

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

570 Posse Ground Rd, Sedona, AZ 86336

Sedona-Oak Creek Joint 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	Highly Performing
2002-03	Highly 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	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 Overview

Principal/Administrator : Mr. Greg Kirkham
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 564
 Web Address : www.sedona.k-12.az.us
 Phone Number : (928) 204-6600
 Fax Number : (928) 282-1012
 E-mail : kirkham@sedona.k12.az.us

Mission

The Mission of West Sedona School is for students to demonstrate ongoing academic growth and achievement with confidence, self discipline, and flexibility within a community of mutual respect.

School / Academic Goals

- ü Teachers and administration plan for academic excellence within all subject areas. Our goal is to continually improve our standards to ensure that all students are learning to their highest potential. We believe all students can learn.
- ü In lang. arts, we strive to teach all students to apply their oral & written language as tools for their learning in all subject areas. The study & understand- ing of good literature is an important outcome of our language arts program at all grades.

Enrollment

October 1, 2004 School Year Student Enrollment : 639
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- ü Gifted
- ü Special Education
- ü Full-day Kindergarten
- ü Montessori Classes kindergarten, first
- ü ELL Classes
- ü Art, Music, P.E., Lifeskills, Computers
- ü Accelerated Reading and Math
- ü reading specialist

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The West Sedona School communicates to parents through a school newsletter, teacher newsletters, notes to parents, midterm notices, report cards, portfolios and the Performance Incentive Program (PIP). An auto dialer is being added for the 2005-2006 school year.

Parents

Parents are responsible to ensure that their children are enrolled in school and attend school regularly. Parents who cannot provide lunch due to financial considerations may apply for free or reduced lunch.

Transportation Policy

Transportation of students is a privilege extended to students. Bus transportation will be provided to students who live more than one mile from the school. The safety and welfare of student riders is the first consideration for transportation.

School Honors

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

Award/Honor	Year
ü Teacher of the Year - Yavapai County	2002
ü Christa McAuliffe Recipient	2001
ü International Community Problem Solving Champion	2003
ü Arizona State History Fair Award	2004

3rd 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	47	94	79306	90	92	99	436	444	445	5	6	10	32	26	18	55	52	51	8	15	20
All Students (Prior Year)	53	92	75509	100	100	100	490	510	521	26	18	13	26	21	23	37	38	33	12	24	31
Female	23	43	38691	85	91	99	435	450	446	0	3	10	37	31	18	53	46	52	11	21	20
Male	24	51	40583	96	93	99	437	439	445	11	9	11	26	22	18	58	58	50	5	11	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	21	34	32869	100	100	99	409	408	429	12	14	15	59	59	25	29	28	51	0	0	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	26	58	36197	93	92	99	457	460	463	0	2	5	10	9	11	76	68	53	14	21	31
Students with Disabilities	NC	16	10321	NC	89	100	NC	388	389	NC	23	30	NC	31	27	NC	46	34	NC	0	9
Students without Disabilities	42	78	69060	93	93	98	438	454	454	3	3	7	33	25	17	56	54	54	8	18	22
Limited English Proficient Students	18	27	15509	100	100	100	409	389	406	13	21	20	53	54	30	33	25	45	0	0	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	25	42	39415	89	93	96	424	420	431	9	10	15	36	41	25	55	49	50	0	0	10
Non-Economically Disadvantaged	22	52	39966	92	91	100	453	464	459	0	2	6	25	13	12	56	56	52	19	29	30

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	47	94	79395	90	0	99	434	444	446	16	12	9	32	25	25	45	51	55	8	12	11
All Students (Prior Year)	53	92	75492	100	100	100	498	513	519	25	17	12	23	19	16	39	42	47	14	22	24
Female	23	43	38743	85	0	100	442	457	451	16	13	7	26	18	24	47	56	57	11	13	12
Male	24	51	40618	96	0	99	427	434	440	16	11	11	37	31	27	42	47	53	5	11	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	21	34	32915	100	0	99	396	402	426	35	28	15	47	48	35	18	24	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	26	58	36221	93	0	99	466	466	465	0	4	4	19	13	15	67	64	63	14	19	17
Students with Disabilities	NC	16	10331	NC	0	100	NC	375	388	NC	31	25	NC	38	37	NC	31	34	NC	0	4
Students without Disabilities	42	78	69139	93	0	99	438	457	454	14	8	7	31	23	24	47	55	58	8	14	11
Limited English Proficient Students	18	27	15545	100	0	100	390	374	399	40	38	21	47	50	42	13	13	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	25	42	39484	89	0	96	410	416	429	27	21	14	41	41	35	32	38	47	0	0	4
Non-Economically Disadvantaged	22	52	39986	92	0	100	467	469	461	0	4	4	19	11	16	63	62	63	19	22	17

