



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Marti Gilmore
Schedule : 08:00 AM to 05:00 PM
Grades : 6-8
Web Address : www.kayenta.k12.az.us
Phone Number : (928) 697-2298
Fax Number : (928) 697-2308
E-mail : mgilmore@kayenta.k12.az.us

Mission

Kayenta Middle School will provide each and every student with an education that encourages them to develop strategies, knowledge and skills for life long success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Corrective Action

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

School / Academic Goals

- Reading: All students will be assessed to determine their comprehension and fluency level. Every student will work to meet their individual benchmark goal in each area. The AIMS goal for mastery in reading is 50% proficiency by our student population
Math: All students will participate in quarterly assessments to determine level of proficiency in various skills. The AIMS goal for mastery in math is 50% proficiency by our student population
Writing: All students will participate in quarterly assessments to determine proficiency using the 6 traits model in writing. The AIMS goal for mastery in writing is to gain at least a 10% increase in mastery over the previous year.

Enrollment

October 1, 2005 School Year Student Enrollment : 584
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü 3 tiered model for reading/math instr.
- ü Voyager Passport Journeys Reading
- ü Connected Math
- ü Navajo Language/Culture Curriculum
- ü School-wide Positive Behavior Support
- ü School-wide Character Counts Ed
- ü 6 Traits Writing curriculum
- ü Holt Science Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 27 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

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 received a "performing" rating by AZ Learns	2006
ü Academic award night for students/parents	2005
ü Four students were sent to Exeter academy	2005
ü five students were honored by Southwest art contest	2005

6th 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	159	159	79327	97	97	98	486	486	518	29	29	19	33	33	20	35	35	46	3	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	38961	100	100	98	490	490	520	24	24	16	34	34	20	40	40	48	2	2	16
Male	67	67	40295	93	93	97	482	482	516	36	36	21	31	31	19	28	28	44	4	4	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	159	159	4391	97	97	96	486	486	489	29	29	32	33	33	27	35	35	36	3	3	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	152	152	70006	99	99	100	488	488	524	26	26	14	34	34	19	36	36	49	3	3	18
Limited English Proficient Students	34	34	9431	94	94	95	452	452	466	71	71	53	24	24	27	6	6	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	137	137	37097	97	97	97	481	481	498	32	32	27	34	34	25	34	34	41	1	1	7
Non-Economically Disadvantaged	22	22	42230	96	96	99	523	523	535	9	9	11	27	27	15	45	45	50	18	18	24

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	160	160	79501	98	98	98	474	474	497	14	14	10	39	39	25	46	46	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39062	100	100	99	484	484	502	7	7	8	33	33	23	60	60	64	1	1	5
Male	68	68	40368	94	94	98	460	460	491	25	25	13	49	49	27	26	26	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	160	160	4401	98	98	96	474	474	473	14	14	17	39	39	40	46	46	43	1	1	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	152	152	70090	99	99	100	476	476	502	13	13	7	39	39	24	47	47	65	1	1	5
Limited English Proficient Students	33	33	9401	92	92	94	435	435	443	42	42	40	55	55	46	3	3	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	137	137	37183	97	97	97	470	470	479	16	16	16	42	42	34	42	42	49	NA	NA	1
Non-Economically Disadvantaged	23	23	42318	100	100	99	500	500	513	4	4	5	26	26	17	65	65	70	4	4	7

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	163	163	80000	99	99	99	569	569	564	1	1	3	7	7	11	81	81	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39288	100	100	99	585	585	579	1	1	2	1	1	6	82	82	77	16	16	16
Male	71	71	40644	99	99	98	549	549	549	1	1	4	15	15	15	80	80	74	3	3	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	163	163	4424	99	99	97	569	569	549	1	1	3	7	7	14	81	81	77	10	10	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	10	10	9919	100	100	93	NA	NA	505	NA	NA	9	NA	NA	35	NA	NA	54	NA	NA	2
Students without Disabilities	153	153	70081	99	99	100	574	574	571	1	1	2	5	5	7	84	84	79	10	10	12
Limited English Proficient Students	35	35	9571	97	97	96	525	525	502	3	3	10	23	23	29	71	71	60	3	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	140	140	37534	99	99	98	568	568	547	1	1	4	7	7	15	82	82	76	9	9	5
Non-Economically Disadvantaged	23	23	42466	100	100	100	578	578	578	NA	NA	2	9	9	7	74	74	75	17	17	16

