

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2801 N Izabel Street, Flagstaff, AZ 86004

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. David Roth  
 Schedule : 07:45 AM to 02:15 PM  
 Grades : 9-12  
 Web Address : www.fusd1.org/coconino/  
 Phone Number : (928) 773-8200  
 Fax Number : (928) 773-8247  
 E-mail : droth@fusd1.org

### Mission

Coconino High School is a positive environment that honors and unifies all cultures working in partnership with parents and the community to encourage all students in academic excellence and to instill a lifelong enthusiasm for learning.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

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

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

### School / Academic Goals

- ü Coconino High School will increase the knowledge, use and understanding of integrated, content vocabulary.
- ü Coconino High School will improve in the understanding of math, writing, and reading standards demonstrated by success on the AIMS test. Emphasis will be in the four R's - Relevance, Rigor, Relationship and Reflective Thought.
- ü Coconino High School will increase student attendance in school and student involvement in classes demonstrated by the lowering of the school drop out rate and increase in graduation rate.
- ü Coconino High School students will be become aware of the 40 Developmental Assets. Emphasis this year will be in understanding the importance of the Six Pillars of Character.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1351  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- ü Advanced Placement
- ü School-to-Work
- ü Vocational/Technology
- ü Fine Arts
- ü Intensive English Program
- ü Gifted and Enrichment
- ü Coconino Institute of Technology
- ü Link Leadership Program

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Coconino High School will provide a safe and stimulating learning environment; encourage high standards of achievement and discipline; communicate effectively with students and parents.

Parents

Parents will ensure student has proper clothing, rest, nourishment, transportation, attends school daily; respect and support student's academic efforts, participate in activities; practice communication with their students and Coconino High School.

Transportation Policy

Transportation for students with disabilities who require transportation, as indicated in their respective IEPs; elementary students who live more than one mile from school; high school students who live more than 1 1/2 miles from school.

School Honors

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

Award/Honor	Year
ü Skills-USA Gold Medals Winners - Two Years in a Row	2003
ü Two semi-finalists in Merit Scholarship Program	2005
ü State Volleyball Champions	2002
ü Flinn Scholarship Winner	2004

10th 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	273	871	71130	90	91	95	696	708	701	22	15	23	15	11	13	56	59	51	7	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	439	35465	94	95	96	695	707	702	23	14	21	18	13	13	49	57	53	9	15	13
Male	135	432	35648	86	88	94	697	709	701	20	16	24	12	8	12	63	62	50	5	14	14
African American	NC	17	3868	NC	89	95	NC	690	686	NC	41	33	NC	12	17	NC	29	45	NC	18	6
Hispanic	66	150	25103	92	91	95	690	694	685	29	25	34	15	15	16	47	49	45	9	11	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	79	220	4241	86	89	90	688	693	679	27	23	39	20	15	19	52	57	39	1	5	3
White	125	477	36075	91	92	95	705	719	715	14	8	12	12	7	9	64	65	58	10	19	21
Students with Disabilities	17	47	5862	40	39	71	664	672	658	41	38	63	24	17	15	35	40	20	NA	4	2
Students without Disabilities	256	824	65268	98	99	98	698	709	705	20	14	19	14	11	12	57	61	54	8	15	15
Limited English Proficient Students	17	54	4859	68	77	93	652	662	662	71	61	64	18	15	15	12	24	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	57	190	22957	84	87	93	682	692	685	33	24	34	23	16	17	42	56	44	2	5	5
Non-Economically Disadvantaged	216	681	48173	92	93	96	700	712	709	19	13	17	13	10	11	60	60	55	9	17	18

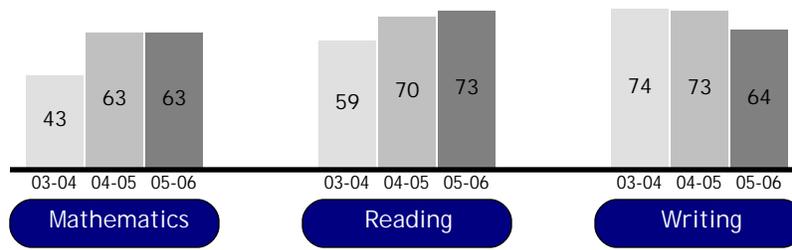
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	299	916	73018	96	95	97	699	710	703	3	3	6	24	18	23	69	70	64	4	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	145	457	36181	98	97	97	703	714	708	5	3	4	22	17	21	68	70	65	5	10	9
Male	154	458	36816	95	92	96	694	707	699	1	3	7	26	19	24	70	70	62	3	8	7
African American	NC	18	3976	NC	90	96	NC	702	689	NC	6	8	NC	33	29	NC	61	59	NC	NA	3
Hispanic	73	159	25801	99	95	96	694	697	683	8	6	10	25	22	34	64	70	53	3	3	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	88	241	4389	96	94	93	682	685	675	2	5	9	38	32	42	59	61	47	1	2	1
White	135	494	37024	96	95	97	712	727	721	1	1	2	14	9	12	79	76	73	6	14	13
Students with Disabilities	36	80	7170	75	64	85	658	656	654	6	10	23	61	53	47	31	35	29	3	3	1
Students without Disabilities	263	836	65848	100	99	98	704	715	708	3	2	4	19	15	20	75	74	67	4	10	9
Limited English Proficient Students	22	61	5099	85	84	95	644	647	641	32	25	29	55	57	59	14	18	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	67	210	23912	93	93	94	680	684	681	7	7	10	39	33	36	54	59	52	NA	1	2
Non-Economically Disadvantaged	232	706	49106	97	95	98	704	718	714	2	2	4	20	14	16	74	74	69	5	11	11

