

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1380 South Main, Snowflake, AZ 85937

Snowflake 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	Performing Plus
2003-04	Performing
2002-03	Performing

(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	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Mrs. Edna Jean LaMarca
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 394
 Web Address : snowflake.k12.az.us
 Phone Number : (928) 536-4156
 Fax Number : (928) 536-2634
 E-mail : ednal@snowflake.k12.az.us

Mission

The caring, professional staff of SJH, in partnership with parents, students, and community, will make education our top priority, providing students an environment conducive to growth, both academically and socially, with a goal towards excellence.

School / Academic Goals

- ü All students will be academically prepared to advance educationally. Advance only students who meet/exceed criteria for advancement. Increase pre-writing skills by increased communication between schools and using congruent pre-writing theories.
- ü Snowflake JH will promote respect for self, others, and property. Foster mutual respect between staff and students through the 21 Keys to Success and Premier Go program.
- ü All students will be academically sound in mathematics by increased instructional time. Additional hands on activities and career based relativity will also be applied.
- ü All students will receive instruction in career choices and relativity of class instruction to future goals. This instruction will also help students with organizational skills and productivity.

Enrollment

October 1, 2004 School Year Student Enrollment : 408
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- Ü Traditional Academics
- Ü Career
- Ü Fine Arts
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

SJHS is to provide success-oriented learning activities in a safe environment. These opportunities will be designed to develop students' potential in academics, vocational awareness, cultural appreciation, physical well-being and social development.

Parents

The ultimate responsibility for the well-being of children rests with their parents. They are to foster an attitude that promotes the importance of academic excellence, regular attendance and appropriate behavior. Active involvement is expected.

Transportation Policy

Transportation of students is a privilege extended to students in the district, except for necessary transportation of students with disabilities as indicated in their IEP. Riding the bus is a privilege which carries both rights and responsibilities.

School Honors

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

Award/Honor	Year
Ü Native American Recognition Award	2005
Ü J. Rufus Crandell Award	2005
Ü Navajo County Good Citizenship Award	2005

8th 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	199	199	78250	100	100	99	544	544	548	17	17	21	18	18	18	50	50	48	15	15	13
All Students (Prior Year)	208	208	75001	100	100	99	446	446	468	55	55	37	33	33	36	10	10	16	2	2	10
Female	96	96	38071	100	100	99	540	540	549	13	13	20	22	22	19	52	52	49	13	13	12
Male	102	102	40126	99	99	99	548	548	547	21	21	23	14	14	17	48	48	46	16	16	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	20	20	29129	100	100	99	495	495	527	33	33	32	22	22	23	44	44	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	19	19	4996	100	100	100	521	521	518	16	16	36	26	26	25	47	47	36	11	11	4
White	158	158	38320	99	99	99	552	552	568	16	16	12	16	16	14	51	51	55	17	17	19
Students with Disabilities	25	25	9329	100	100	100	394	394	454	70	70	64	17	17	18	13	13	16	0	0	2
Students without Disabilities	174	174	68996	97	97	99	564	564	561	10	10	16	18	18	18	55	55	52	17	17	14
Limited English Proficient Students	14	14	10133	100	100	100	349	349	488	38	38	45	38	38	25	23	23	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	47	47	33388	96	96	94	539	539	530	33	33	32	11	11	22	47	47	40	9	9	5
Non-Economically Disadvantaged	152	152	44937	100	100	100	545	545	561	12	12	13	20	20	15	51	51	54	16	16	18

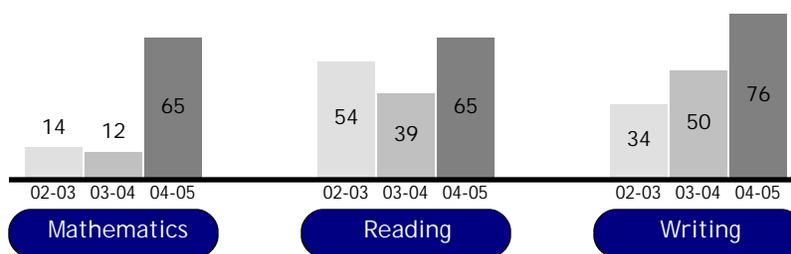
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	199	199	78302	100	0	99	508	508	512	8	8	11	27	27	25	62	62	57	3	3	7
All Students (Prior Year)	208	208	74918	100	100	99	485	485	497	41	41	32	20	20	19	27	27	35	12	12	15
Female	96	96	38082	100	0	99	507	507	518	7	7	8	23	23	24	67	67	61	3	3	7
Male	102	102	40166	99	0	99	509	509	507	9	9	14	30	30	26	58	58	54	3	3	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	20	20	29152	100	0	99	454	454	492	22	22	17	50	50	34	28	28	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	19	19	4993	100	0	100	479	479	484	16	16	19	42	42	38	42	42	42	0	0	1
White	158	158	38347	99	0	99	517	517	531	5	5	5	22	22	17	69	69	68	3	3	10
Students with Disabilities	25	25	9353	100	0	100	380	380	429	26	26	40	70	70	38	4	4	22	0	0	1
Students without Disabilities	174	174	69024	97	0	99	525	525	524	5	5	7	21	21	23	70	70	62	4	4	7
Limited English Proficient Students	14	14	10140	100	0	100	320	320	451	31	31	28	62	62	43	8	8	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	47	47	33398	96	0	94	500	500	495	13	13	18	40	40	35	47	47	46	0	0	2
Non-Economically Disadvantaged	152	152	44979	100	0	100	510	510	525	6	6	6	23	23	18	67	67	66	4	4	10