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	47	94	78869	90	92	99	421	429	442	5	5	6	39	30	21	53	57	63	3	8	10
All Students (Prior Year)	52	90	75053	98	98	99	529	572	597	18	11	7	7	9	12	73	75	72	2	5	9
Female	23	43	38536	85	91	99	446	453	458	5	5	4	16	15	15	74	67	67	5	13	14
Male	24	51	40302	96	93	99	395	407	428	5	4	8	63	42	26	32	49	60	0	4	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	21	33	32606	100	97	98	392	382	426	12	14	8	47	50	27	41	36	60	0	0	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	26	59	36078	93	94	99	444	451	459	0	0	4	33	20	16	62	69	66	5	11	14
Students with Disabilities	NC	16	10246	NC	89	100	NC	369	367	NC	8	18	NC	38	39	NC	54	40	NC	0	4
Students without Disabilities	42	78	68697	93	93	98	423	439	454	6	4	4	36	28	18	56	58	67	3	10	11
Limited English Proficient Students	18	26	15339	100	100	100	384	368	399	13	9	11	47	61	31	40	30	54	0	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	25	41	39106	89	91	95	399	395	427	9	11	8	50	47	28	41	42	59	0	0	5
Non-Economically Disadvantaged	22	53	39837	92	93	100	450	456	457	0	0	4	25	15	14	69	70	67	6	15	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	74	111	78906	100	99	99	485	497	498	18	12	13	24	23	19	47	51	48	11	15	20
All Students (Prior Year)	58	101	76019	98	99	100	520	511	499	4	7	14	28	31	39	15	19	14	53	43	33
Female	28	50	38644	100	100	99	497	505	500	15	9	12	23	19	19	50	62	49	12	11	19
Male	46	61	40236	100	97	99	477	489	497	20	15	15	25	25	19	45	42	46	10	18	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	30	35	31938	100	100	99	462	465	481	41	34	19	26	31	25	30	31	46	4	3	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	43	73	36483	100	99	99	501	511	517	3	1	7	23	19	13	59	59	51	15	21	30
Students with Disabilities	11	15	10664	100	100	100	415	431	430	55	40	42	18	33	27	27	27	26	0	0	5
Students without Disabilities	63	96	68310	100	98	98	499	508	509	11	7	9	25	21	18	51	55	51	13	17	22
Limited English Proficient Students	20	23	12573	100	100	100	443	449	454	41	35	27	30	32	30	26	29	38	4	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	37	38679	91	90	96	464	469	483	38	32	20	31	32	25	21	26	45	10	9	10
Non-Economically Disadvantaged	42	74	40295	100	100	100	501	511	513	3	1	7	19	18	13	68	63	50	11	18	30

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	74	111	78908	100	0	99	480	489	484	12	9	10	26	22	23	47	57	58	15	13	9
All Students (Prior Year)	58	101	76020	98	99	100	512	508	503	12	13	25	18	23	23	43	44	40	27	20	12
Female	28	50	38648	100	0	99	494	500	489	12	9	8	23	15	22	42	60	61	23	17	10
Male	46	61	40233	100	0	99	470	480	479	13	9	12	28	27	25	50	55	55	10	9	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	30	35	31940	100	0	99	449	453	465	30	28	16	33	31	32	37	41	49	0	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	99	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	43	73	36502	100	0	99	501	506	502	0	0	4	21	18	14	54	63	67	26	19	15
Students with Disabilities	11	15	10665	100	0	100	411	426	423	18	13	30	45	47	36	36	40	31	0	0	2
Students without Disabilities	63	96	68312	100	0	98	494	500	493	11	8	7	22	17	21	49	60	62	18	15	10
Limited English Proficient Students	20	23	12556	100	0	100	431	435	436	30	29	24	33	32	40	37	39	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	37	38662	91	0	96	453	456	468	24	24	16	41	38	32	28	32	49	7	6	3
Non-Economically Disadvantaged	42	74	40315	100	0	100	501	506	498	3	1	5	14	13	15	62	69	66	22	16	14

