ARIZONA DEPARTMENT OF EDUCATION

West Sedona Montessori Class Charter

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

570 Posse Ground Rd, Sedona, AZ 86336

West Sedona Montessori Class Charter

AZ LEARNS[1]

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Not Evaluated
2001-02	Underperforming

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Year 2
2002-03	Year 2
2001-02	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. Greg Kirkham
Schedule :	8:00 AM to 4:00 PM
Grades :	K-6
2004 Enrollment :	52
Web Address :	www.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

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

Enrollment

October 1, 2003 School Year Student Enrollment : 48

Accepting New Students in 2004-05 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2003-04 : 4

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Montessori Philosophy Classes
- Special Education
- Gifted Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/27/2005

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.

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.

School Honors

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

Award/Honor	Year
Life Skills Awards	2004
Wildcat Awards	2004
Reflections in Art	2004
Spelling Bee Awards	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	NC	92	75509	NC	100	100	NC	510	521	NC	18	13	NC	21	23	NC	38	33	NC	24	31
All Students (Prior Year)	10	94	75372	100	100	100	504	533	523	0	1	9	50	20	25	50	41	36	0	37	30
Female	NC	55	37013	NC	100	100	NC	512	522	NC	22	12	NC	15	24	NC	35	33	NC	28	31
Male	NC	37	38430	NC	100	99	NC	508	521	NC	12	14	NC	29	22	NC	41	33	NC	18	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	NC	37	30486	NC	97	99	NC	475	505	NC	35	18	NC	35	29	NC	23	32	NC	8	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	53	35192	NC	100	99	NC	529	534	NC	8	8	NC	15	19	NC	44	35	NC	33	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	NC	84	65801	NC	99	98	NC	512	525	NC	16	11	NC	22	23	NC	37	34	NC	25	33
Limited English Proficient Students	NC	27	16928	NC	100	100	NC	471	485	NC	38	29	NC	31	33	NC	25	26	NC	6	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	NC	39	36411				NC	488	503	NC	29	19	NC	32	29	NC	25	32	NC	14	20
Non-Economically Disadvantaged	NC	53	39040				NC	522	534	NC	12	8	NC	15	19	NC	44	34	NC	29	39

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	92	75492	NC	100	100	NC	513	519	NC	17	12	NC	19	16	NC	42	47	NC	22	24
All Students (Prior Year)	10	98	75221	100	100	100	516	534	523	0	1	8	38	17	16	50	49	56	13	32	21
Female	NC	55	37014	NC	100	100	NC	510	523	NC	21	10	NC	17	15	NC	45	48	NC	17	27
Male	NC	37	38400	NC	100	99	NC	516	516	NC	12	14	NC	21	17	NC	38	47	NC	29	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	NC	37	30438	NC	97	99	NC	486	508	NC	38	17	NC	31	21	NC	19	47	NC	12	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	53	35177	NC	100	99	NC	526	528	NC	6	8	NC	13	13	NC	55	49	NC	26	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	NC	83	65785	NC	98	98	NC	514	522	NC	14	10	NC	21	16	NC	44	49	NC	21	26
Limited English Proficient Students	NC	27	16905	NC	100	100	NC	482	489	NC	50	34	NC	19	28	NC	19	32	NC	13	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	39	36302				NC	492	507	NC	36	18	NC	18	21	NC	32	46	NC	14	14
Non-Economically Disadvantaged	NC	53	39164				NC	524	528	NC	8	8	NC	19	13	NC	47	48	NC	26	31

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	90	75053	NC	98	99	NC	572	597	NC	11	7	NC	9	12	NC	75	72	NC	5	9
All Students (Prior Year)	NC	96	73654	NC	100	99	NC	540	530	NC	5	9	NC	7	13	NC	77	70	NC	11	7
Female	NC	55	36872	NC	100	99	NC	586	621	NC	9	5	NC	6	9	NC	81	74	NC	4	12
Male	NC	35	38109	NC	95	99	NC	553	573	NC	15	10	NC	12	14	NC	67	69	NC	6	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	NC	36	30235	NC	95	98	NC	499	575	NC	23	9	NC	12	14	NC	65	70	NC	0	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	52	35028	NC	100	99	NC	607	613	NC	4	6	NC	8	10	NC	83	73	NC	6	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	NC	81	65428	NC	95	98	NC	578	604	NC	10	6	NC	7	11	NC	79	73	NC	4	10
Limited English Proficient Students	NC	26	16765	NC	100	100	NC	508	525	NC	25	17	NC	13	20	NC	63	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	38	36077				NC	505	566	NC	21	10	NC	11	16	NC	64	69	NC	4	5
Non-Economically Disadvantaged	NC	52	38950				NC	609	618	NC	6	5	NC	8	9	NC	81	73	NC	6	12

