



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

N. Highway 189, 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)

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. Gillian Louise Vormittag
 Schedule : 07:00 AM to 05:00 PM
 Grades : 3-5
 Web Address : www.kayenta.k12.az.us
 Phone Number : (928) 697-2371
 Fax Number : (928) 697-2382
 E-mail : gvormittag@kayenta.k12.az.us

Mission

The school mission is aligned with the Navajo philosophy of education. The Circle of Life: Thinking, Planning, Life, Happiness. Four expectations: respect yourself, respect others, respect your environment and respect nature guide behavior.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Corrective Action
2004-05	SI Year 2
2003-04	Year 2

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

School / Academic Goals

- ü All students will improve their reading comprehension and writing skills across the curriculum.
- ü All students will improve their mathematical skills across the curriculum.
- ü All students will increase their personal level of health, wellness, and fitness.

Enrollment

October 1, 2005 School Year Student Enrollment : 423
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Arizona Standards-based Curriculum
- SRA Corrective Reading
- Accelerated Reader
- Positive Behavior Support Model
- Intervention/enrichment for math
- Intervention/enrichment for reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Kayenta Intermediate School has high expectations for the academic, physical, emotional, and social development of all children. We believe the power of knowledge enhances our journey through life.

Parents

Parents have the responsibility to support the school in its efforts to educate children. Parents have the responsibility to ensure that children attend school regularly and arrive well-prepared.

Transportation Policy

The district purchases, equips, and maintains school buses to provide transportation for children in grades K-12 who live one mile or further from the school within the LEA boundaries.

School Honors

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

Award/Honor	Year
• Navajo NCA Teacher of the Year	2003
• Natl Oceanic and Atmospheric Admin. Teacher at Sea	2004
• Representative on State Standards Committee	2005
• NorthCentral Association School Improvement Specialist	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	131	80010	99	99	99	425	425	447	15	15	10	29	29	18	52	52	53	5	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	38935	99	99	99	431	431	447	13	13	9	24	24	19	56	56	55	7	7	17
Male	60	60	40974	100	100	98	419	419	448	17	17	11	35	35	18	47	47	52	2	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	128	128	3979	98	98	96	424	424	424	15	15	17	30	30	30	52	52	47	4	4	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	10	10	10161	100	100	93	NA	NA	419	NA	NA	28	NA	NA	28	NA	NA	36	NA	NA	8
Students without Disabilities	121	121	69849	99	99	100	429	429	451	11	11	7	29	29	17	55	55	56	5	5	19
Limited English Proficient Students	71	71	14013	100	100	97	407	407	413	25	25	24	39	39	34	35	35	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	117	117	39029	99	99	98	424	424	432	15	15	14	31	31	25	52	52	52	3	3	9
Non-Economically Disadvantaged	14	14	40981	100	100	100	441	441	462	14	14	6	14	14	13	50	50	54	21	21	27

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	130	130	79438	98	98	98	428	428	451	11	11	9	45	45	24	43	43	56	2	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38775	97	97	99	435	435	457	9	9	7	39	39	22	51	51	58	1	1	13
Male	60	60	40560	100	100	97	420	420	446	13	13	12	52	52	25	33	33	54	2	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	127	127	3940	98	98	95	426	426	429	11	11	14	46	46	36	43	43	47	1	1	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	10	10	9588	100	100	88	NA	NA	416	NA	NA	30	NA	NA	32	NA	NA	34	NA	NA	5
Students without Disabilities	120	120	69850	98	98	100	431	431	456	10	10	7	42	42	23	47	47	59	2	2	12
Limited English Proficient Students	70	70	13856	99	99	96	405	405	407	20	20	27	61	61	43	19	19	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	116	116	38685	98	98	97	427	427	435	10	10	14	46	46	32	43	43	50	1	1	5
Non-Economically Disadvantaged	14	14	40753	100	100	99	436	436	467	14	14	5	36	36	16	43	43	62	7	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	130	79971	98	98	99	441	441	423	2	2	8	33	33	41	61	61	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	38974	97	97	99	456	456	437	1	1	5	27	27	33	64	64	57	7	7	4
Male	60	60	40895	100	100	98	424	424	410	3	3	10	40	40	47	57	57	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	127	127	3995	98	98	96	443	443	409	2	2	10	34	34	47	61	61	42	4	4	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	10	10	10258	100	100	94	NA	NA	377	NA	NA	23	NA	NA	51	NA	NA	25	NA	NA	1
Students without Disabilities	120	120	69713	98	98	100	444	444	429	3	3	5	30	30	39	63	63	52	4	4	3
Limited English Proficient Students	71	71	13985	100	100	97	427	427	382	3	3	18	42	42	54	55	55	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	116	116	38994	98	98	98	440	440	409	3	3	10	34	34	47	59	59	41	3	3	1
Non-Economically Disadvantaged	14	14	40977	100	100	100	452	452	437	NA	NA	5	21	21	34	71	71	56	7	7	5