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	74	112	78750	100	100	99	481	497	500	14	9	6	26	23	29	61	68	63	0	1	2
All Students (Prior Year)	56	99	75673	95	97	100	545	527	530	15	14	12	21	29	25	60	55	58	4	2	4
Female	28	50	38586	100	100	99	506	521	515	8	4	4	19	13	22	73	81	71	0	2	3
Male	46	62	40135	100	98	99	465	477	486	18	13	8	30	31	35	53	56	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	30	35	31841	100	100	99	455	463	483	30	25	8	30	31	36	41	44	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	43	74	36440	100	100	99	500	512	516	3	1	3	23	18	22	74	79	71	0	1	4
Students with Disabilities	11	15	10622	100	100	100	410	427	415	27	20	21	18	33	50	55	47	28	0	0	1
Students without Disabilities	63	97	68196	100	99	98	496	510	513	11	7	3	27	21	25	62	71	69	0	1	3
Limited English Proficient Students	20	23	12504	100	100	100	435	444	451	30	26	12	30	32	44	41	42	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	32	37	38558	91	90	96	462	469	485	24	21	8	34	35	37	41	44	54	0	0	1
Non-Economically Disadvantaged	42	75	40260	100	100	100	497	512	514	5	3	3	19	16	21	76	79	72	0	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	61	115	78250	95	97	99	574	590	548	16	8	21	7	7	18	49	52	48	27	33	13
All Students (Prior Year)	63	115	75001	100	99	99	500	512	468	11	6	37	38	31	36	34	35	16	18	28	10
Female	29	55	38071	97	100	99	593	599	549	15	8	20	0	6	19	46	44	49	38	42	12
Male	32	60	40126	94	94	99	557	582	547	17	9	23	14	7	17	52	59	46	17	24	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	13	23	29129	100	100	99	523	550	527	55	30	32	0	10	23	36	45	40	9	15	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	46	87	38320	94	96	99	586	597	568	7	4	12	10	6	14	52	54	55	31	36	19
Students with Disabilities	10	15	9329	100	100	100	516	536	454	44	33	64	22	17	18	22	42	16	11	8	2
Students without Disabilities	51	100	68996	94	96	99	585	597	561	11	5	16	4	5	18	54	53	52	30	36	14
Limited English Proficient Students	NC	10	10133	NC	100	100	NC	544	488	NC	46	45	NC	0	25	NC	31	28	NC	23	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	19	33388	NC	90	94	NC	564	530	NC	17	32	NC	11	22	NC	50	40	NC	22	5
Non-Economically Disadvantaged	54	96	44937	96	98	100	582	596	561	13	7	13	6	6	15	52	52	54	29	35	18

