

West Sedona Montessori Program

ARIZONA SCHOOL REPORT CARD 2003-04

570 Posse Ground Road, Sedona, AZ 86336

West Sedona Montessori Class Charter

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 *

Not Evaluated**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

Year 2

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Greg Kirkham
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 52
Web Address : sedona.k12.az.us
Phone Number : (928) 204-6600
Fax Number : (928) 282-1012
E-mail : kirkham@sedona.k12.az.us

Mission

The Mission of West Sedona School is for students to demonstrate ongoing academic growth and achievement with confidence, self discipline, and flexibility within a community of mutual respect.

School / Academic Goals

- ü To provide individualized learning experiences for every child within multiage groups, following the Montessori philosophy.
- ü To enhance the learning process by extending the classroom into the community and bringing the community into the classroom.

Instructional Programs

- ü Montessori Philosophy Classes
- ü Special Education
- ü Gifted Education

Enrollment

October 1, 2002 School Year Student Enrollment : 67
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 4

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/13/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

West Sedona Montessori Program

School Site Council

Council Composition

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

Council Duties

- Ü Schoolwide Improvement
- Ü Parent/Educator Communication
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Public Relations

Staffing Information for School Year 2003-04

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

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

The West Sedona Montessori Program communicates to parents through a school newsletter, teacher newsletters, notes to parents, midterm notices, report cards, portfolios and the Performance Incentive Program (PIP).

Parents

Parents are responsible to ensure that their children are enrolled in school and attend school regularly. Parents are expected to be involved in their child's learning.

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Separate Cafeteria

Extracurricular Activities

- Ü Science Club
- Ü Volleyball/Cheerleading
- Ü Basketball
- Ü Cross Country/Track

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Boys and Girls Club
- Ü Counseling Services

Transportation Policy

Transportation of students is a privilege extended to students. Bus transportation will be provided to students who live more than one mile from the school. The safety and welfare of student riders is the first consideration.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We've created a new charter program and operated within our budget. This innovative program has positively impacted the public school. We have expanded the program through sixth grade.

- ü We've continued to develop and expand our very active parent volunteer program. This has enriched the opportunities available to students.

School Honors

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

Award/Honor	Year
ü Life Skills Awards	2003
ü Wildcat Awards	2003
ü Discovery Science Fair	2003
ü Spelling Bee Awards	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	21	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	10	94	75372	100	102	101	504	533	523	0	1	9	50	20	25	50	41	36	0	37	30
All Students (Prior Year)	NC	88	70809	NC	NA	NA	NC	533	518	NC	4	11	NC	23	27	NC	38	35	NC	35	27
Female	NC	44	36901	NC	98	101	NC	538	524	NC	3	8	NC	15	25	NC	44	36	NC	38	31
Male	NC	50	38385	NC	106	101	NC	530	523	NC	0	9	NC	24	24	NC	39	36	NC	37	30
African American	NC	--	3589	NC	--	96	NC	--	501	NC	--	18	NC	--	33	NC	--	33	NC	--	16
Hispanic	NC	30	29103	NC	100	99	NC	518	510	NC	0	12	NC	15	31	NC	69	36	NC	15	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	NC	63	34597	NC	103	98	NC	537	535	NC	2	4	NC	21	20	NC	34	38	NC	43	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	NC	90	67315	NC	102	101	NC	534	525	NC	1	8	NC	19	24	NC	41	37	NC	38	31
Limited English Proficient Students	NC	17	16925	NC	89	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	11	26325				--	518	504	--	0	15	--	38	34	--	38	33	--	25	18
Non-Economically Disadvantaged	10	83	49047				504	535	530	0	1	6	50	18	21	50	42	37	0	39	35

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	10	98	75221	100	107	101	516	534	523	0	1	8	38	17	16	50	49	56	13	32	21
All Students (Prior Year)	NC	87	70860	NC	NA	NA	NC	537	524	NC	6	9	NC	6	17	NC	46	45	NC	41	30
Female	NC	45	36833	NC	100	100	NC	543	526	NC	3	6	NC	6	15	NC	50	56	NC	41	23
Male	NC	53	38319	NC	113	101	NC	526	520	NC	0	9	NC	27	17	NC	49	56	NC	24	18
African American	NC	--	3597	NC	--	97	NC	--	510	NC	--	14	NC	--	22	NC	--	53	NC	--	11
Hispanic	NC	32	29019	NC	107	99	NC	521	513	NC	0	12	NC	31	21	NC	62	55	NC	8	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	NC	65	34543	NC	107	97	NC	536	531	NC	2	4	NC	15	12	NC	46	58	NC	38	26
Students with Disabilities	NC	10	8006	NC	250	99	NC	524	505	NC	0	22	NC	50	23	NC	0	42	NC	50	13
Students without Disabilities	NC	88	67215	NC	100	101	NC	534	524	NC	1	7	NC	16	16	NC	51	56	NC	32	21
Limited English Proficient Students	NC	15	16853	NC	79	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	11	26256				--	540	509	--	0	14	--	13	24	--	63	51	--	25	11
Non-Economically Disadvantaged	10	87	48965				516	533	528	0	1	5	38	18	13	50	48	58	13	33	24