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

4th 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	134	134	80147	99	99	99	470	470	482	7	7	11	22	22	17	63	63	49	8	8	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39281	100	100	99	477	477	483	2	2	9	16	16	17	74	74	50	8	8	24
Male	73	73	40780	97	97	98	464	464	482	11	11	12	26	26	17	55	55	48	8	8	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	133	133	4117	99	99	96	470	470	456	7	7	19	22	22	27	64	64	46	8	8	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	14	14	10295	88	88	92	438	438	443	29	29	33	43	43	26	21	21	33	7	7	8
Students without Disabilities	120	120	69852	100	100	100	474	474	488	4	4	7	19	19	16	68	68	51	8	8	26
Limited English Proficient Students	43	43	12722	98	98	97	447	447	441	16	16	27	35	35	33	47	47	37	2	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	127	127	38371	98	98	97	469	469	465	7	7	15	22	22	23	63	63	49	8	8	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

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	134	134	79686	99	99	98	452	452	470	11	11	11	37	37	24	51	51	57	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39163	100	100	99	464	464	475	5	5	9	31	31	22	62	62	60	2	2	10
Male	73	73	40438	97	97	97	442	442	465	16	16	13	41	41	25	41	41	54	1	1	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	133	133	4087	99	99	96	451	451	446	11	11	16	37	37	38	51	51	44	1	1	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	14	14	9808	88	88	87	420	420	432	29	29	35	57	57	32	14	14	30	NA	NA	3
Students without Disabilities	120	120	69878	100	100	100	456	456	475	9	9	8	34	34	23	55	55	61	2	2	9
Limited English Proficient Students	43	43	12594	98	98	96	427	427	422	26	26	34	49	49	45	26	26	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	127	127	38095	98	98	97	450	450	452	12	12	17	37	37	32	50	50	48	1	1	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

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	135	135	80372	99	99	99	490	490	475	1	1	4	22	22	30	73	73	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	39452	100	100	99	508	508	488	NA	NA	3	8	8	22	87	87	72	5	5	3
Male	74	74	40836	99	99	98	475	475	464	3	3	6	34	34	37	62	62	56	1	1	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	134	134	4128	99	99	97	489	489	464	1	1	4	22	22	39	74	74	56	2	2	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	15	15	10526	94	94	94	448	448	427	7	7	15	60	60	53	33	33	31	NA	NA	1
Students without Disabilities	120	120	69846	100	100	100	495	495	482	1	1	3	18	18	26	78	78	69	3	3	2
Limited English Proficient Students	43	43	12747	98	98	97	466	466	432	5	5	12	37	37	52	58	58	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	128	128	38521	99	99	98	488	488	461	2	2	6	23	23	38	74	74	55	2	2	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	148	79306	99	99	99	494	494	504	12	12	13	24	24	20	52	52	49	11	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38845	100	100	99	500	500	505	8	8	11	23	23	20	55	55	50	15	15	18
Male	73	73	40383	97	97	98	487	487	504	16	16	14	26	26	19	49	49	47	8	8	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	148	148	4034	99	99	97	494	494	479	12	12	22	24	24	29	52	52	43	11	11	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	139	139	69020	99	99	100	496	496	510	10	10	9	24	24	18	54	54	52	12	12	21
Limited English Proficient Students	29	29	10291	94	94	96	457	457	458	31	31	38	45	45	34	24	24	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	130	130	37437	98	98	97	492	492	486	14	14	19	23	23	26	54	54	46	9	9	9
Non-Economically Disadvantaged	18	18	41869	100	100	100	507	507	521	NA	NA	7	33	33	14	39	39	51	28	28	27

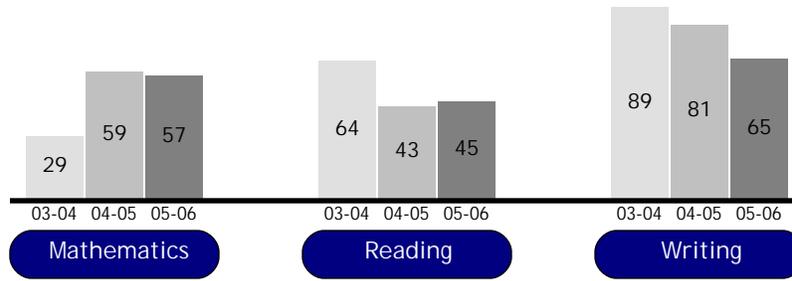
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	148	79000	99	99	98	471	471	489	12	12	10	34	34	24	53	53	58	1	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	38774	100	100	99	477	477	494	7	7	7	32	32	22	61	61	61	NA	NA	10
Male	73	73	40150	97	97	98	464	464	485	18	18	12	37	37	25	44	44	55	1	1	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	148	148	4016	99	99	96	471	471	467	12	12	14	34	34	37	53	53	46	1	1	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	139	139	69009	99	99	100	473	473	495	10	10	6	35	35	22	55	55	62	1	1	10
Limited English Proficient Students	29	29	10199	94	94	95	437	437	439	41	41	35	38	38	47	21	21	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	130	130	37234	98	98	97	469	469	472	13	13	15	35	35	33	51	51	50	1	1	3
Non-Economically Disadvantaged	18	18	41766	100	100	99	480	480	505	6	6	5	28	28	16	67	67	65	NA	NA	14

