

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Charles W. Sechrist Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Flagstaff Unified District  
2230 N. Ft. Valley Road, Flagstaff, AZ 86001

**Principal:** Dr. Robert Boothe  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** 207.246.0.51/sechrist/  
**E-mail:** boothe@infomagic.com

**Grades:** K-6  
**2002 Enrollment:** 451  
**Phone:** (928) 773-4020  
**Fax:** (928) 773-4025

## ∨ School Overview ∨

### Mission

Sechrist School is dedicated to encouraging the maximum growth of the total child to prepare him or her for a changing world. Believing that all children can learn, we are committed to meeting each child's greatest potential. We will foster and model the love of learning in a safe, caring and pleasant environment.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Back-to-Basics
- w Promotes Character Trait Development

### School/Academic Goals

- w Implement, within each classroom, an instructional program that matches instruction to individual student instructional needs.
- w Develop within each student specific positive character traits.
- w Continue to maintain and improve on our school's above-average test scores in math, reading and language.
- w Utilize the most appropriate technological tools, such as computers, TVs, etc., that will help students experience success in the future.

### Instructional Programs

- w Gifted
- w On-site Special Education
- w Full-day Kindergarten
- w Art
- w Music
- w PE
- w High Use of Technology
- w Academic Competitions

### Enrollment

October 1, 2001 School Year Student Enrollment:	458
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Instructional Strategies
- w Curriculum Development
- w Budget
- w Extracurricular Activities
- w Personnel Decisions
- w General Learning Environment

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	10.00	Teacher Aide	9.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	0	3	0	0
10 or more years	1	16	0	0

∨ **Shared Responsibilities** ∨

**School**

Sechrist School's primary responsibility to parents is to strive to meet the school's mission statement; to keep parents informed of school programs; to involve parents in the decision-making process; to serve the community in a manner they deem appropriate.

**Parents**

Parents have the responsibility to send their child to school daily ready to learn; provide proper nourishment, clothing and positive attitude. Parents are asked to communicate interests and concerns they may have. Parents are expected to become involved with the education of their child.

∨ **Transportation Policy** ∨

Bus transportation is provided for students living one mile or more from school. Enrollment boundaries include all students residing north of the streets Forrest and Whipple along Highway 180.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/26/02
<b>Average Daily Instruction Time:</b>	5 hrs. 15 min.	<b>Last Day of School:</b>	6/5/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

11/27/02	3/7/03	6/5/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Two Computer Labs	W Library
W Gym/Cafeteria	W Activity Room

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#### Extracurricular Activities

W Strings Program	W Band Program
W ASTROS	W Odyssey of the Mind Teams
W Math Challenge Team	W Just Say No Club
W Peer Counseling	W Choir (3rd-6th Grades)

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#### School/Community Resources

W Before/After School Program	W Breakfast Program
W Lunch Program	W Counseling Services
W Health Services	W Recreational Activities

## ∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W Above state and national averages in all academic areas as judged by Stanford 9 and AIMS.</p> <p>W First and Second Places in the Arizona Teachers of Mathematics Regional Math Challenge competition.</p> | <p>W Odyssey of the Mind state competition--One ea. 1st Place in state; two ea. 2nd Place; One ea. 3rd Place; one ea. 4th Place winning teams from Sechrist School during the 2001-02 school year. One OM Team took 22nd place at the World Finals.</p> <p>W Awarded Arizona Land Grants for Environmental and Cultural Education, as well as city and private grants for bridging youth with senior citizens.</p> |
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### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	8.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.2 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∇ School Honors ∇

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
AZ Odyssey of the Mind-State--1st , 2nd, 3rd, 4th Place	2002
AZ Odyssey of the Mind World Competition	2002
AATM 6th Grade Math Challenge--1st Place	2002
AATM 6th Grade Math Challenge--2nd Place	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	School 55	560	0%	0%	33%	67%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	48	578	0%	2%	65%	33%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	55	547	0%	9%	45%	45%
	State	59030	517	11%	27%	35%	27%

#### Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	School	57	526	2%	2%	61%	35%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	55	573	0%	7%	42%	51%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	57	548	0%	14%	9%	77%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	84	80	60	--	--	--
2	Reading	--	--	--	100	81	50	95	73	52	86	67	53	83	75	57
	Language	--	--	--	100	74	40	100	72	43	89	65	44	81	67	48
	Mathematics	--	--	--	100	73	51	100	70	55	95	62	57	81	75	61
3	Reading	99	68	47	100	66	47	94	79	48	86	75	50	89	76	50
	Language	99	68	49	100	67	51	95	79	54	90	74	56	88	78	57
	Mathematics	99	60	46	100	60	49	97	78	52	100	74	54	89	79	56
4	Reading	94	71	53	100	75	54	91	78	54	88	83	55	75	80	55
	Language	97	57	47	100	63	49	94	62	48	86	71	50	75	76	50
	Mathematics	97	54	51	100	64	54	93	70	55	84	83	57	77	76	58
5	Reading	92	67	51	100	65	51	97	74	51	88	74	51	91	81	53
	Language	93	54	42	100	54	44	98	71	45	88	68	45	93	74	47
	Mathematics	94	67	51	100	50	54	93	75	55	89	68	57	90	89	59
6	Reading	91	68	53	100	70	54	100	71	53	77	81	54	80	81	56
	Language	91	49	41	100	58	44	100	64	44	77	78	45	80	74	47
	Mathematics	90	69	57	100	76	59	98	72	60	77	86	63	79	84	65

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>87</b>	<b>88</b>
<b>Grades 3-4</b>	<b>81</b>	<b>54</b>
<b>Grades 4-5</b>	<b>74</b>	<b>87</b>
<b>Grades 5-6</b>	<b>86</b>	<b>95</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The following organizations within Sechrist School exist to foster a healthy learning environment by establishing a safe, secure learning environment for all who learn and work here: School Improvement Team; STOP Team; Just Say No Club; Peer Pals; ASTROS; DARE instruction; newly developed Bus Conduct Code; general in-class character education lessons; zero-tolerance for fighting, profane language, threats of violence, drugs, and, of course, weapons.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,097	\$1,443,653
Classroom Supplies	\$1	\$262
Administration	\$367	\$171,086
Support Services-Students	\$221	\$102,842
Other Support Services and Operations	\$664	\$309,646
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,350</b>	<b>\$2,027,489</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Susan Johnson	(928) 773-4020	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4170	
<b>Community Resources</b>	Robert Boothe	(928) 773-4020	
<b>School Nutrition Programs</b>	Louis Benavides	(928) 527-6091	
<b>Parent Organization</b>	Denise Burley	(928) 226-7635	
<b>Student Health/Nurse</b>	Karen Vercoe	(928) 773-4022	

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.

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