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	288	902	72810	93	93	96	679	693	685	6	4	6	31	24	30	61	64	58	3	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	455	36111	97	97	97	688	702	695	5	4	4	26	17	23	64	68	65	5	11	8
Male	145	446	36678	90	90	95	670	684	674	7	5	9	35	31	36	57	59	52	1	5	3
African American	NC	18	3962	NC	90	96	NC	693	675	NC	6	8	NC	39	33	NC	39	55	NC	17	3
Hispanic	69	155	25735	93	92	96	671	675	669	9	9	10	32	30	41	59	59	48	NA	2	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	85	237	4370	92	92	92	674	681	670	7	6	9	35	30	39	55	59	50	2	4	2
White	131	486	36915	93	94	97	687	705	697	4	2	3	27	19	21	65	69	67	5	11	8
Students with Disabilities	27	68	7071	56	54	84	651	647	634	7	12	24	67	56	53	26	28	21	NA	4	1
Students without Disabilities	261	834	65739	100	99	98	682	696	689	6	4	4	27	22	27	64	67	62	3	8	6
Limited English Proficient Students	18	57	5046	69	78	94	627	627	621	33	28	31	39	51	56	28	21	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	62	204	23814	86	90	94	659	676	667	10	6	10	47	38	41	44	53	47	NA	2	2
Non-Economically Disadvantaged	226	698	48996	95	94	97	684	698	693	5	4	4	26	20	24	65	67	64	4	9	7

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)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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
9	Reading	84	42	NA	42	89	50	56	51	90	50	58	52
	Language	83	39	46	42	89	48	53	50	90	46	56	50
	Mathematics	82	66	70	63	89	51	55	50	90	46	54	50

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/](http://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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Service Learning - Community Partnership
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Budget
- Ü Parent Report Card Day

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	51.51
Other Professional Staff	8.30	Teacher Aide	6.36

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	4	3	1	0
7 to 9 years	5	7	0	0
10 or more years	11	31	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	301
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 Advanced Technology Computer Labs
- Ü School/Community Fine Arts Theater
- Ü Media Center/Library
- Ü Athletic and vocational facilities

Extracurricular Activities

- Ü National Honor Society
- Ü Thespian Troupe 891 and Speech & Debate
- Ü Student Leadership Program
- Ü Skills-USA Clubs
- Ü Fines Arts programs
- Ü Links Leadership Program
- Ü Athletic Programs
- Ü All Stars Program

Social Services

- Ü Health Services
- Ü Counseling Services/Crisis Intervention
- Ü Service Learning - Community Partnership
- Ü Breakfast/Lunch Programs
- Ü DES Services
- Ü Big Brother/Big Sister
- Ü Car and Share Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Approval of School Endorsement Plan by North Central Association accreditation agency.
  
- ü Substantial increase in students involved in Honors and Advanced Placement courses.
  
- ü Above state average in AIMS completion in Math and Writing, and at state average in reading.
  
- ü Two Merit Scholarship Semi-finalists for 2005-06 school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	80	89	88	73
Graduation Rate <sup>6</sup>	82	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

The principal is a member of Arizona State Commission on School Safety (SAFE Commission). Coconino High School has implemented a School Safety Plan that incorporates many of the best practices from throughout Arizona and the United States. Coconino High School practices safety drills during each school year. CHS teachers and staff are being trained in proper response to peer to peer abuse, sexual harrassment and child abuse issues.

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) :

32
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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	Becky Gonzales	(928) 773-8212
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	George Moate	(928) 773-8215
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Steve Bonderud	(928) 773-8216
Student Health/Nurse	Cami Hoffner	(928) 773-8202

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. "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](http://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](http://www.ade.az.gov/researchpolicy/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.