Prior Year)	210	210	74918	98	98	99	475	475	497	46	46	32	24	24	19	27	27	35	3	3	15
Female	91	91	38082	100	0	99	489	489	518	17	17	8	41	41	24	41	41	61	0	0	7
Male	112	112	40166	100	0	99	465	465	507	23	23	14	50	50	26	26	26	54	1	1	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	202	202	4993	100	0	100	476	476	484	21	21	19	46	46	38	33	33	42	1	1	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	13	13	9353	100	0	100	322	322	429	45	45	40	55	55	38	0	0	22	0	0	1
Students without Disabilities	190	190	69024	99	0	99	486	486	524	19	19	7	45	45	23	35	35	62	1	1	7
Limited English Proficient Students	60	60	10140	100	0	100	469	469	451	21	21	28	51	51	43	27	27	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	166	166	33398	97	0	94	481	481	495	22	22	18	46	46	35	31	31	46	1	1	2
Non-Economically Disadvantaged	37	37	44979	100	0	100	453	453	525	14	14	6	43	43	18	43	43	66	0	0	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	204	204	78094	100	100	99	527	527	545	2	2	3	30	30	18	66	66	77	1	1	2
All Students (Prior Year)	209	209	74503	98	98	99	491	491	491	7	7	9	28	28	32	63	63	51	2	2	8
Female	91	91	38025	100	100	99	544	544	558	0	0	2	26	26	13	74	74	82	0	0	2
Male	113	113	40013	100	100	99	512	512	534	4	4	5	34	34	23	61	61	71	2	2	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	203	203	4981	100	100	100	526	526	526	2	2	4	31	31	25	66	66	70	1	1	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	13	13	9275	100	100	100	344	344	444	18	18	14	64	64	46	18	18	39	0	0	1
Students without Disabilities	191	191	68892	100	100	98	538	538	559	1	1	2	28	28	14	69	69	82	1	1	2
Limited English Proficient Students	60	60	10084	100	100	100	519	519	474	3	3	10	33	33	39	63	63	50	1	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	167	167	33296	97	97	94	532	532	527	1	1	5	31	31	27	67	67	67	1	1	0
Non-Economically Disadvantaged	37	37	44871	100	100	100	502	502	559	6	6	2	26	26	12	66	66	84	3	3	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)

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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	90	28	28	53	94	38	NA	56	97	36	36	51
	Language	99	22	22	45	98	32	32	48	97	31	31	47
	Mathematics	98	36	36	62	99	36	36	66	97	34	34	52
7	Reading	100	28	28	51	95	37	NA	54	99	36	36	50
	Language	95	35	35	54	98	46	46	58	99	36	36	52
	Mathematics	100	31	31	58	99	38	38	62	99	35	35	50
8	Reading	99	39	39	53	92	41	NA	55	99	37	37	51
	Language	96	33	33	49	98	36	36	52	99	34	34	50
	Mathematics	97	37	37	58	99	29	29	61	98	36	36	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Programs
- Ü Generating Parent Involvement
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student/Parent/Staff Handbook
- Ü Promotion and Retention

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	7	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Basketball/Wrestling
- Ü Multi-Cultural Club
- Ü Baseball/Softball
- Ü Football/Volleyball/Soccer
- Ü Chess
- Ü Cross Country/Track
- Ü Yearbook Club

Social Services

- Ü Indian Health Services
- Ü Student Prevention
- Ü Breakfast/Lunch Programs
- Ü Parent technology night
- Ü University/College Classes
- Ü Family Reading Night in Library

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 71% of 8th grade students met or exceeded the standard in Writing on the AIMS test in 2005. This is a 6% increase from 2004 AIMS results.
- ü 38% of 8th grade students met or exceeded the standard in Math on the AIMS test in 2005. This is a 32% increase from 2004 AIMS results.
- ü 39% of 8th grade students met or exceeded the standard in reading on the AIMS test in 2005. This is a 19% increase from 2004 AIMS results.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	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

The KMS discipline plan provides a positive learning climate. The discipline process, known as the Positive Behavior Room, 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

29

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	Jack Gilmore, Jr	(928) 697-2297
Transportation Policy	Carol Todecheene	(928) 697-2122
Community Resources	Michael Beverly	(928) 697-2213
School Nutrition Programs	Johnny Hollister	(928) 697-2234
Parent Organization		
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. "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: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.