

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3950 E Butler Ave, 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 LEARNS¹

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Ms. Ute Salisbury
 Schedule : 07:15 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.fusd1.org/sinagua
 Phone Number : (928) 527-5500
 Fax Number : (928) 527-5561
 E-mail : usalisbury@fusd1.org

Mission

We provide a safe and positive environment where students of diverse backgrounds develop intellectual, emotional, creative and physical capabilities needed to succeed as life-long learners and to become responsible citizens with personal integrity and initiative.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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 Student academic performance will reflect high expectations. AIMS, Terra Nova scores will continue to be well above state averages. Teachers will incorporate curriculum mapping, state standards, rigor and relevance in their planning and instruction.
- ü The students will have the knowledge and skills necessary to pursue post-graduation pathways. We will continue to have high graduation rates and low dropout rates. Graduation rates for minority students will improve.
- ü Students will improve their reading comprehension and math skills through strategies developed in professional learning communities.
- ü Increase student involvement in extra curricular activities. The school climate and performance will improve through community partnerships, relationships, the Freshmen Pride Program, and professional learning communities.

Enrollment

October 1, 2005 School Year Student Enrollment : 1017
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 128

Instructional Programs

- ü College Prep/Adv Placement/Honors
- ü Tech Prep/Voc/Dual Enroll/DCE
- ü Sp Ed Inclusion/AIMS Remediation Classes
- ü Integration of Tech/PLATO After-School
- ü Teen Sensory Communication Program
- ü Peer Counsel/Prevention/Freshmen Pride
- ü Army Jr ROTC/ TV Broadcasting Program
- ü Community Partnerships/Concurrent Enroll

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We provide a safe, caring, informative educational environment. Students receive handbooks/planners which are checked to ensure student success. Newsletters are mailed home quarterly. SHS has a comprehensive counseling/informational website. Phone caller system is used to be kept informed about student attendance. Teachers e-mail parents regarding student progress. Parents receive regular report cards and progress reports. An Open House is held in the fall. Parents are welcome at all Times.

Parents

Parents are asked to get involved by supporting academic efforts such as homework, study requirements, good attendance and behavior. SHS has a very active PTO, Site Council and numerous volunteer and booster clubs which support extracurricular activities. Parents receive parent handbooks and are asked to sign the Parent-School-Student Compact. A parent involvement plan has been developed by the Site Council.

Transportation Policy

Students come from distances of approx. 55 mi to the E. from Tolani Lake/Bird Springs, 68 mi to the S.E. from Mormon Lake, 30 mi to the S. of Munds Park. Approx 30% of students ride the bus. Extracurricular activity buses are provided after school.

School Honors

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

Award/Honor	Year
ü 49% Grads Enrolled in 4-year Colleges/Universities	2006
ü Student appointed to Air Force Academy	2006
ü 34% Grads Enrolled in 2-year Institutions	2006
ü \$2,256,530 Awarded in Scholarships	2006

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	258	871	71130	91	91	95	709	708	701	14	15	23	9	11	13	64	59	51	13	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	439	35465	94	95	96	712	707	702	12	14	21	12	13	13	63	57	53	14	15	13
Male	128	432	35648	90	88	94	707	709	701	16	16	24	7	8	12	64	62	50	13	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	38	150	25103	86	91	95	700	694	685	18	25	34	13	15	16	55	49	45	13	11	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	57	220	4241	92	89	90	689	693	679	28	23	39	11	15	19	58	57	39	4	5	3
White	157	477	36075	93	92	95	719	719	715	7	8	12	8	7	9	69	65	58	16	19	21
Students with Disabilities	20	47	5862	49	39	71	681	672	658	40	38	63	15	17	15	35	40	20	10	4	2
Students without Disabilities	238	824	65268	99	99	98	711	709	705	12	14	19	9	11	12	66	61	54	13	15	15
Limited English Proficient Students	15	54	4859	83	77	93	664	662	662	67	61	64	13	15	15	20	24	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	56	190	22957	92	87	93	696	692	685	23	24	34	11	16	17	63	56	44	4	5	5
Non-Economically Disadvantaged	202	681	48173	91	93	96	713	712	709	11	13	17	9	10	11	64	60	55	16	17	18

