

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mrs. Susan Fisher
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : flagstaff.k12.az.us/sechrist/
 Phone Number : (928) 773-4020
 Fax Number : (928) 773-4025
 E-mail : sfisher@fUSD1.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 Increase student achievement by focusing on the state standards, utilizing effective instructional methods, and implementing a comprehensive assessment program.
- ü Develop within each student specific positive character traits in a supportive, enjoyable and nurturing student centered learning community.
- ü Recognize and support students for outstanding achievement in all academic, artistic, physical and social areas of their learning experience, while keeping parents involved in their child's education.
- ü To provide a comprehensive educational program that includes art, music, PE, technology, and library skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 508
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 113

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 :	182
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/21/2005
Last Day of School :	6/9/2006

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 Forest 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 2006	2006
ü Numerous Coconino County Poetry Award winners	2006
ü 2006 AzTea Exemplary Web Site Award	2006

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	68	794	80010	100	99	99	465	448	447	3	9	10	4	17	18	71	57	53	22	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	386	38935	100	99	99	462	450	447	7	8	9	3	18	19	67	54	55	23	20	17
Male	38	406	40974	100	99	98	467	447	448	NA	10	11	5	16	18	74	59	52	21	15	19
African American	--	15	4201	--	100	99	--	432	430	--	13	17	--	27	23	--	53	51	--	7	9
Hispanic	NC	161	34545	NC	98	99	NC	436	432	NC	11	14	NC	24	24	NC	53	53	NC	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	170	3979	NC	98	96	NC	430	424	NC	17	17	NC	24	30	NC	52	47	NC	7	6
White	60	431	35142	100	100	99	464	460	465	3	5	5	3	11	11	72	61	56	22	23	28
Students with Disabilities	15	163	10161	100	99	93	431	421	419	13	25	28	20	28	28	60	40	36	7	7	8
Students without Disabilities	53	631	69849	100	99	100	474	455	451	NA	5	7	NA	14	17	74	61	56	26	20	19
Limited English Proficient Students	--	111	14013	--	97	97	--	407	413	--	30	24	--	38	34	--	31	39	--	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	346	39029	NC	98	98	NC	432	432	NC	14	14	NC	26	25	NC	51	52	NC	9	9
Non-Economically Disadvantaged	59	448	40981	100	100	100	466	461	462	3	6	6	5	10	13	66	61	54	25	24	27

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	68	778	79438	100	97	98	470	455	451	6	8	9	13	22	24	68	57	56	13	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	380	38775	100	97	99	479	462	457	3	6	7	13	23	22	63	57	58	20	14	13
Male	38	396	40560	100	97	97	463	449	446	8	11	12	13	22	25	71	56	54	8	10	9
African American	--	15	4178	--	100	98	--	448	439	--	13	13	--	13	29	--	60	52	--	13	6
Hispanic	NC	158	34297	NC	96	98	NC	441	434	NC	11	14	NC	30	31	NC	54	50	NC	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	NC	167	3940	NC	96	95	NC	433	429	NC	13	14	NC	34	36	NC	51	47	NC	2	3
White	60	422	34887	100	98	98	471	469	471	5	6	4	13	16	15	68	60	63	13	18	18
Students with Disabilities	15	147	9588	100	89	88	420	418	416	27	27	30	33	34	32	40	35	34	NA	4	5
Students without Disabilities	53	631	69850	100	99	100	483	463	456	NA	4	7	8	20	23	75	62	59	17	14	12
Limited English Proficient Students	--	106	13856	--	92	96	--	404	407	--	26	27	--	50	43	--	24	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	337	38685	NC	95	97	NC	435	435	NC	14	14	NC	33	32	NC	48	50	NC	5	5
Non-Economically Disadvantaged	59	441	40753	100	99	99	473	471	467	5	4	5	14	14	16	68	64	62	14	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	68	786	79971	100	98	99	431	426	423	7	8	8	32	39	41	59	50	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	383	38974	100	98	99	450	442	437	3	4	5	27	30	33	67	61	57	3	4	4
Male	38	401	40895	100	98	98	416	410	410	11	10	10	37	48	47	53	39	41	NA	2	2
African American	--	15	4203	--	100	99	--	409	411	--	13	11	--	40	45	--	40	43	--	7	2
Hispanic	NC	163	34481	NC	99	99	NC	411	410	NC	12	10	NC	47	46	NC	39	43	NC	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	NC	168	3995	NC	97	96	NC	413	409	NC	10	10	NC	45	47	NC	43	42	NC	1	1
White	60	424	35150	100	98	99	429	437	437	8	5	5	33	34	35	58	58	56	NA	4	5
Students with Disabilities	15	154	10258	100	93	94	364	379	377	33	25	23	53	47	51	13	27	25	NA	1	1
Students without Disabilities	53	632	69713	100	100	100	449	436	429	NA	3	5	26	37	39	72	56	52	2	3	3
Limited English Proficient Students	--	111	13985	--	97	97	--	378	382	--	22	18	--	54	54	--	24	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	343	38994	NC	97	98	NC	411	409	NC	10	10	NC	47	47	NC	41	41	NC	1	1
Non-Economically Disadvantaged	59	443	40977	100	99	100	430	437	437	8	5	5	32	33	34	58	57	56	2	5	5