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	101	76019	NC	99	100	NC	511	499	NC	7	14	NC	31	39	NC	19	14	NC	43	33
All Students (Prior Year)	NC	125	76230	NC	100	100	NC	518	498	NC	1	12	NC	36	38	NC	17	12	NC	46	37
Female	NC	47	37207	NC	98	100	NC	517	499	NC	2	12	NC	41	41	NC	14	14	NC	43	33
Male	NC	54	38677	NC	100	100	NC	505	498	NC	12	15	NC	21	38	NC	24	13	NC	43	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	--	30	29458	--	94	100	--	461	480	--	25	20	--	50	48	--	13	12	--	13	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	NC	67	35880	NC	100	100	NC	525	515	NC	3	7	NC	25	32	NC	19	16	NC	52	45
Students with Disabilities	NC	10	9786	NC	100	100	NC	466	457	NC	57	39	NC	0	40	NC	0	7	NC	43	13
Students without Disabilities	NC	91	66233	NC	98	99	NC	515	503	NC	3	11	NC	34	39	NC	20	14	NC	43	35
Limited English Proficient Students	--	16	15206	--	73	100	--	462	459	--	33	31	--	33	53	--	33	7	--	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	37	35714				NC	473	480	NC	24	20	NC	44	47	NC	12	12	NC	20	20
Non-Economically Disadvantaged	NC	64	40266				NC	527	513	NC	0	9	NC	26	33	NC	21	15	NC	52	43

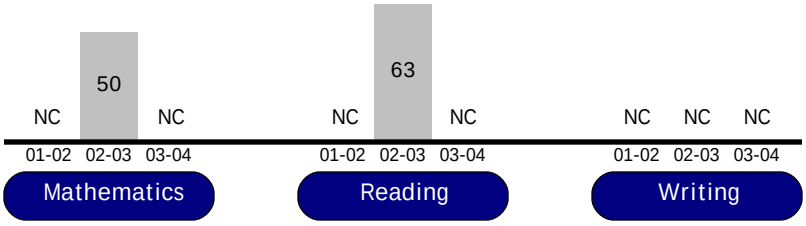
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	101	76020	NC	99	100	NC	508	503	NC	13	25	NC	23	23	NC	44	40	NC	20	12
All Students (Prior Year)	NC	123	76202	NC	100	100	NC	518	505	NC	6	19	NC	11	24	NC	69	46	NC	14	11
Female	NC	47	37213	NC	98	100	NC	508	504	NC	9	22	NC	24	23	NC	44	42	NC	22	13
Male	NC	54	38666	NC	100	100	NC	507	501	NC	16	29	NC	21	22	NC	44	38	NC	19	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	30	29442	--	94	99	--	489	494	--	33	37	--	44	26	--	17	31	--	6	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	NC	67	35890	NC	100	100	NC	513	511	NC	7	15	NC	15	20	NC	54	48	NC	24	18
Students with Disabilities	NC	10	9784	NC	100	100	NC	484	485	NC	44	58	NC	33	19	NC	11	19	NC	11	4
Students without Disabilities	NC	91	66236	NC	98	99	NC	510	504	NC	9	23	NC	22	23	NC	48	42	NC	22	13
Limited English Proficient Students	--	16	15198	--	73	100	--	486	483	--	33	59	--	67	25	--	0	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	37	35703				NC	493	494	NC	32	37	NC	28	26	NC	32	31	NC	8	6
Non-Economically Disadvantaged	NC	64	40274				NC	513	509	NC	5	17	NC	21	20	NC	49	47	NC	25	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	NC	99	75673	NC	97	100	NC	527	530	NC	14	12	NC	29	25	NC	55	58	NC	2	4
All Students (Prior Year)	NC	122	74692	NC	100	99	NC	522	502	NC	8	18	NC	23	27	NC	54	47	NC	15	8
Female	NC	47	37099	NC	98	100	NC	547	548	NC	13	8	NC	24	22	NC	58	64	NC	4	6
Male	NC	52	38441	NC	96	99	NC	505	513	NC	14	16	NC	33	29	NC	52	52	NC	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	--	28	29305	--	88	99	--	469	507	--	35	16	--	29	31	--	35	51	--	0	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	NC	67	35760	NC	100	99	NC	544	550	NC	7	9	NC	28	21	NC	61	64	NC	3	6
Students with Disabilities	NC	10	9706	NC	100	100	NC	432	462	NC	44	36	NC	33	32	NC	22	31	NC	0	1
Students without Disabilities	NC	89	65967	NC	96	99	NC	538	536	NC	10	10	NC	28	25	NC	59	60	NC	3	5
Limited English Proficient Students	--	15	15115	--	68	100	--	428	471	--	33	26	--	67	38	--	0	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	35	35541				NC	495	504	NC	33	17	NC	25	31	NC	33	50	NC	8	2
Non-Economically Disadvantaged	NC	64	40091				NC	539	550	NC	6	9	NC	30	21	NC	63	64	NC	0	6

