

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1460 S. Horne, Mesa, AZ 85204

Choice Education and Development Corporation - Sequoia Charter School

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

#### High School 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.

### 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 N/A

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

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.

### School Overview

Principal/Administrator : Mr. Larry C. Likes  
Schedule : 07:30 AM to 04:00 PM  
Grades : 7-12  
Web Address : sequoiaschools.org  
Phone Number : (480) 649-7737  
Fax Number : (480) 649-0711  
E-mail : larryl@edkey.org

### Mission

Our mission at Sequoia School is to assist families by using an effective blend of time-tested teaching techniques and new technology tools to prepare students with the competencies, character and confidence to fulfill their individual missions.

### School / Academic Goals

- ü Students will have an average growth of over one year on AIMS or the Terra Nova DPA standardized test administered in the spring.
- ü Students will meet or exceed the Arizona Academic Standards at all levels 7-12.
- ü All students will graduate from high school.
- ü All students will engage in advanced training after high school graduation.

### Enrollment

October 1, 2005 School Year Student Enrollment : 408  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 412

## Instructional Programs

- ü Reading for Success
- ü Accelerated Reader
- ü FASTMath
- ü College Duel Enrollment - MCC
- ü Distance Learning
- ü Drama, Music, PE, Art, ASL, & Spanish
- ü Interscholastic Sports
- ü AXIA Dual Credit Online Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 4 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

As a charter school, we provide a choice for families, with a child-centered, standards-based secondary school where policies provide a safe environment for students to grow and be successful. We also utilize a variety of strategies to help each student achieve academically. Through technology, families are able to access student progress on the internet.

### Parents

Parents assist the school in the teaching of their children by ensuring attendance at school and after school tutorials, serving on the PTO, chaperoning, communicating with their children's teachers and cementing learning through home discussions.

## Transportation Policy

We provide transportation through a limited number of bus routes.

## School Honors

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

Award/Honor	Year
ü Battle of the Bands 3rd place	2005
ü State Athletic Championship	2005
ü Student Council	
ü Spirit of San Diego Music Award	2005