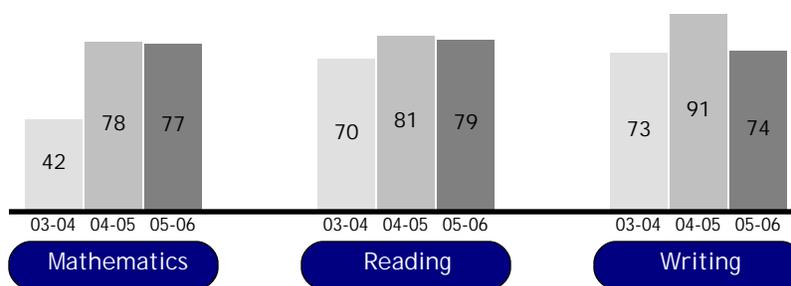
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	270	916	73018	95	95	97	710	710	703	3	3	6	17	18	23	71	70	64	8	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	457	36181	99	97	97	715	714	708	2	3	4	17	17	21	70	70	65	11	10	9
Male	131	458	36816	90	92	96	704	707	699	5	3	7	18	19	24	72	70	62	5	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	40	159	25801	93	95	96	698	697	683	3	6	10	23	22	34	73	70	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	60	241	4389	92	94	93	679	685	675	10	5	9	30	32	42	60	61	47	NA	2	1
White	162	494	37024	96	95	97	724	727	721	1	1	2	10	9	12	77	76	73	12	14	13
Students with Disabilities	28	80	7170	68	64	85	656	656	654	14	10	23	50	53	47	36	35	29	NA	3	1
Students without Disabilities	242	836	65848	99	99	98	715	715	708	2	2	4	14	15	20	75	74	67	9	10	9
Limited English Proficient Students	16	61	5099	84	84	95	646	647	641	19	25	29	69	57	59	13	18	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	62	210	23912	98	93	94	688	684	681	5	7	10	29	33	36	65	59	52	2	1	2
Non-Economically Disadvantaged	208	706	49106	94	95	98	716	718	714	3	2	4	14	14	16	73	74	69	10	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	267	902	72810	94	93	96	699	693	685	4	4	6	22	24	30	64	64	58	10	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	455	36111	99	97	97	710	702	695	3	4	4	16	17	23	67	68	65	14	11	8
Male	128	446	36678	88	90	95	688	684	674	5	5	9	29	31	36	60	59	52	5	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	40	155	25735	93	92	96	685	675	669	10	9	10	23	30	41	60	59	48	8	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	59	237	4370	91	92	92	686	681	670	5	6	9	32	30	39	63	59	50	NA	4	2
White	159	486	36915	94	94	97	708	705	697	2	2	3	18	19	21	67	69	67	13	11	8
Students with Disabilities	25	68	7071	61	54	84	645	647	634	20	12	24	48	56	53	32	28	21	NA	4	1
Students without Disabilities	242	834	65739	99	99	98	703	696	689	2	4	4	19	22	27	67	67	62	11	8	6
Limited English Proficient Students	16	57	5046	84	78	94	641	627	621	13	28	31	56	51	56	31	21	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	61	204	23814	97	90	94	689	676	667	2	6	10	34	38	41	62	53	47	2	2	2
Non-Economically Disadvantaged	206	698	48996	93	94	97	702	698	693	5	4	4	18	20	24	65	67	64	12	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	89	49	NA	42	95	59	56	51	91	59	58	52
	Language	90	47	46	42	95	56	53	50	91	58	56	50
	Mathematics	91	68	70	63	96	56	55	50	91	58	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/

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 5 Student(s)

Council Duties

- Ü Communication in School Community
- Ü SHS Capital Budget
- Ü School/Student Safety
- Ü New and Emerging Programs
- Ü Needs of Students From Outlying Areas
- Ü Parent Involvement Plan/Compact

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	58.90
Other Professional Staff	5.60	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	4	5	0	0
10 or more years	11	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Tech Labs/Food Prod Kitchen/Child Care
- Ü Multiple Handicapped Classrooms
- Ü Networked Lib. Research/Learning Center
- Ü Broadcasting

Extracurricular Activities

- Ü 4A Athletic Program Includes Soccer/Golf
- Ü Leadership/Jr. ROTC Program
- Ü Student Council/Close-up
- Ü Multi-cultural Club
- Ü Band/Jazz
- Ü Dance Team/Chess Club
- Ü Clubs/NHS/Native American
- Ü Photography, Remote Control Cars Club

Social Services

- Ü Peer Couns./Mediation/Crisis Intervent.
- Ü After School PLATO Success Class
- Ü Title I Success Class
- Ü Student Study Teams
- Ü Prevention Pro./All Stars/Health Service
- Ü Character Counts/Project Wisdom
- Ü No AZ Univ./Comm. College Classes
- Ü Freshmen Pride Program/SADD

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We received a 'highly performing' label for AZ Learns in 2006. Terra Nova and AIMS scores are well above state average. We have an extensive AP Program and an award winning Special Ed inclusionary program.
- ü Competitions and presentations such as, Experts-in-Schools, Artists-in-Residence. Numerous exhibitions and Challenge/Enrichment opportunities. Band and Choir placed well in competition.
- ü 83% of the class of 2006 is continuing post secondary education. 174 students (17% of our students) had a 3.5 or better GPA. 388 students (38% of our students) made honor roll.
- ü 2006 grad rate was 94.37%. Graduating classes typically receive over \$1,000,000 in scholarships. Class 2005 \$1,820,918 Class of 2006 \$2,256,530. The PLATO After-School Success Pro has assisted many students lacking credits necessary for graduation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	86	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

SHS works w/FPD & FFD to initiate fire/lock-down drills and a Crisis Management Plan. Students are informed of rules/safety issues. Admin./custodial/maintenance work closely to correct safety hazards. A peer counseling program is utilized, as well as student study teams. The school learning environment is enhanced through the utilization of the Responsible Thinking Classroom by teachers and students. Teachers are part of a professional learning community.

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) :

65

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	Thomas Drumm and Cindy Pickett	(928) 527-5500
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Preston Johnson	(928) 527-5505
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Becky Myers	(928) 526-5852
Student Health/Nurse	Kapi Davis	(928) 527-5502

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.

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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.