

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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

High School 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. Blane Baker
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 1036
 Web Address : www.kayenta.k12.az.us/
 Phone Number : (928) 697-2177
 Fax Number : (928) 697-2195
 E-mail : bbaker@kayenta.k12.az.us

Mission

The purpose of our school is to graduate students who are literate, informed individuals capable of making effective decisions about their lives.

Our philosophy is that given adequate time and appropriate teaching strategies, every student will achieve.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

School / Academic Goals

- ü All students will improve their reading, writing, and math comprehension skills across the curriculum.
- ü All students will pass the AIMS assessment in Reading, Writing, and Math.

Enrollment

October 1, 2004 School Year Student Enrollment : 1038
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- ü ESS on Site Programs
- ü Readers Workshop
- ü Honors/AP Classes
- ü Standards Based Instruction
- ü Corrective Reading (SRA)/Great Books
- ü Alternative Education (PLATO LAB)
- ü AIMS Intervention Classes
- ü Concurrent Enrollment /Dual Enrollment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

MVHS will provide an environment which is conducive to student learning and will provide a positive, safe school environment. MVHS will create a place of learning that values individual worth and values cultural diversity. MVHS will offer curriculums that are relevant and standards based. MVHS will seek parent and student input in decision making. Keep open communication with students and parents and use input from that communication to make school improvements.

Parents

The responsibilities of the parents are to: ensure student academic success, attendance, proper clothing and nourishment, support for the school programs, and participation in school activities

Students are responsible for being present in class and doing their best in their class work. Students responsibilities are to know and follow the school policies and to get involved in school activities and decisions.

Transportation Policy

The district's boundaries extend to the Utah State line, the Apache County line, the Coconino County line and to Forest Lake Community. Bus routes (35) cover nearly 2,800 miles and serve 1,900 students a day.

The transportation policy is to provide a safe and comfortable environment for all students who are eligible to participate in riding the bus.

School Honors

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

Award/Honor	Year
ü The Worth and Dot Howard Foundation Scholarship	2001
ü Myrtle E. Okey Scholarship	2001
ü Selected for the Governors Youth Commission	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	289	69846	100	100	100	665	665	699	47	47	21	15	15	11	35	35	49	3	3	18
All Students (Prior Year)	230	230	65934	100	100	100	472	472	492	73	73	43	15	15	18	9	9	24	3	3	15
Female	149	149	34328	100	100	99	663	663	702	42	42	19	18	18	12	36	36	51	4	4	18
Male	140	140	35509	100	100	100	667	667	696	52	52	23	12	12	11	34	34	48	2	2	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	286	286	4785	100	100	100	664	664	671	47	47	39	15	15	17	35	35	39	3	3	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	30	30	7690	100	100	100	549	549	593	86	86	64	7	7	14	7	7	21	0	0	2
Students without Disabilities	259	259	62220	100	100	99	679	679	712	42	42	16	16	16	11	38	38	53	3	3	20
Limited English Proficient Students	82	82	5834	100	100	100	661	661	612	46	46	46	16	16	20	36	36	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	224	224	21421	100	100	92	672	672	686	52	52	35	13	13	15	32	32	43	2	2	7
Non-Economically Disadvantaged	65	65	48489	100	100	100	642	642	704	28	28	15	21	21	10	44	44	52	7	7	23

