

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2230 Fort Valley Rd., Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Dr. Robert Boothe
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 520
 Web Address : 207.246.0.51/sechrist/
 Phone Number : (928) 773-4020
 Fax Number : (928) 773-4025
 E-mail : rboothe@apscc.org

Mission

We strive for maximum growth of each student to prepare for a changing world. Believing all students can learn, we are committed to raising each to their potential. We foster and model the love of learning in a safe, caring and pleasant environment.

School / Academic Goals

- ü Implement, within each classroom, an instructional program that matches instruction to individual student instructional needs.
- ü Develop within each student specific positive character traits within a supportive, enjoyable and nurturing student centered learning community.
- ü To instruct the AZ Academic Standards comprehensively to the extent that all students meet or exceed their grade level exit skills.
- ü To provide a comprehensive educational program that includes art, music, PE, technology, and library skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 479
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Full-day Kindergarten
- ü Integrated Preschool
- ü Comprehensive AZ State Standards. Inst.
- ü Band and Strings classes for 5th and 6th

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Sechrist School's 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 are to send their child to school daily ready to learn; provide proper nourishment, clothing and positive attitude. Parents are to communicate interests and concerns they may have. Parents are to be involved in 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.

School Honors

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

Award/Honor	Year
ü Placed in the Regional and State OM competition in 2005	2005
ü Numerous Coconino County Poetry Award winners	2005
ü Placing at the top in the AATM Regional Competition	2005

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	79	824	79306	100	100	99	479	443	445	0	10	10	8	20	18	54	50	51	38	20	20
All Students (Prior Year)	57	771	75509	100	98	100	545	526	521	0	11	13	8	19	23	47	35	33	45	35	31
Female	36	391	38691	100	100	99	486	445	446	0	8	10	6	20	18	53	50	52	41	21	20
Male	43	434	40583	100	100	99	473	441	445	0	11	11	10	20	18	55	50	50	35	19	21
African American	--	22	4041	--	100	99	--	430	426	--	17	17	--	17	23	--	56	50	--	11	10
Hispanic	NC	174	32869	NC	99	99	NC	426	429	NC	15	15	NC	34	25	NC	43	51	NC	8	10
Asian/Pacific Islander	NC	11	1935	NC	100	99	NC	483	474	NC	0	3	NC	0	9	NC	78	48	NC	22	40
American Indian/Alaskan Native	NC	195	4264	NC	100	100	NC	418	419	NC	16	19	NC	29	30	NC	49	45	NC	6	6
White	64	422	36197	100	100	99	482	460	463	0	5	5	5	12	11	52	53	53	43	30	31
Students with Disabilities	24	191	10321	100	100	100	464	407	389	0	20	30	9	29	27	59	41	34	32	11	9
Students without Disabilities	55	634	69060	98	99	98	485	454	454	0	7	7	8	18	17	52	53	54	40	22	22
Limited English Proficient Students	--	135	15509	--	100	100	--	389	406	--	24	20	--	38	30	--	36	45	--	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	382	39415	91	95	96	446	424	431	0	16	15	25	30	25	63	45	50	13	9	10
Non-Economically Disadvantaged	69	443	39966	100	100	100	483	459	459	0	5	6	6	12	12	53	55	52	41	29	30