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	66	66	78546	97	97	97	512	512	543	24	24	15	32	32	18	41	41	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	38645	97	97	98	508	508	545	29	29	13	35	35	18	32	32	54	3	3	15
Male	32	32	39792	97	97	97	516	516	542	19	19	17	28	28	17	50	50	50	3	3	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	27	27	31177	100	100	97	504	504	524	33	33	22	30	30	23	33	33	48	4	4	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	34	34	36450	94	94	97	521	521	563	18	18	7	32	32	12	47	47	57	3	3	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	60	60	70453	100	100	100	517	517	549	20	20	11	33	33	17	43	43	56	3	3	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	17	17	34694	100	100	96	507	507	524	12	12	23	41	41	23	47	47	48	NA	NA	7
Non-Economically Disadvantaged	49	49	43852	96	96	99	514	514	559	29	29	10	29	29	13	39	39	56	4	4	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	66	66	79045	97	97	98	494	494	512	17	17	10	30	30	25	50	50	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	38860	97	97	98	492	492	519	21	21	7	26	26	22	50	50	62	3	3	8
Male	32	32	40075	97	97	97	496	496	505	13	13	12	34	34	28	50	50	54	3	3	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	27	27	31314	100	100	98	486	486	493	15	15	16	41	41	34	44	44	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	34	34	36730	94	94	98	504	504	532	18	18	4	18	18	16	59	59	68	6	6	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	60	60	70493	100	100	100	500	500	517	10	10	7	33	33	24	53	53	62	3	3	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	17	17	34922	100	100	96	485	485	493	12	12	15	35	35	34	53	53	48	NA	NA	3
Non-Economically Disadvantaged	49	49	44123	96	96	99	497	497	527	18	18	6	29	29	18	49	49	66	4	4	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	67	67	79657	99	99	99	526	526	566	6	6	3	16	16	8	78	78	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	34	39120	97	97	99	536	536	580	3	3	2	12	12	4	85	85	92	NA	NA	2
Male	33	33	40423	100	100	98	515	515	553	9	9	5	21	21	12	70	70	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	27	27	31642	100	100	99	535	535	552	4	4	5	11	11	11	85	85	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	34	34	36929	94	94	99	520	520	579	9	9	2	21	21	5	71	71	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	61	61	70588	100	100	100	534	534	573	3	3	2	15	15	5	82	82	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	17	17	35341	100	100	97	502	502	551	18	18	5	6	6	12	76	76	83	NA	NA	0
Non-Economically Disadvantaged	50	50	44316	98	98	100	534	534	578	2	2	2	20	20	5	78	78	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	69	69	78400	95	95	97	532	532	554	35	35	21	22	22	19	38	38	47	6	6	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38686	93	93	98	539	539	554	29	29	20	18	18	20	45	45	49	8	8	12
Male	31	31	39636	97	97	96	523	523	554	42	42	23	26	26	18	29	29	46	3	3	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	22	22	30732	100	100	97	518	518	534	50	50	31	18	18	24	32	32	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	45	45	37038	92	92	97	538	538	575	29	29	11	22	22	14	40	40	56	9	9	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	62	62	70560	94	94	99	536	536	560	32	32	17	21	21	19	40	40	50	6	6	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	19	19	33014	100	100	95	530	530	534	37	37	31	21	21	24	37	37	40	5	5	5
Non-Economically Disadvantaged	50	50	45386	93	93	99	532	532	569	34	34	15	22	22	15	38	38	52	6	6	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	69	69	79179	95	95	98	504	504	519	19	19	11	28	28	27	52	52	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38974	93	93	99	519	519	524	13	13	8	16	16	25	71	71	61	NA	NA	5
Male	31	31	40124	97	97	97	486	486	513	26	26	13	42	42	28	29	29	54	3	3	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	22	22	30987	100	100	98	496	496	498	18	18	17	36	36	36	45	45	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	45	45	37467	92	92	98	509	509	539	18	18	5	24	24	17	56	56	70	2	2	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	62	62	70612	94	94	99	510	510	524	15	15	7	31	31	25	53	53	62	2	2	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	19	19	33345	100	100	96	494	494	499	21	21	17	42	42	36	37	37	46	NA	NA	1
Non-Economically Disadvantaged	50	50	45834	93	93	99	508	508	533	18	18	7	22	22	19	58	58	67	2	2	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	70	70	79734	96	96	99	535	535	554	1	1	3	33	33	19	66	66	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	39243	95	95	99	553	553	568	NA	NA	2	18	18	12	82	82	85	NA	NA	1
Male	31	31	40413	97	97	98	512	512	541	3	3	4	52	52	26	45	45	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	22	22	31254	100	100	99	525	525	539	NA	NA	5	41	41	25	59	59	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	45	45	37668	92	92	99	539	539	569	2	2	1	29	29	13	69	69	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	63	63	70791	95	95	100	539	539	561	2	2	2	29	29	15	70	70	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	19	19	33718	100	100	97	525	525	538	NA	NA	5	47	47	26	53	53	69	NA	NA	0
Non-Economically Disadvantaged	51	51	46016	94	94	100	538	538	567	2	2	2	27	27	14	71	71	84	NA	NA	1

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

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	59	59	71130	97	97	95	684	684	701	31	31	23	22	22	13	46	46	51	2	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	31	35465	97	97	96	679	679	702	35	35	21	29	29	13	32	32	53	3	3	13
Male	28	28	35648	97	97	94	690	690	701	25	25	24	14	14	12	61	61	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	19	19	25103	100	100	95	672	672	685	42	42	34	26	26	16	32	32	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	36	36	36075	95	95	95	692	692	715	25	25	12	17	17	9	56	56	58	3	3	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	53	53	65268	96	96	98	688	688	705	25	25	19	25	25	12	49	49	54	2	2	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	18	18	22957	95	95	93	674	674	685	33	33	34	22	22	17	44	44	44	NA	NA	5
Non-Economically Disadvantaged	41	41	48173	98	98	96	689	689	709	29	29	17	22	22	11	46	46	55	2	2	18