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	NC	96	73654	NC	104	99	NC	540	530	NC	5	9	NC	7	13	NC	77	70	NC	11	7
All Students (Prior Year)	NC	84	68592	NC	NA	NA	NC	574	542	NC	4	9	NC	5	12	NC	56	63	NC	35	16
Female	NC	45	36239	NC	100	99	NC	546	537	NC	3	7	NC	6	11	NC	79	72	NC	12	10
Male	NC	51	37301	NC	109	98	NC	535	523	NC	7	12	NC	7	15	NC	76	68	NC	10	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	NC	29	28348	NC	97	96	NC	528	520	NC	0	13	NC	8	17	NC	92	65	NC	0	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	NC	65	33924	NC	107	96	NC	542	537	NC	7	5	NC	7	10	NC	74	75	NC	13	9
Students with Disabilities	NC	10	7306	NC	250	90	NC	531	506	NC	0	24	NC	50	20	NC	50	52	NC	0	4
Students without Disabilities	NC	86	66348	NC	98	100	NC	540	531	NC	5	8	NC	5	13	NC	78	71	NC	11	8
Limited English Proficient Students	NC	12	16422	NC	63	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	10	25711				--	534	514	--	13	16	--	0	19	--	88	61	--	0	3
Non-Economically Disadvantaged	NC	86	47943				NC	540	535	NC	4	7	NC	7	11	NC	76	74	NC	12	9

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	NC	125	76230	NC	107	101	NC	518	498	NC	1	12	NC	36	38	NC	17	12	NC	46	37
All Students (Prior Year)	NC	134	72888	NC	NA	NA	NC	509	494	NC	6	14	NC	41	40	NC	13	12	NC	40	34
Female	NC	66	37247	NC	100	100	NC	522	500	NC	0	11	NC	36	40	NC	10	13	NC	53	37
Male	NC	59	38725	NC	116	101	NC	512	497	NC	2	14	NC	35	37	NC	26	12	NC	37	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	--	35	28100	--	113	98	--	489	482	--	4	18	--	61	47	--	17	11	--	17	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	87	35389	NC	105	96	NC	525	514	NC	0	6	NC	29	32	NC	18	14	NC	53	48
Students with Disabilities	NC	22	9022	NC	116	105	NC	470	465	NC	0	31	NC	86	43	NC	14	8	NC	0	17
Students without Disabilities	NC	103	67208	NC	105	100	NC	521	500	NC	1	12	NC	32	38	NC	18	12	NC	49	38
Limited English Proficient Students	--	11	14826	--	85	113	--	474	460	--	0	31	--	80	51	--	0	8	--	20	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	NC	25037				--	NC	477	--	NC	21	--	NC	47	--	NC	11	--	NC	21
Non-Economically Disadvantaged	NC	124	51193				NC	518	507	NC	1	9	NC	36	35	NC	17	13	NC	46	43