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

4th 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	84	829	80147	98	99	99	498	478	482	5	12	11	10	16	17	54	50	49	32	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	388	39281	98	99	99	507	482	483	3	11	9	3	16	17	56	48	50	38	24	24
Male	45	439	40780	98	98	98	490	474	482	7	14	12	16	16	17	51	51	48	27	19	24
African American	--	18	4249	--	95	99	--	460	464	--	6	17	--	28	22	--	56	48	--	11	13
Hispanic	NC	186	33494	NC	97	99	NC	458	466	NC	22	15	NC	19	23	NC	49	49	NC	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	197	4117	NC	99	96	NC	452	456	NC	18	19	NC	26	27	NC	51	46	NC	4	8
White	69	418	36122	100	100	99	502	499	501	3	6	5	7	10	10	57	50	50	33	34	35
Students with Disabilities	28	196	10295	97	97	92	463	443	443	11	33	33	25	24	26	57	36	33	7	8	8
Students without Disabilities	56	633	69852	98	100	100	515	489	488	2	6	7	2	14	16	52	55	51	45	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	10	363	38371	91	98	97	NA	455	465	NA	20	15	NA	23	23	NA	50	49	NA	7	13
Non-Economically Disadvantaged	74	466	41776	99	100	100	503	496	498	3	7	6	8	10	11	53	50	49	36	33	33

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	85	822	79686	99	98	98	497	469	470	2	11	11	12	24	24	71	56	57	15	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	385	39163	100	98	99	510	478	475	NA	8	9	3	22	22	78	60	60	20	11	10
Male	45	435	40438	98	97	97	485	460	465	4	15	13	20	26	25	64	53	54	11	6	7
African American	--	18	4228	--	95	98	--	463	458	--	11	15	--	17	28	--	67	53	--	6	4
Hispanic	NC	186	33299	NC	97	98	NC	451	452	NC	20	17	NC	31	32	NC	45	47	NC	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	193	4087	NC	97	96	NC	443	446	NC	13	16	NC	42	38	NC	43	44	NC	1	2
White	69	415	35914	100	99	98	499	488	489	3	7	5	7	13	15	75	67	67	14	13	14
Students with Disabilities	28	189	9808	97	94	87	469	433	432	7	31	35	25	37	32	61	30	30	7	3	3
Students without Disabilities	57	633	69878	100	100	100	510	479	475	NA	6	8	5	20	23	75	64	61	19	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	10	358	38095	91	96	97	NA	446	452	NA	19	17	NA	36	32	NA	44	48	NA	2	3
Non-Economically Disadvantaged	75	464	41591	100	100	99	500	486	486	3	6	6	9	15	16	71	66	65	17	13	13

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	84	824	80372	98	98	99	502	474	475	NA	4	4	20	31	30	75	63	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	387	39452	98	99	99	522	491	488	NA	2	3	5	21	22	87	74	72	8	3	3
Male	45	435	40836	98	97	98	484	460	464	NA	6	6	33	40	37	64	53	56	2	1	1
African American	--	17	4264	--	89	99	--	480	465	--	NA	5	--	29	35	--	71	59	--	NA	1
Hispanic	NC	187	33608	NC	98	99	NC	457	462	NC	9	6	NC	36	36	NC	55	57	NC	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	198	4128	NC	99	97	NC	461	464	NC	4	4	NC	39	39	NC	56	56	NC	1	1
White	69	412	36213	100	98	99	501	488	489	NA	2	2	23	26	22	72	70	72	4	3	3
Students with Disabilities	28	192	10526	97	95	94	473	441	427	NA	8	15	46	56	53	54	35	31	NA	1	1
Students without Disabilities	56	632	69846	98	99	100	516	484	482	NA	2	3	7	24	26	86	72	69	7	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	10	365	38521	91	98	98	NA	458	461	NA	5	6	NA	41	38	NA	54	55	NA	0	1
Non-Economically Disadvantaged	74	459	41851	99	98	100	503	487	489	NA	3	3	20	24	22	74	70	72	5	3	4

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	76	833	79306	99	99	99	523	505	504	3	11	13	14	18	20	54	53	49	29	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	408	38845	98	100	99	529	507	505	NA	9	11	14	18	20	55	54	50	31	18	18
Male	34	425	40383	100	99	98	517	503	504	6	13	14	15	17	19	53	52	47	26	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	NC	174	32673	NC	100	99	NC	484	487	NC	22	18	NC	21	25	NC	49	46	NC	7	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	541	539	NC	6	5	NC	NA	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	192	4034	NC	99	97	NC	486	479	NC	16	22	NC	27	29	NC	49	43	NC	8	7
White	60	429	36234	98	99	99	528	521	523	NA	4	6	15	13	13	52	57	52	33	26	28
Students with Disabilities	14	150	10286	100	97	91	486	462	462	14	38	41	29	31	27	50	28	27	7	3	5
Students without Disabilities	62	683	69020	98	100	100	532	514	510	NA	6	9	11	15	18	55	59	52	34	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	10	363	37437	100	98	97	NA	484	486	NA	19	19	NA	25	26	NA	50	46	NA	7	9
Non-Economically Disadvantaged	66	470	41869	99	100	100	528	521	521	2	6	7	12	13	14	55	56	51	32	26	27

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	76	830	79000	99	99	98	521	495	489	1	8	10	9	20	24	70	61	58	20	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	407	38774	98	99	99	528	500	494	NA	6	7	7	17	22	67	63	61	26	14	10
Male	34	423	40150	100	99	98	514	489	485	3	10	12	12	22	25	74	59	55	12	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	NC	173	32508	NC	100	98	NC	475	472	NC	15	15	NC	29	33	NC	50	49	NC	5	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	524	510	NC	NA	4	NC	12	14	NC	76	67	NC	12	16
American Indian/Alaskan Native	NC	190	4016	NC	98	96	NC	473	467	NC	14	14	NC	32	37	NC	53	46	NC	2	2
White	60	429	36135	98	99	98	525	513	508	NA	3	4	3	10	14	77	69	67	20	18	15
Students with Disabilities	14	147	9991	100	95	88	481	449	449	7	33	33	29	37	36	64	29	29	NA	1	2
Students without Disabilities	62	683	69009	98	100	100	531	504	495	NA	3	6	5	16	22	71	68	62	24	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	10	360	37234	100	97	97	NA	474	472	NA	14	15	NA	30	33	NA	53	50	NA	3	3
Non-Economically Disadvantaged	66	470	41766	99	100	99	526	511	505	2	4	5	5	12	16	73	67	65	21	17	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	77	834	79611	100	100	99	509	498	496	4	6	7	39	38	37	57	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	412	39016	100	100	99	530	513	511	2	4	4	23	29	29	74	66	66	NA	1	1
Male	34	422	40519	100	99	98	483	483	482	6	9	10	59	46	44	35	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	NC	173	32855	NC	100	99	NC	478	481	NC	12	10	NC	44	43	NC	45	47	NC	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	526	519	NC	NA	4	NC	35	24	NC	59	70	NC	6	2
American Indian/Alaskan Native	NC	191	3992	NC	99	96	NC	481	478	NC	10	10	NC	45	46	NC	45	44	NC	NA	0
White	61	432	36380	100	100	99	513	515	511	2	3	4	39	31	30	59	66	65	NA	0	1
Students with Disabilities	14	148	10664	100	96	94	452	445	440	14	20	23	64	59	54	21	21	22	NA	NA	1
Students without Disabilities	63	686	68947	100	100	100	522	509	504	2	3	4	33	33	34	65	63	61	NA	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	10	362	37626	100	98	98	NA	479	479	NA	10	10	NA	47	45	NA	44	45	NA	NA	0
Non-Economically Disadvantaged	67	472	41985	100	100	100	515	513	511	3	4	4	37	31	30	60	65	65	NA	1	1

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

6th 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	72	742	79327	97	98	98	536	516	518	10	18	19	13	20	20	60	48	46	18	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	377	38961	100	98	98	536	519	520	7	15	16	14	22	20	62	48	48	17	15	16
Male	30	365	40295	94	98	97	535	513	516	13	21	21	10	19	19	57	48	44	20	13	16
African American	--	17	4247	--	100	98	--	490	499	--	29	27	--	29	24	--	35	41	--	6	8
Hispanic	NC	153	32327	NC	97	98	NC	497	499	NC	31	27	NC	22	25	NC	43	41	NC	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	169	4391	NC	97	96	NC	495	489	NC	21	32	NC	33	27	NC	40	36	NC	6	4
White	58	395	36373	97	99	98	543	533	538	7	11	10	9	15	14	64	53	52	21	21	25
Students with Disabilities	13	142	9321	87	95	87	477	464	467	38	54	54	46	28	22	15	17	21	NA	1	3
Students without Disabilities	59	600	70006	100	99	100	549	528	524	3	9	14	5	19	19	69	55	49	22	17	18
Limited English Proficient Students	--	63	9431	--	94	95	--	458	466	--	59	53	--	33	27	--	8	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	306	37097	NC	97	97	NC	498	498	NC	24	27	NC	26	25	NC	44	41	NC	6	7
Non-Economically Disadvantaged	66	436	42230	97	99	99	540	529	535	8	14	11	11	17	15	62	50	50	20	20	24

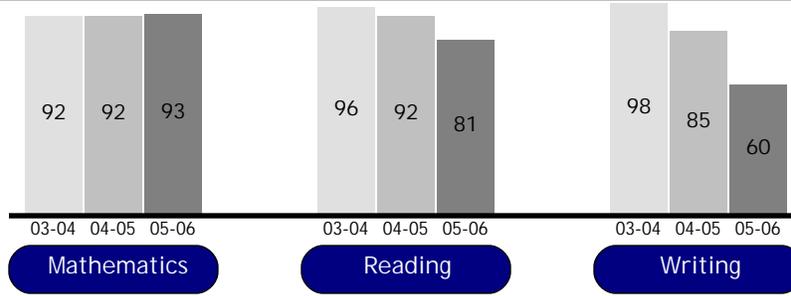
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	742	79501	97	98	98	524	501	497	1	9	10	15	24	25	71	62	60	13	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	377	39062	100	98	99	525	506	502	2	7	8	14	20	23	74	67	64	10	6	5
Male	30	365	40368	94	98	98	523	496	491	NA	10	13	17	28	27	67	57	57	17	5	3
African American	--	17	4279	--	100	99	--	483	485	--	6	14	--	41	30	--	47	54	--	6	2
Hispanic	NC	153	32389	NC	97	98	NC	484	478	NC	16	16	NC	29	34	NC	52	48	NC	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	169	4401	NC	97	96	NC	477	473	NC	13	17	NC	38	40	NC	47	43	NC	1	1
White	58	395	36446	97	99	99	532	518	516	NA	4	4	12	15	15	72	73	73	16	8	7
Students with Disabilities	13	142	9411	87	95	88	473	455	453	8	31	36	38	46	36	54	23	26	NA	1	1
Students without Disabilities	59	600	70090	100	99	100	536	511	502	NA	4	7	10	19	24	75	71	65	15	6	5
Limited English Proficient Students	--	64	9401	--	96	94	--	439	443	--	44	40	--	48	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	306	37183	NC	97	97	NC	483	479	NC	13	16	NC	31	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	66	436	42318	97	99	99	528	514	513	NA	6	5	15	19	17	73	67	70	12	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	724	80000	97	96	99	615	577	564	NA	3	3	NA	6	11	67	74	75	33	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	372	39288	100	97	99	619	590	579	NA	2	2	NA	3	6	62	71	77	38	23	16
Male	30	352	40644	94	95	98	609	563	549	NA	3	4	NA	10	15	73	78	74	27	9	7
African American	--	17	4307	--	100	99	--	559	551	--	NA	4	--	18	13	--	76	75	--	6	7
Hispanic	NC	151	32672	NC	96	99	NC	554	548	NC	7	4	NC	8	14	NC	75	76	NC	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	167	4424	NC	95	97	NC	560	549	NC	2	3	NC	8	14	NC	85	77	NC	5	5
White	58	381	36602	97	95	99	621	594	579	NA	2	2	NA	4	7	62	70	75	38	24	16
Students with Disabilities	13	124	9919	87	83	93	580	525	505	NA	6	9	NA	27	35	92	65	54	8	2	2
Students without Disabilities	59	600	70081	100	99	100	623	587	571	NA	2	2	NA	2	7	61	76	79	39	20	12
Limited English Proficient Students	--	62	9571	--	93	96	--	490	502	--	18	10	--	19	29	--	63	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	303	37534	NC	96	98	NC	557	547	NC	4	4	NC	8	15	NC	82	76	NC	6	5
Non-Economically Disadvantaged	66	421	42466	97	96	100	618	591	578	NA	2	2	NA	5	7	65	69	75	35	24	16