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	78	823	79395	99	0	99	486	447	446	0	6	9	8	28	25	66	54	55	26	12	11
All Students (Prior Year)	57	772	75492	100	99	100	552	526	519	2	9	12	2	14	16	43	48	47	53	29	24
Female	35	390	38743	97	0	100	497	453	451	0	7	7	6	25	24	64	53	57	30	16	12
Male	43	434	40618	100	0	99	477	442	440	0	6	11	10	30	27	68	55	53	23	8	9
African American	--	22	4052	--	0	100	--	438	434	--	0	11	--	39	29	--	61	54	--	0	6
Hispanic	NC	174	32915	NC	0	99	NC	432	426	NC	11	15	NC	41	35	NC	43	47	NC	6	4
Asian/Pacific Islander	NC	11	1936	NC	0	99	NC	498	468	NC	0	3	NC	0	14	NC	67	63	NC	33	19
American Indian/Alaskan Native	NC	195	4271	NC	0	100	NC	420	420	NC	8	15	NC	48	42	NC	41	41	NC	3	2
White	63	421	36221	98	0	99	486	463	465	0	4	4	7	14	15	68	64	63	25	18	17
Students with Disabilities	24	191	10331	100	0	100	476	416	388	0	8	25	5	41	37	86	47	34	9	4	4
Students without Disabilities	54	633	69139	96	0	99	491	457	454	0	6	7	10	24	24	57	56	58	33	14	11
Limited English Proficient Students	--	135	15545	--	0	100	--	390	399	--	18	21	--	56	42	--	25	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	382	39484	91	0	96	466	428	429	0	11	14	13	43	35	75	42	47	13	4	4
Non-Economically Disadvantaged	68	442	39986	100	0	100	489	464	461	0	2	4	8	15	16	65	65	63	28	18	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	78	823	78869	99	100	99	465	433	442	1	7	6	14	25	21	75	61	63	10	7	10
All Students (Prior Year)	57	770	75053	100	98	99	641	607	597	0	6	7	2	11	12	84	75	72	14	9	9
Female	35	389	38536	97	100	99	491	450	458	0	4	4	9	19	15	70	67	67	21	10	14
Male	43	435	40302	100	100	99	443	418	428	3	9	8	18	31	26	80	56	60	0	4	7
African American	--	23	4015	--	100	99	--	430	430	--	11	8	--	22	24	--	61	61	--	6	7
Hispanic	NC	175	32606	NC	100	98	NC	416	426	NC	11	8	NC	33	27	NC	49	60	NC	7	5
Asian/Pacific Islander	NC	11	1925	NC	100	99	NC	504	471	NC	0	3	NC	11	11	NC	44	64	NC	44	22
American Indian/Alaskan Native	NC	194	4245	NC	100	100	NC	420	423	NC	6	9	NC	31	26	NC	59	61	NC	3	4
White	63	420	36078	98	100	99	462	444	459	2	5	4	12	20	16	80	67	66	7	8	14
Students with Disabilities	24	190	10246	100	100	100	455	379	367	0	16	18	18	40	39	77	44	40	5	1	4
Students without Disabilities	54	634	68697	96	99	98	469	450	454	2	4	4	12	21	18	75	66	67	12	9	11
Limited English Proficient Students	--	135	15339	--	100	100	--	381	399	--	12	11	--	42	31	--	44	54	--	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	59	--	--	1
Economically Disadvantaged	10	381	39106	91	95	95	457	415	427	0	11	8	25	31	28	75	56	59	0	2	5
Non-Economically Disadvantaged	68	443	39837	100	100	100	465	448	457	2	3	4	12	20	14	75	65	67	11	11	15

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	71	760	78906	100	100	99	519	498	498	9	12	13	13	20	19	44	49	48	34	18	20
All Students (Prior Year)	68	822	76019	100	100	100	518	508	499	2	7	14	38	40	39	18	16	14	42	36	33
Female	38	377	38644	100	100	99	514	497	500	11	11	12	17	21	19	42	49	49	31	19	19
Male	33	383	40236	100	100	99	525	498	497	6	13	15	9	19	19	47	50	46	38	18	20
African American	NC	18	4087	NC	100	99	NC	459	481	NC	40	20	NC	33	24	NC	20	45	NC	7	11
Hispanic	10	155	31938	100	100	99	491	475	481	0	22	19	44	30	25	44	41	46	11	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	172	4593	NC	100	100	NC	476	467	NC	20	26	NC	27	29	NC	48	39	NC	5	6
White	54	410	36483	98	100	99	529	515	517	6	5	7	8	13	13	47	54	51	40	28	30
Students with Disabilities	13	148	10664	100	100	100	456	447	430	38	39	42	38	30	27	23	29	26	0	2	5
Students without Disabilities	59	613	68310	100	100	98	534	510	509	2	6	9	7	18	18	50	55	51	41	22	22
Limited English Proficient Students	--	65	12573	--	100	100	--	451	454	--	30	27	--	35	30	--	34	38	--	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	11	345	38679	100	94	96	485	478	483	20	20	20	20	27	25	40	48	45	20	5	10
Non-Economically Disadvantaged	61	416	40295	100	100	100	525	514	513	7	6	7	12	14	13	46	51	50	36	29	30