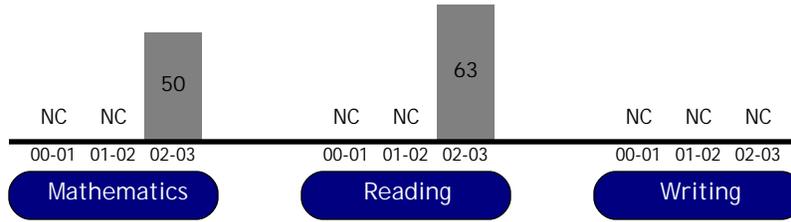
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	123	76202	NC	105	101	NC	518	505	NC	6	19	NC	11	24	NC	69	46	NC	14	11
All Students (Prior Year)	NC	133	72779	NC	NA	NA	NC	516	505	NC	8	21	NC	12	20	NC	54	43	NC	26	15
Female	NC	63	37231	NC	95	100	NC	528	507	NC	4	16	NC	4	24	NC	75	48	NC	18	13
Male	NC	60	38718	NC	118	101	NC	506	503	NC	9	22	NC	20	24	NC	61	44	NC	9	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	--	33	28090	--	106	98	--	503	497	--	5	28	--	29	30	--	67	37	--	0	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	85	35371	NC	102	96	NC	520	512	NC	7	10	NC	7	20	NC	71	54	NC	16	16
Students with Disabilities	NC	24	9097	NC	126	106	NC	454	493	NC	50	39	NC	50	27	NC	0	29	NC	0	5
Students without Disabilities	NC	99	67105	NC	101	100	NC	523	506	NC	3	18	NC	9	24	NC	73	47	NC	15	12
Limited English Proficient Students	--	10	14780	--	77	113	--	500	486	--	25	50	--	0	32	--	75	18	--	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	NC	24961				--	NC	495	--	NC	32	--	NC	30	--	NC	34	--	NC	4
Non-Economically Disadvantaged	NC	122	51241				NC	518	509	NC	6	14	NC	11	22	NC	68	51	NC	14	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	NC	122	74692	NC	104	99	NC	522	502	NC	8	18	NC	23	27	NC	54	47	NC	15	8
All Students (Prior Year)	NC	127	70710	NC	NA	NA	NC	545	512	NC	6	17	NC	16	26	NC	47	42	NC	31	16
Female	NC	64	36710	NC	97	99	NC	529	509	NC	6	14	NC	22	26	NC	52	50	NC	20	10
Male	NC	58	37742	NC	114	98	NC	512	495	NC	12	22	NC	24	28	NC	57	44	NC	7	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	--	31	27492	--	100	96	--	483	486	--	21	27	--	42	32	--	32	38	--	5	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	86	34785	NC	104	94	NC	529	517	NC	5	10	NC	18	23	NC	62	56	NC	15	11
Students with Disabilities	NC	26	8428	NC	137	98	NC	463	472	NC	40	38	NC	40	30	NC	20	29	NC	0	3
Students without Disabilities	NC	96	66264	NC	98	99	NC	525	503	NC	7	17	NC	22	27	NC	56	48	NC	15	8
Limited English Proficient Students	--	NC	14363	--	NC	109	--	NC	459	--	NC	47	--	NC	34	--	NC	19	--	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	NC	24507				--	NC	480	--	NC	31	--	NC	33	--	NC	33	--	NC	3
Non-Economically Disadvantaged	NC	121	50185				NC	522	511	NC	8	13	NC	23	24	NC	54	53	NC	15	10

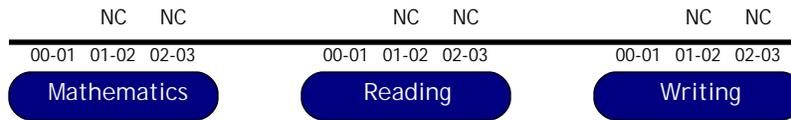
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	74	53	NC	NC	57	44	NC	NC	54	50
	Language	NC	NC	61	45	NC	NC	44	39	NC	NC	38	43
	Mathematics	NC	NC	65	56	NC	NC	58	52	NC	NC	57	57
3	Reading	NC	NC	58	50	NC	NC	55	43	NC	NC	64	47
	Language	NC	NC	54	55	NC	NC	60	50	NC	NC	65	54
	Mathematics	NC	NC	50	53	NC	NC	53	50	NC	NC	63	54
4	Reading	NC	NC	75	55	NC	NC	60	47	NC	NC	71	52
	Language	NC	NC	66	50	NC	NC	52	45	NC	NC	56	48
	Mathematics	NC	NC	68	56	NC	NC	59	52	NC	NC	64	57
5	Reading	--	--	71	51	NC	NC	75	46	NC	NC	72	50
	Language	--	--	59	46	NC	NC	62	43	NC	NC	60	46
	Mathematics	--	--	67	56	NC	NC	69	54	NC	NC	65	57
6	Reading	--	--	72	54	--	--	68	49	NC	NC	74	53
	Language	--	--	61	46	--	--	58	42	NC	NC	67	45
	Mathematics	--	--	77	61	--	--	68	58	NC	NC	71	62

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

West Sedona School provides a safe and orderly climate for learning. New schoolwide intervention emphasising the Three B's, Bee Safe, Bee Respectful, Bee Responsible. Emergency plans are in place in case of a crisis situation.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Greg Kirkham	(928) 204-6600
Transportation Policy	Steve Novak	(928) 282-0528
Community Resources	Greg Kirkham	(928) 204-6600
School Nutrition Programs	Brett Greenwood	(928) 204-6760
Parent Organization	Tony Hauserman	(928) 204-0012
Student Health/Nurse	Goldie Wolin	(928) 204-6761

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards