

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

220 S. 2nd W., 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

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Larry Jay Titus
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 729
 Web Address : www.snowflake.k12.az.us
 Phone Number : (928) 536-4156
 Fax Number : (928) 536-4240
 E-mail : LarryT@Snowflake.k12.az.us

Mission

The mission of Snowflake High School, in conjunction with home and community, is to foster the intellectual, physical, creative and social development of all students in a safe, positive and cooperative environment.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Met
2002-03	Not Met

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü Academic assistance will be available for students who are failing, to help in the prevention of failure.
- ü All students will improve their ability to communicate through writing by being held responsible for writing across the curriculum.
- ü All students will pass the AIMS by 2010

Enrollment

October 1, 2004 School Year Student Enrollment : 786
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

- Ü Traditional Academics
- Ü Vocational
- Ü Fine Arts
- Ü Honors Classes
- Ü A.P. classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	9/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The responsibility of the school is to provide a well rounded comprehensive, success-oriented learning activities in a safe environment.

Parents

The school recognizes that the main responsibility for all children rests with their parents. All parents are expected to foster an attitude in their children that recognizes and promotes the importance of academic excellence and regular attendance.

Transportation Policy

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in the IEP.

School Honors

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

Award/Honor	Year
Ü Robert C. Byrd Honors Scholarship (2)	2003
Ü Robert C. Byrd Honors Scholarship (2)	2004
Ü Two Flinn Scholars	2002
Ü Robert C. Byrd Honors Scholarship (2)	2002

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	164	164	69846	96	96	100	704	704	699	20	20	21	12	12	11	50	50	49	19	19	18
All Students (Prior Year)	179	179	65934	98	98	100	495	495	492	38	38	43	22	22	18	23	23	24	16	16	15
Female	85	85	34328	98	98	99	709	709	702	20	20	19	10	10	12	54	54	51	17	17	18
Male	79	79	35509	94	94	100	698	698	696	20	20	23	14	14	11	46	46	48	20	20	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	14	14	23363	100	100	100	693	693	680	33	33	32	8	8	16	42	42	45	17	17	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	11	11	4785	100	100	100	626	626	671	27	27	39	27	27	17	45	45	39	0	0	5
White	137	137	36421	94	94	99	712	712	714	18	18	12	11	11	8	51	51	54	21	21	26
Students with Disabilities	22	22	7690	85	85	100	619	619	593	74	74	64	16	16	14	11	11	21	0	0	2
Students without Disabilities	142	142	62220	98	98	99	716	716	712	12	12	16	11	11	11	55	55	53	21	21	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	74	74	21421	89	89	92	695	695	686	30	30	35	15	15	15	42	42	43	13	13	7
Non-Economically Disadvantaged	90	90	48489	100	100	100	712	712	704	12	12	15	8	8	10	56	56	52	24	24	23