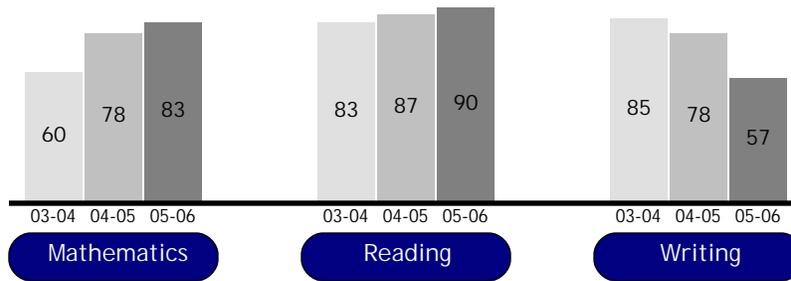
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	65	NA	58	97	71	52	47	99	79	50	46
	Language	95	69	52	50	97	69	51	47	99	82	52	48
	Mathematics	96	76	68	64	97	73	55	50	99	79	50	52
3	Reading	100	80	NA	55	99	67	48	44	99	67	52	46
	Language	100	82	63	61	99	57	43	44	99	59	46	46
	Mathematics	100	79	65	61	100	65	50	51	99	70	56	52
4	Reading	97	78	NA	56	100	65	55	48	99	72	50	52
	Language	98	65	56	52	100	63	54	49	99	68	50	52
	Mathematics	97	68	63	61	100	64	56	53	99	72	56	58
5	Reading	100	70	NA	55	100	67	54	50	100	79	63	56
	Language	100	58	55	49	100	64	52	50	100	73	58	54
	Mathematics	100	66	69	63	100	63	49	49	100	65	54	52
6	Reading	100	76	NA	56	100	71	56	51	97	72	58	56
	Language	100	71	58	48	100	66	50	47	97	65	50	50
	Mathematics	100	81	76	66	100	70	57	52	97	72	58	58

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)
- 6 Teacher(s)
- 6 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	6.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	7	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Above state and national averages in all academic areas as judged by the Arizona Instrument to Measure Standards(AIMS). Above state averages on the Terra Nova test.

- ü Third place in the Odyssey of the Mind state competition. Placed second in the regional competition.

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

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Sechrist School fosters a healthy environment through our: School Improvement Goals; STOP Team; Just Say No Club; 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.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Susan Fisher	(928) 773-4020
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Susan Fisher	(928) 773-4020
School Nutrition Programs	Dan Matello	(928) 527-6091
Parent Organization	Dian Arcaro	(928) 853-6514
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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.