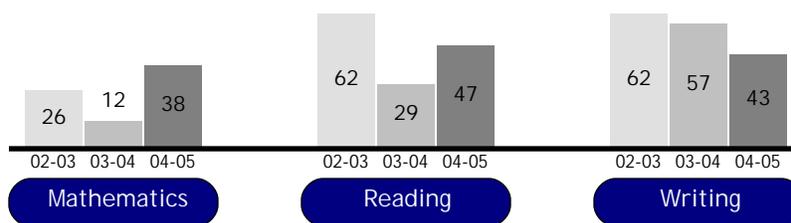
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	302	302	71311	100	100	100	661	661	694	11	11	7	42	42	21	46	46	63	1	1	9
All Students (Prior Year)	231	231	68162	100	100	100	486	486	509	27	27	18	44	44	24	27	27	51	2	2	8
Female	155	155	34899	100	100	100	665	665	700	8	8	5	35	35	19	54	54	66	3	3	10
Male	147	147	36430	100	100	100	658	658	688	14	14	9	51	51	22	36	36	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	299	299	5110	100	100	100	660	660	661	11	11	14	43	43	38	45	45	46	1	1	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	33	33	8021	100	100	100	550	550	590	44	44	27	41	41	42	16	16	29	0	0	1
Students without Disabilities	269	269	63379	100	100	100	676	676	707	6	6	5	43	43	18	49	49	68	2	2	10
Limited English Proficient Students	89	89	6402	100	100	100	657	657	596	10	10	25	45	45	44	45	45	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	231	231	22243	100	100	93	667	667	677	12	12	14	46	46	32	42	42	51	0	0	3
Non-Economically Disadvantaged	71	71	49157	100	100	100	643	643	702	8	8	4	29	29	16	58	58	69	5	5	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	297	297	70868	100	100	100	655	655	688	9	9	5	47	47	23	42	42	63	1	1	9
All Students (Prior Year)	228	228	67629	99	99	100	507	507	524	24	24	22	19	19	16	56	56	59	1	1	3
Female	151	151	34710	100	100	99	662	662	697	5	5	3	40	40	19	52	52	66	3	3	12
Male	146	146	36176	100	100	100	647	647	678	13	13	7	56	56	27	31	31	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	294	294	5001	100	100	100	654	654	661	9	9	9	48	48	41	42	42	48	1	1	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	35	35	7900	100	100	100	531	531	580	38	38	22	44	44	49	18	18	28	0	0	1
Students without Disabilities	262	262	63054	100	100	99	672	672	701	5	5	3	48	48	20	46	46	67	2	2	10
Limited English Proficient Students	90	90	6308	100	100	100	651	651	591	9	9	19	50	50	47	40	40	33	1	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	227	227	21994	100	100	92	662	662	673	9	9	10	53	53	36	37	37	52	1	1	3
Non-Economically Disadvantaged	70	70	48960	100	100	100	632	632	694	8	8	3	29	29	18	60	60	67	3	3	12

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

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

10th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	88	20	20	41	89	31	NA	42	86	38	38	51
	Language	97	25	25	42	92	34	34	42	86	37	37	50
	Mathematics	97	37	37	60	93	51	51	63	85	36	36	50

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

Council Duties

- Ü Review Publications/Give Feedback
- Ü Input on Student/Faculty Handbook
- Ü Input Regarding School Schedules
- Ü Review Instructional Research/Technology
- Ü Participate in Training Programs
- Ü Advise on Curriculum Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	9.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	11	6	0	1
7 to 9 years	4	2	0	1
10 or more years	9	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	235
Teachers with Emergency Certificaton.	15
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	74%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Telecommunications Center (IITV)
- Ü Plato Computerized Learning Lab
- Ü Research Library

Extracurricular Activities

- Ü Student Council
- Ü Rodeo Club
- Ü AISES
- Ü National Honor Society
- Ü Student Council
- Ü Science Bowl
- Ü AIA Sports (basketball, football, etc.)
- Ü Multi-Cultural Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Teen Clinic
- Ü Parenting Classes
- Ü Child Care (C.O.P.E. Center)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Five staff members had 100% of their students pass the AIMS assessment during the 2004-2005 spring testing date.
(We have made AYP for the past 3 years)
- ü One staff member was recognized for their contribution in writing curriculum for AIMS intervention and reading programs.
- ü One student was selected to be on the Govenors Youth Commission to present workshops on under age drinking.
(only student ever to be recognized from the Navajo Nation).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	53	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	62	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	11	0	1	6
Status Unknown ¹¹	9	0	1	4
Graduation Rate ¹²	71	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 Dean of Students works with administration to maintain a strict discipline enforcement code. Security officers are available in the district to help supervise the campus. Schoolwide goals include student personal responsibility.

A checkpoint has been added in which all visitors on campus must check in with district security prior to entrance on the campus.

MVHS is developing its character education program and getting staff trained in the "Why Try" program.

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) :

30

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	Blane Baker	(928) 697-2177
Transportation Policy	Julius Young	(928) 697-2130
Community Resources	Marti Gilmore	(928) 697-2175
School Nutrition Programs	Jhonny Holister	(928) 697-2111
Parent Organization	Blane Baker	(928) 697-2177
Student Health/Nurse	Paulson Bronston	(928) 697-2189

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 100 Copies = \$38.00

** 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.