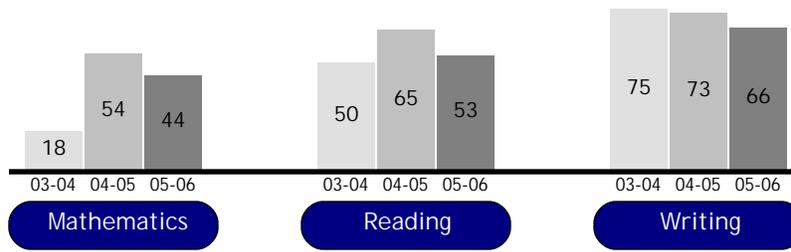
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	73018	95	95	97	693	693	703	3	3	6	25	25	23	70	70	64	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	36181	97	97	97	693	693	708	NA	NA	4	31	31	21	69	69	65	NA	NA	9
Male	31	31	36816	94	94	96	693	693	699	6	6	7	19	19	24	71	71	62	3	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	20	20	25801	100	100	96	675	675	683	5	5	10	45	45	34	50	50	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	38	38	37024	90	90	97	705	705	721	NA	NA	2	16	16	12	82	82	73	3	3	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	58	58	65848	97	97	98	696	696	708	3	3	4	24	24	20	71	71	67	2	2	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	18	18	23912	95	95	94	693	693	681	6	6	10	22	22	36	72	72	52	NA	NA	2
Non-Economically Disadvantaged	45	45	49106	96	96	98	693	693	714	2	2	4	27	27	16	69	69	69	2	2	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	64	64	72810	97	97	96	677	677	685	8	8	6	42	42	30	50	50	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	36111	100	100	97	694	694	695	NA	NA	4	39	39	23	61	61	65	NA	NA	8
Male	31	31	36678	94	94	95	659	659	674	16	16	9	45	45	36	39	39	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	20	20	25735	100	100	96	671	671	669	10	10	10	45	45	41	45	45	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	39	39	36915	93	93	97	681	681	697	5	5	3	41	41	21	54	54	67	NA	NA	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	59	59	65739	98	98	98	680	680	689	7	7	4	39	39	27	54	54	62	NA	NA	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	18	18	23814	95	95	94	681	681	667	6	6	10	44	44	41	50	50	47	NA	NA	2
Non-Economically Disadvantaged	46	46	48996	98	98	97	676	676	693	9	9	4	41	41	24	50	50	64	NA	NA	7

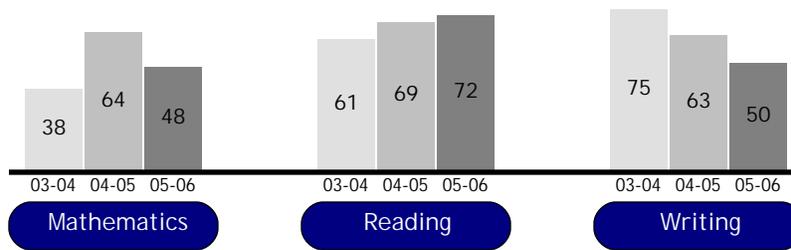
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
7	Reading	77	64	NA	54	96	51	51	50	--	--	--	54
	Language	77	69	69	58	96	53	53	52	--	--	--	58
	Mathematics	77	70	70	62	96	47	47	50	--	--	--	54
8	Reading	95	55	NA	55	96	57	57	51	--	--	--	58
	Language	96	47	47	52	96	51	51	50	--	--	--	56
	Mathematics	97	55	55	61	96	49	49	53	--	--	--	58
9	Reading	88	49	NA	42	96	49	49	51	--	--	--	52
	Language	93	45	45	42	96	49	49	50	--	--	--	50
	Mathematics	91	64	64	63	95	49	49	50	--	--	--	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/](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

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

Council Duties

- Ü Student Safety
- Ü Communication
- Ü Facilities
- Ü Program Review
- Ü Dress Code

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	3.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	23%

Resources Available at School Site

Special Facilities

- Ü 28-computer lab & 12 computer media cent
- Ü Dedicated computer Math Lab
- Ü Computers in All Classrooms

Extracurricular Activities

- Ü Volley/B'ball/Track/Cross Co/Softball/
- Ü Student Council
- Ü Yearbook/Newspaper/Music/Drama Club
- Ü Science Trips & JH Havasupai Adventure
- Ü Afternoon & Lunch Tutoring

Social Services

- Ü High School LDS Seminary Next to Campus

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sequoia School is fully accredited by the North Central Association.
  
- ü Secondary students are required to earn 70% in a subject in order to receive credit and pass. 30% of Sequoia high school graduates were offered college scholarships. Many 12th grade students are enrolled in college courses.
  
- ü 74% of Sequoia 8th grade students and 65% of the 10th grade students passed the Writing AIMS in 2005.
  
- ü All seniors must have 75 documented service hours to graduate.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	85	89	88	73
Graduation Rate <sup>6</sup>	76	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

We provide a safe, nurturing atmosphere of respect that fosters learning. We expect students to respect the law, property of others, individual differences and the privilege of education. Behavior policies and Dress Code are strictly enforced.

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) :

1

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	Marge Salow	(480) 649-7737
Transportation Policy	Adam Coon	(480) 649-7737
Community Resources		
School Nutrition Programs	Jamie Nichols	(480) 649-7737
Parent Organization	Gina James	(480) 649-7737
Student Health/Nurse	Glenda Serdy	(480) 649-7737

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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\*\* 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.