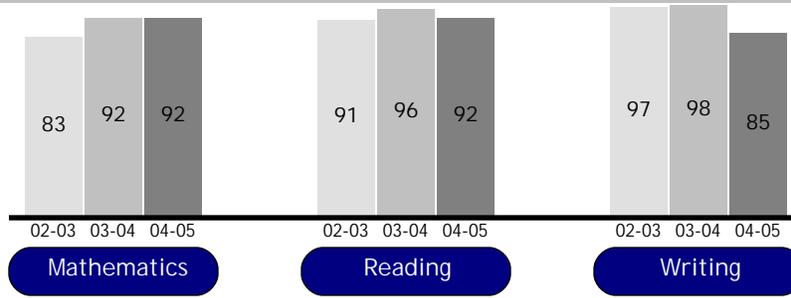
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	760	78908	100	0	99	512	488	484	3	7	10	10	24	23	72	61	58	15	9	9
All Students (Prior Year)	68	821	76020	100	100	100	516	506	503	2	16	25	15	21	23	58	50	40	25	13	12
Female	38	377	38648	100	0	99	514	492	489	3	4	8	11	24	22	72	62	61	14	10	10
Male	33	383	40233	100	0	99	509	484	479	3	9	12	9	24	25	72	59	55	16	8	8
African American	NC	18	4092	NC	0	99	NC	461	473	NC	13	12	NC	53	28	NC	27	54	NC	7	5
Hispanic	10	155	31940	100	0	99	495	471	465	0	12	16	11	36	32	89	50	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	172	4569	NC	0	100	NC	461	457	NC	12	18	NC	38	39	NC	50	41	NC	0	2
White	54	410	36502	98	0	99	520	506	502	2	2	4	6	13	14	74	70	67	19	15	15
Students with Disabilities	13	148	10665	100	0	100	478	448	423	8	19	30	31	45	36	62	35	31	0	1	2
Students without Disabilities	59	613	68312	100	0	98	520	498	493	2	3	7	5	19	21	75	67	62	18	11	10
Limited English Proficient Students	--	65	12556	--	0	100	--	438	436	--	22	24	--	45	40	--	32	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	11	346	38662	100	0	96	490	470	468	0	11	16	40	36	32	50	50	49	10	3	3
Non-Economically Disadvantaged	61	415	40315	100	0	100	515	504	498	3	3	5	5	14	15	76	69	66	15	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	71	762	78750	100	100	99	519	505	500	3	5	6	19	30	29	74	62	63	4	3	2
All Students (Prior Year)	67	817	75673	99	99	100	572	545	530	3	7	12	12	22	25	80	67	58	5	4	4
Female	38	378	38586	100	100	99	515	517	515	6	2	4	14	25	22	75	70	71	6	3	3
Male	33	384	40135	100	100	99	524	492	486	0	7	8	25	36	35	72	54	56	3	2	1
African American	NC	18	4081	NC	100	99	NC	460	488	NC	13	8	NC	67	32	NC	20	59	NC	0	2
Hispanic	10	155	31841	100	100	99	517	483	483	0	9	8	22	41	36	78	50	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	173	4586	NC	100	100	NC	492	481	NC	1	8	NC	44	37	NC	53	54	NC	1	1
White	54	411	36440	98	100	99	522	519	516	4	4	3	17	20	22	74	72	71	6	5	4
Students with Disabilities	13	149	10622	100	100	100	484	446	415	0	16	21	54	54	50	46	29	28	0	1	1
Students without Disabilities	59	614	68196	100	100	98	529	520	513	4	2	3	11	24	25	80	71	69	5	3	3
Limited English Proficient Students	--	65	12504	--	100	100	--	456	451	--	9	12	--	46	44	--	44	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	11	347	38558	100	95	96	505	488	485	10	6	8	10	41	37	70	51	54	10	2	1
Non-Economically Disadvantaged	61	416	40260	100	100	100	523	519	514	2	3	3	20	21	21	75	72	72	3	4	4