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

7th 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	208	208	78546	98	98	97	503	503	543	31	31	15	37	37	18	32	32	52	1	1	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	38645	99	99	98	503	503	545	30	30	13	38	38	18	32	32	54	1	1	15
Male	110	110	39792	96	96	97	504	504	542	32	32	17	35	35	17	32	32	50	1	1	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	205	205	4689	98	98	95	502	502	515	31	31	28	37	37	25	31	31	43	1	1	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	18	18	8093	95	95	82	467	467	489	61	61	50	28	28	24	11	11	23	NA	NA	2
Students without Disabilities	190	190	70453	98	98	100	506	506	549	28	28	11	37	37	17	34	34	56	1	1	16
Limited English Proficient Students	82	82	9323	96	96	94	479	479	491	60	60	47	28	28	28	12	12	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	168	168	34694	97	97	96	502	502	524	32	32	23	35	35	23	32	32	48	1	1	7
Non-Economically Disadvantaged	40	40	43852	100	100	99	509	509	559	25	25	10	43	43	13	30	30	56	3	3	22

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	208	208	79045	98	98	98	488	488	512	13	13	10	42	42	25	42	42	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	38860	99	99	98	495	495	519	11	11	7	40	40	22	48	48	62	1	1	8
Male	110	110	40075	96	96	97	483	483	505	15	15	12	45	45	28	37	37	54	3	3	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	205	205	4719	98	98	96	487	487	489	14	14	15	43	43	39	42	42	45	1	1	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	18	18	8552	95	95	87	458	458	463	28	28	35	67	67	40	6	6	23	NA	NA	1
Students without Disabilities	190	190	70493	98	98	100	491	491	517	12	12	7	40	40	24	46	46	62	2	2	8
Limited English Proficient Students	82	82	9355	96	96	95	460	460	456	26	26	37	63	63	48	11	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	168	168	34922	97	97	96	486	486	493	14	14	15	45	45	34	41	41	48	1	1	3
Non-Economically Disadvantaged	40	40	44123	100	100	99	500	500	527	13	13	6	33	33	18	48	48	66	8	8	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	211	211	79657	99	99	99	564	564	566	3	3	3	10	10	8	87	87	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	39120	99	99	99	578	578	580	2	2	2	3	3	4	95	95	92	NA	NA	2
Male	113	113	40423	99	99	98	552	552	553	4	4	5	16	16	12	81	81	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	208	208	4760	99	99	97	564	564	547	3	3	5	10	10	14	87	87	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	19	19	9069	100	100	92	484	484	508	11	11	11	53	53	30	37	37	58	NA	NA	1
Students without Disabilities	192	192	70588	99	99	100	571	571	573	2	2	2	6	6	5	92	92	91	NA	NA	1
Limited English Proficient Students	85	85	9521	100	100	96	529	529	507	6	6	13	21	21	24	73	73	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	171	171	35341	99	99	97	563	563	551	3	3	5	10	10	12	87	87	83	NA	NA	0
Non-Economically Disadvantaged	40	40	44316	100	100	100	569	569	578	3	3	2	10	10	5	88	88	90	NA	NA	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	170	78400	95	95	97	525	525	554	35	35	21	31	31	19	32	32	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	88	38686	94	94	98	526	526	554	32	32	20	32	32	20	34	34	49	2	2	12
Male	82	82	39636	96	96	96	524	524	554	39	39	23	29	29	18	29	29	46	2	2	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	167	167	4536	95	95	95	524	524	528	36	36	35	31	31	25	31	31	37	2	2	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	161	161	70560	99	99	99	526	526	560	32	32	17	32	32	19	33	33	50	2	2	14
Limited English Proficient Students	57	57	8956	92	92	95	500	500	502	61	61	56	28	28	25	11	11	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	149	149	33014	95	95	95	522	522	534	37	37	31	32	32	24	30	30	40	2	2	5
Non-Economically Disadvantaged	21	21	45386	95	95	99	543	543	569	24	24	15	24	24	15	48	48	52	5	5	18