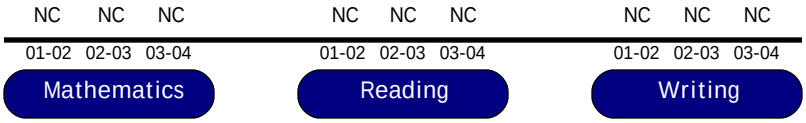
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	57	44	NC	NC	54	50	NC	NC	NA	58
	Language	NC	NC	44	39	NC	NC	38	43	100	NA	56	50
	Mathematics	NC	NC	58	52	NC	NC	57	57	NC	NC	71	64
3	Reading	NC	NC	55	43	NC	NC	64	47	NC	NC	NA	55
	Language	NC	NC	60	50	NC	NC	65	54	NC	NC	53	61
	Mathematics	NC	NC	53	50	NC	NC	63	54	NC	NC	52	61
4	Reading	NC	NC	60	47	NC	NC	71	52	NC	NC	NA	56
	Language	NC	NC	52	45	NC	NC	56	48	NC	NC	62	52
	Mathematics	NC	NC	59	52	NC	NC	64	57	NC	NC	74	61
5	Reading	NC	NC	75	46	NC	NC	72	50	NC	NC	NA	55
	Language	NC	NC	62	43	NC	NC	60	46	NC	NC	61	49
	Mathematics	NC	NC	69	54	NC	NC	65	57	NC	NC	75	63
6	Reading	--	--	68	49	NC	NC	74	53	NC	NC	NA	56
	Language	--	--	58	42	NC	NC	67	45	NC	NC	59	48
	Mathematics	--	--	68	58	NC	NC	71	62	NC	NC	77	66

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	Council Duties
2 School Administrator(s)	ü Schoolwide Improvement
1 Non-certified Employee(s)	ü Parent/Educator Communication
5 Teacher(s)	ü School Safety Issues
4 Parent(s)	ü Extracurricular Activities
1 Community Member(s)	ü Curriculum Development
1 Student(s)	ü Public Relations

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	5
Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Multimedia Center
- ü Computer Lab
- ü Separate Cafeteria
- ü Gymnasium

Extracurricular Activities

- ü Academic Clubs
- ü Volleyball/Cheerleading
- ü Basketball
- ü Cross Country/Track

Social Services

- ü Counseling Services
- ü Recreational Activities
- ü Boys and Girls Club
- ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

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

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	94	95	93	95
Transfers Out [5]	0	21	20	24
Transfers In[6](Within District)	--	2	2	2
Transfers In[7] (Out of District)	0	10	9	9
Promotion Rate [8]	100	98	98	94
Retention Rate [9]	0	1	1	5
Dropout Rate [10]	--	NA		3
Status Unknown [11]	--			2
Graduation Rate [12]	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. A school crossing guard program provides increased safety during pick-up and drop-off times. A school resource officer is available throughout the school year.

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) : 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.

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	Steve Puccini	(928) 204-6760
Parent Organization	Donna Davis	(928) 204-2593
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 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."

ACHIEVEMENT PROFILES

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.