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	199	199	78094	100	100	99	535	535	545	5	5	3	20	20	18	75	75	77	1	1	2
All Students (Prior Year)	208	208	74503	100	100	99	465	465	491	14	14	9	36	36	32	47	47	51	3	3	8
Female	96	96	38025	100	100	99	538	538	558	2	2	2	18	18	13	79	79	82	0	0	2
Male	102	102	40013	99	99	99	532	532	534	7	7	5	21	21	23	71	71	71	1	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	20	20	29068	100	100	99	466	466	523	11	11	5	44	44	27	44	44	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	19	19	4981	100	100	100	523	523	526	0	0	4	32	32	25	68	68	70	0	0	0
White	158	158	38265	99	99	99	545	545	564	4	4	2	16	16	11	80	80	84	0	0	3
Students with Disabilities	25	25	9275	100	100	100	356	356	444	26	26	14	61	61	46	13	13	39	0	0	1
Students without Disabilities	174	174	68892	97	97	98	560	560	559	2	2	2	14	14	14	83	83	82	1	1	2
Limited English Proficient Students	14	14	10084	100	100	100	315	315	474	15	15	10	77	77	39	8	8	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	47	47	33296	96	96	94	513	513	527	11	11	5	36	36	27	53	53	67	0	0	0
Non-Economically Disadvantaged	152	152	44871	100	100	100	542	542	559	3	3	2	15	15	12	82	82	84	1	1	3

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)

8th 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
7	Reading	99	50	50	51	97	54	NA	54	98	56	56	50
	Language	100	53	53	54	98	62	62	58	98	57	57	52
	Mathematics	100	53	53	58	97	54	54	62	98	55	55	50
8	Reading	100	59	59	53	100	50	NA	55	98	57	57	51
	Language	100	52	52	49	100	44	44	52	98	55	55	50
	Mathematics	100	60	60	58	100	51	51	61	98	55	55	53

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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Student Discipline
- Ü Curriculum Development
- Ü Student Government
- Ü Reward Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	21.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Orchestra, Band, Choir, Show Choir
- Ü Softball, Volleyball, Basketball, Track
- Ü Football, Wrestling, Basketball, Track
- Ü After School Programs - Clubs - Tutoring

Social Services

- Ü Recreational Activities
- Ü Community Classes
- Ü Parenting Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü SJHS staff has begun curriculum mapping in all areas. These maps are aligned with the State Standards and will be implemented in order to increase student achievement and to help ensure consistent instruction in all classrooms.

- ü SJHS has developed a comprehensive improvement plan that includes both academic and social achievements. This plan was created with the use of disaggregated data and designed to improve student achievement in all areas.

- ü SJHS has implemented an after school program to address attendance, tutoring, and homework. It has been created to allow students an opportunity to experience positive interaction and to follow up those activities with academic tutoring.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

SJHS has implemented several programs to help students increase their skills in positive interactions and to gain more respect for themselves and their school. These programs include the 21 Keys to Success, the Premier 'GO' program, and an after school program. There is a LOBO card where students may earn cards for good behavior and helping others. These may be turned in for a drawing for items at the office. Student awareness of bullying and harrassment is being addressed through the SRO.

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) :

12

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	Edna Jean LaMarca	(928) 536-4156
Transportation Policy	Lynn Ortega	(928) 536-4156
Community Resources	Edna Jean LaMarca	(928) 536-4156
School Nutrition Programs	Shelli Graham	(928) 536-4156
Parent Organization	Site Council	(928) 536-4156
Student Health/Nurse	Kim Stevens	(928) 536-4156

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 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.