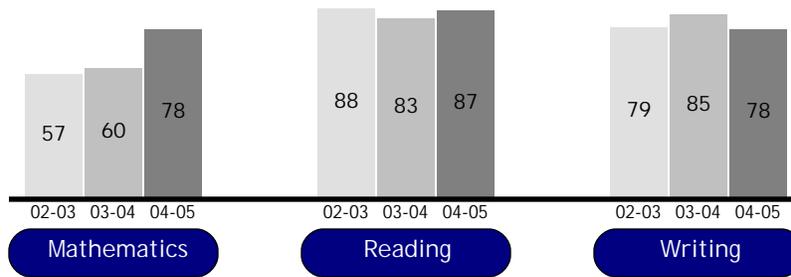
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	75	56	50	95	65	NA	58	97	71	52	47
	Language	100	66	47	43	95	69	52	50	97	69	51	47
	Mathematics	100	83	64	57	96	76	68	64	97	73	55	50
3	Reading	96	75	53	47	100	80	NA	55	99	67	48	44
	Language	100	78	59	54	100	82	63	61	99	57	43	44
	Mathematics	98	77	60	54	100	79	65	61	100	65	50	51
4	Reading	96	78	60	52	97	78	NA	56	100	65	55	48
	Language	98	66	53	48	98	65	56	52	100	63	54	49
	Mathematics	98	69	64	57	97	68	63	61	100	64	56	53
5	Reading	100	78	59	50	100	70	NA	55	100	67	54	50
	Language	100	74	53	46	100	58	55	49	100	64	52	50
	Mathematics	94	73	67	57	100	66	69	63	100	63	49	49
6	Reading	92	82	63	53	100	76	NA	56	100	71	56	51
	Language	91	79	56	45	100	71	58	48	100	66	50	47
	Mathematics	92	90	73	62	100	81	76	66	100	70	57	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	10.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	3	6	0	0
10 or more years	1	18	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Library
- Ü Multipurpose Room
- Ü Gym

Extracurricular Activities

- Ü Strings Program
- Ü Band Program
- Ü ASTROS
- Ü Odyssey of the Mind Teams

Social Services

- Ü Before/After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Above state and national averages in all academic areas as judged by Terra Nova test and AIMS.

- ü First and second place in the Odyssey of the Mind state competition and 16th place in the World Competition held in Baltimore, MD the end of May, 2004. Placed in the Regional and State competition in 2005.

- ü Our sixth grade math teams continue the tradition of placing at the top in the Arizona Association of Teachers of Mathematics Northern Region competition.

- ü Numerous poetry and essay award winners during 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Sechrist School fosters a healthy environment through our: School Improvement Goals; STOP Team; Just Say No Club; Peer Pals; ASTROS; DARE instruction; and zero-tolerance for fighting, profane language, threats of violence, drugs, and weapons. Teachers develop a strong positive personal rapport with each student, fostering a sense of belonging and self-worth in all children.

Sechrist has happy students who enjoy going to school.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Robert Boothe	(928) 773-4021
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Robert Boothe	(928) 773-4020
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Nicole Morrow	(928) 213-8487
Student Health/Nurse	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.