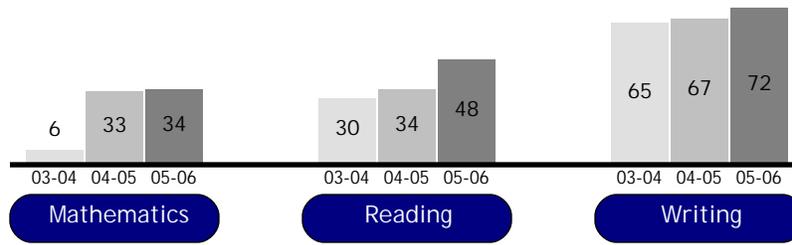
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	170	79179	95	95	98	498	498	519	13	13	11	39	39	27	47	47	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	88	38974	94	94	99	505	505	524	11	11	8	30	30	25	58	58	61	1	1	5
Male	82	82	40124	96	96	97	490	490	513	15	15	13	50	50	28	35	35	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	167	167	4573	95	95	96	497	497	494	13	13	16	40	40	41	46	46	42	1	1	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	161	161	70612	99	99	99	499	499	524	11	11	7	40	40	25	48	48	62	1	1	5
Limited English Proficient Students	57	57	9013	92	92	95	466	466	461	33	33	40	53	53	48	14	14	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	149	149	33345	95	95	96	495	495	499	14	14	17	42	42	36	44	44	46	1	1	1
Non-Economically Disadvantaged	21	21	45834	95	95	99	522	522	533	5	5	7	24	24	19	71	71	67	NA	NA	7

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	177	177	79734	99	99	99	542	542	554	3	3	3	25	25	19	72	72	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	39243	98	98	99	552	552	568	3	3	2	16	16	12	80	80	85	NA	NA	1
Male	85	85	40413	100	100	98	532	532	541	2	2	4	34	34	26	64	64	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	174	174	4613	99	99	97	541	541	535	3	3	4	25	25	29	72	72	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	16	16	8943	100	100	92	490	490	495	19	19	11	63	63	51	19	19	38	NA	NA	1
Students without Disabilities	161	161	70791	99	99	100	547	547	561	1	1	2	21	21	15	78	78	83	NA	NA	0
Limited English Proficient Students	62	62	9138	100	100	97	513	513	492	6	6	13	40	40	46	53	53	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	156	156	33718	99	99	97	542	542	538	3	3	5	26	26	26	72	72	69	NA	NA	0
Non-Economically Disadvantaged	21	21	46016	95	95	100	547	547	567	5	5	2	19	19	14	76	76	84	NA	NA	1

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	38	NA	56	97	36	36	51	98	39	39	56
	Language	98	32	32	48	97	31	31	47	99	35	35	50
	Mathematics	99	36	36	66	97	34	34	52	97	35	35	58
7	Reading	95	37	NA	54	99	36	36	50	97	34	34	54
	Language	98	46	46	58	99	36	36	52	98	35	35	58
	Mathematics	99	38	38	62	99	35	35	50	97	30	30	54
8	Reading	92	41	NA	55	99	37	37	51	94	44	44	58
	Language	98	36	36	52	99	34	34	50	98	41	41	56
	Mathematics	99	29	29	61	98	36	36	53	94	37	37	58

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/](http://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	33.00
Other Professional Staff	3.00	Teacher Aide	2.00

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	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
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 2005-06

School Achievements/Accomplishments 2005-06

- ü 83% of 8th grade students met or exceeded the standard in Writing on the AIMS test in 2006. This is an 12% increase from 2005 AIMS results.
  
- ü 46% of 8th grade students met or exceeded the standard in Math on the AIMS test in 2006. This is an 8% increase from the 2005 AIMS results.
  
- ü 65% of 8th grade students met or exceeded the standard in reading on the AIMS test in 2006. This is a 26% increase from 2005 AIMS results.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	79	89	88	73
Graduation Rate <sup>6</sup>	NA	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 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. KMS also teaches the Character Counts Education Curriculum to students and recognizes the 6 pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.

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) :

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	Marti Gilmore	(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](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.

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](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. 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.