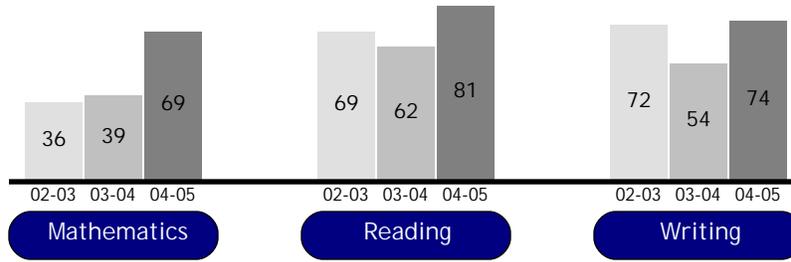
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	166	71311	99	99	100	705	705	694	7	7	7	12	12	21	70	70	63	11	11	9
All Students (Prior Year)	183	183	68162	98	98	100	510	510	509	13	13	18	25	25	24	57	57	51	5	5	8
Female	85	85	34899	99	99	100	718	718	700	5	5	5	11	11	19	71	71	66	13	13	10
Male	81	81	36430	99	99	100	692	692	688	9	9	9	14	14	22	68	68	61	9	9	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	13	13	24056	100	100	100	690	690	672	17	17	13	17	17	31	58	58	53	8	8	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	11	11	5110	100	100	100	614	614	661	27	27	14	9	9	38	55	55	46	9	9	2
White	140	140	36841	97	97	99	714	714	713	4	4	3	13	13	12	71	71	72	12	12	13
Students with Disabilities	23	23	8021	92	92	100	617	617	590	41	41	27	27	27	42	32	32	29	0	0	1
Students without Disabilities	143	143	63379	100	100	100	719	719	707	1	1	5	10	10	18	76	76	68	13	13	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	77	77	22243	94	94	93	695	695	677	11	11	14	20	20	32	61	61	51	8	8	3
Non-Economically Disadvantaged	89	89	49157	100	100	100	714	714	702	3	3	4	6	6	16	77	77	69	14	14	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	164	164	70868	98	98	100	688	688	688	3	3	5	23	23	23	70	70	63	4	4	9
All Students (Prior Year)	183	183	67629	98	98	100	515	515	524	22	22	22	24	24	16	53	53	59	1	1	3
Female	84	84	34710	98	98	99	700	700	697	2	2	3	15	15	19	78	78	66	5	5	12
Male	80	80	36176	98	98	100	675	675	678	4	4	7	31	31	27	62	62	59	3	3	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	13	13	23868	100	100	100	675	675	670	0	0	9	58	58	33	42	42	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	11	11	5001	100	100	100	607	607	661	18	18	9	18	18	41	64	64	48	0	0	2
White	138	138	36710	96	96	99	696	696	702	2	2	2	20	20	15	73	73	69	4	4	13
Students with Disabilities	22	22	7900	88	88	100	601	601	580	24	24	22	62	62	49	14	14	28	0	0	1
Students without Disabilities	142	142	63054	99	99	99	701	701	701	0	0	3	17	17	20	79	79	67	4	4	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	75	75	21994	91	91	92	681	681	673	5	5	10	27	27	36	66	66	52	1	1	3
Non-Economically Disadvantaged	89	89	48960	100	100	100	694	694	694	1	1	3	19	19	18	74	74	67	6	6	12

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?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	44	44	41	90	49	NA	42	96	54	54	51
	Language	99	44	44	42	88	42	42	42	96	51	51	50
	Mathematics	100	59	59	60	89	66	66	63	96	50	50	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement
- Ü School Publicity
- Ü Parent/Teacher Relations
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	6.00

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	5	0	0	0
7 to 9 years	8	4	0	0
10 or more years	12	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Graphic Arts Computer Lab
- Ü Production Printing Lab
- Ü Math & Science Computer Lab
- Ü Library

Extracurricular Activities

- Ü Athletics
- Ü Fine Arts (Band/Chorus/Orchestra/Drama)
- Ü Speech and Debate
- Ü FFA
- Ü Navit Classes (Vocational)

Social Services

- Ü Recreational Activities
- Ü Fine Arts Events
- Ü Community Classes
- Ü Adult Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Many students were recipients of scholarships to higher education institutions. Two students last year received the Robert C. Byrd Honors Scholarship.

- ü Writing across the curriculum was increased along with increased use of a computer lab for student access to writing.

- ü Increased numbers of computers for students use.

- ü AIMS scores rose by 30%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	86	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

We have a full-time School Resource Officer and a full-time Probation officer on the high school campus. They are involved in classroom instruction with regards to Law-Related Education. The faculty also monitors the campus during all breaks.

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) :

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	Larry Jay Titus	(928) 536-4156
Transportation Policy	Lynn Garcia	(928) 536-2185
Community Resources	Mark Ollerton	(928) 536-4156
School Nutrition Programs	Shelli Graham	(928) 536-4156
Parent Organization		
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.

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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.