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	149	149	79611	99	99	99	494	494	496	7	7	7	33	33	37	60	60	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	39016	100	100	99	514	514	511	7	7	4	15	15	29	79	79	66	NA	NA	1
Male	74	74	40519	99	99	98	474	474	482	8	8	10	51	51	44	41	41	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	149	149	3992	99	99	96	494	494	478	7	7	10	33	33	46	60	60	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	10	10	10664	100	100	94	NA	NA	440	NA	NA	23	NA	NA	54	NA	NA	22	NA	NA	1
Students without Disabilities	139	139	68947	99	99	100	500	500	504	5	5	4	32	32	34	63	63	61	NA	NA	1
Limited English Proficient Students	30	30	10362	97	97	97	437	437	438	17	17	22	60	60	57	23	23	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	131	131	37626	99	99	98	492	492	479	8	8	10	34	34	45	58	58	45	NA	NA	0
Non-Economically Disadvantaged	18	18	41985	100	100	100	511	511	511	NA	NA	4	28	28	30	72	72	65	NA	NA	1

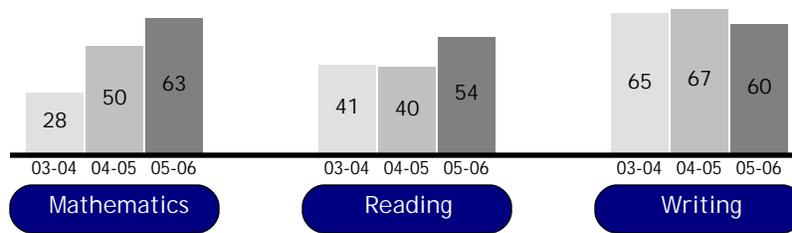
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



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

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
3	Reading	78	40	NA	55	100	31	31	44	98	27	27	46
	Language	100	44	44	61	100	31	31	44	98	28	28	46
	Mathematics	100	39	39	61	99	40	40	51	98	35	35	52
4	Reading	90	43	NA	56	100	35	35	48	99	37	37	52
	Language	98	43	43	52	100	36	36	49	99	41	41	52
	Mathematics	95	47	47	61	100	43	43	53	99	50	50	58
5	Reading	92	33	NA	55	99	32	32	50	99	43	43	56
	Language	98	34	34	49	99	36	36	50	99	37	37	54
	Mathematics	95	41	41	63	99	36	36	49	99	41	41	52

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

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

Council Duties

- Ü Support School Improvement Efforts
- Ü Organize Parent/Student Activities
- Ü Support Instructional Staff
- Ü Help Develop School Support Programs
- Ü Review School Publications

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	1.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	3	0	0
10 or more years	5	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü 2 x 30-station Computer Labs
- Ü Fully Equipped Library
- Ü Internet Access in All Classrooms
- Ü Swimming Pool in District

Extracurricular Activities

- Ü Coed PeeWee Sports Program
- Ü After-School Tutoring Services
- Ü Student Council
- Ü Chess Club
- Ü Open Library After School

Social Services

- Ü Counseling Services Through IHS
- Ü Health Services Through IHS
- Ü Comprehensive Health Initiative Grant

School Achievements/Accomplishments 2005-06

- ü Kayenta Intermediate School has been continuously accredited by NCA CASI since 1985-86.

- ü Kayenta Intermediate School received a \$7,500 Comprehensive Health Initiative grant through Indian Health Services for the fourth year.

- ü Walk Across the Navajo Nation recognition for student participation.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	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

Since spring 2001, we have implemented a schoolwide system of Positive Behavior Support to meet the school goal of increasing levels of personal wellness, health, and safety. We participate in the IHS Comprehensive Health Initiative. We are following the NCLB guidelines to maintain a safe and drug-free school.

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) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	LaVerne Bradley	(928) 697-2373
Transportation Policy	Julius Young II	(928) 697-2130
Community Resources	LaVerne Bradley	(928) 697-2373
School Nutrition Programs	Johnny Hollister	(928) 697-2111
Parent Organization	Gillian Vormittag	(928) 697-2371
Student Health/Nurse	Paulson Bronston	(928) 697-2372

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 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.

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