

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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. Larry Jay Titus
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 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)

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

School Improvement Status ^(b)

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

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

School / 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, 2005 School Year Student Enrollment : 762
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	185	185	71130	96	96	95	694	694	701	26	26	23	14	14	13	50	50	51	10	10	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	81	35465	98	98	96	699	699	702	22	22	21	10	10	13	57	57	53	11	11	13
Male	104	104	35648	95	95	94	691	691	701	29	29	24	17	17	12	44	44	50	10	10	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	20	20	25103	91	91	95	670	670	685	50	50	34	20	20	16	30	30	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	152	152	36075	97	97	95	699	699	715	20	20	12	14	14	9	54	54	58	12	12	21
Students with Disabilities	25	25	5862	93	93	71	654	654	658	68	68	63	12	12	15	20	20	20	NA	NA	2
Students without Disabilities	160	160	65268	97	97	98	700	700	705	19	19	19	14	14	12	54	54	54	12	12	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	63	63	22957	97	97	93	695	695	685	30	30	34	14	14	17	43	43	44	13	13	5
Non-Economically Disadvantaged	122	122	48173	96	96	96	694	694	709	24	24	17	14	14	11	53	53	55	9	9	18

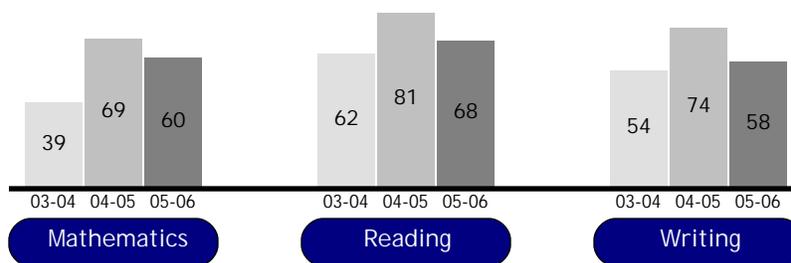
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	190	190	73018	98	98	97	699	699	703	5	5	6	27	27	23	62	62	64	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	83	36181	99	99	97	708	708	708	5	5	4	17	17	21	69	69	65	10	10	9
Male	107	107	36816	98	98	96	691	691	699	6	6	7	35	35	24	57	57	62	3	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	22	22	25801	100	100	96	659	659	683	18	18	10	55	55	34	27	27	53	NA	NA	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	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	154	154	37024	98	98	97	705	705	721	3	3	2	22	22	12	68	68	73	6	6	13
Students with Disabilities	25	25	7170	93	93	85	643	643	654	28	28	23	52	52	47	16	16	29	4	4	1
Students without Disabilities	165	165	65848	99	99	98	706	706	708	2	2	4	23	23	20	69	69	67	6	6	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	64	64	23912	98	98	94	691	691	681	9	9	10	33	33	36	53	53	52	5	5	2
Non-Economically Disadvantaged	126	126	49106	98	98	98	703	703	714	3	3	4	24	24	16	67	67	69	6	6	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	189	189	72810	98	98	96	669	669	685	11	11	6	31	31	30	55	55	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	83	36111	99	99	97	691	691	695	4	4	4	25	25	23	64	64	65	7	7	8
Male	106	106	36678	97	97	95	653	653	674	17	17	9	35	35	36	48	48	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	22	22	25735	100	100	96	641	641	669	18	18	10	59	59	41	23	23	48	NA	NA	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	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	153	153	36915	97	97	97	675	675	697	9	9	3	26	26	21	62	62	67	3	3	8
Students with Disabilities	24	24	7071	89	89	84	605	605	634	38	38	24	50	50	53	8	8	21	4	4	1
Students without Disabilities	165	165	65739	99	99	98	678	678	689	7	7	4	28	28	27	62	62	62	3	3	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	63	63	23814	97	97	94	663	663	667	14	14	10	33	33	41	51	51	47	2	2	2
Non-Economically Disadvantaged	126	126	48996	98	98	97	673	673	693	10	10	4	29	29	24	57	57	64	4	4	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	49	NA	42	96	54	54	51	97	58	58	52
	Language	88	42	42	42	96	51	51	50	97	56	56	50
	Mathematics	89	66	66	63	96	50	50	50	97	54	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)
- 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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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%.
Performance-plus school 2006

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	83	89	88	73
Graduation Rate ⁶	92	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Larry Jay Titus	(928) 536-4156
Transportation Policy	Lynn Garcia	(928) 536-2185
Community Resources	Mark Ollerton	(928) 536-4156
School Nutrition Programs	Tom Soika	(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 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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.