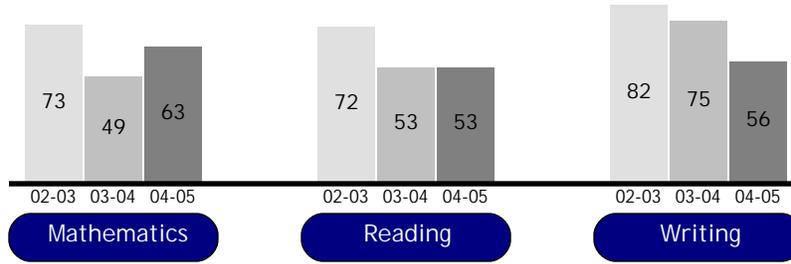
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	115	78302	95	0	99	535	545	512	4	2	11	18	12	25	67	70	57	11	16	7
All Students (Prior Year)	63	115	74918	100	99	99	522	523	497	11	10	32	9	13	19	55	52	35	25	25	15
Female	29	55	38082	97	0	99	545	551	518	4	2	8	8	8	24	77	73	61	12	17	7
Male	32	60	40166	94	0	99	525	539	507	3	2	14	28	17	26	59	67	54	10	15	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	13	23	29152	100	0	99	498	508	492	18	10	17	27	25	34	55	60	46	0	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	46	87	38347	94	0	99	543	552	531	0	0	5	17	10	17	69	73	68	14	17	10
Students with Disabilities	10	15	9353	100	0	100	494	500	429	0	0	40	44	42	38	56	58	22	0	0	1
Students without Disabilities	51	100	69024	94	0	99	542	551	524	4	2	7	13	9	23	70	71	62	13	18	7
Limited English Proficient Students	NC	10	10140	NC	0	100	NC	496	451	NC	15	28	NC	31	43	NC	46	29	NC	8	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	19	33398	NC	0	94	NC	516	495	NC	11	18	NC	17	35	NC	61	46	NC	11	2
Non-Economically Disadvantaged	54	96	44979	96	0	100	544	551	525	0	0	6	17	11	18	71	72	66	13	17	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	62	117	78094	97	98	99	577	587	545	2	1	3	11	7	18	85	85	77	2	7	2
All Students (Prior Year)	62	114	74503	98	98	99	544	543	491	7	4	9	11	15	32	66	65	51	16	16	8
Female	30	56	38025	100	100	99	600	607	558	4	2	2	0	0	13	92	88	82	4	10	2
Male	32	61	40013	94	95	99	556	569	534	0	0	5	21	15	23	79	82	71	0	4	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	13	23	29068	100	100	99	546	561	523	9	5	5	18	15	27	73	80	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	47	89	38265	96	98	99	583	592	564	0	0	2	10	6	11	90	88	84	0	6	3
Students with Disabilities	11	16	9275	100	100	100	534	537	444	0	0	14	33	33	46	67	67	39	0	0	1
Students without Disabilities	51	101	68892	94	97	98	585	593	559	2	1	2	7	4	14	89	87	82	2	7	2
Limited English Proficient Students	NC	10	10084	NC	100	100	NC	541	474	NC	8	10	NC	23	39	NC	69	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	19	33296	NC	90	94	NC	557	527	NC	6	5	NC	17	27	NC	72	67	NC	6	0
Non-Economically Disadvantaged	55	98	44871	98	100	100	586	593	559	0	0	2	8	6	12	90	88	84	2	7	3

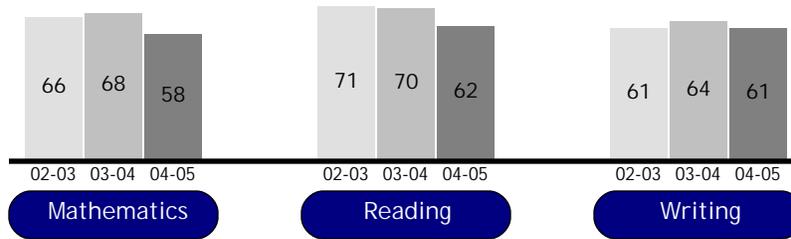
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

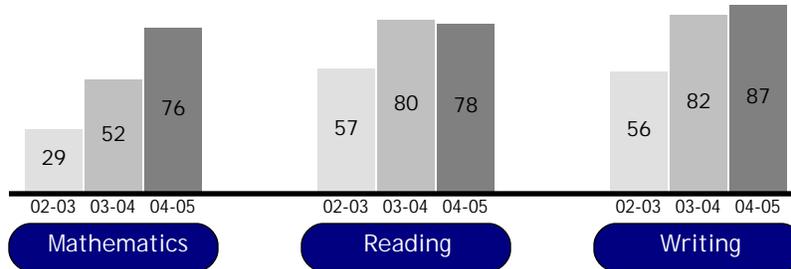
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	92	51	54	50	98	69	NA	58	100	50	51	47
	Language	92	34	38	43	98	54	56	50	100	55	54	47
	Mathematics	94	64	57	57	98	80	71	64	100	52	50	50
3	Reading	93	56	64	47	100	35	NA	55	90	39	46	44
	Language	95	61	65	54	100	44	53	61	90	39	45	44
	Mathematics	93	59	63	54	100	37	52	61	90	39	48	51
4	Reading	79	70	71	52	100	70	NA	56	97	47	52	48
	Language	86	54	56	48	100	56	62	52	97	47	50	49
	Mathematics	88	62	64	57	100	71	74	61	100	51	54	53
5	Reading	87	66	72	50	98	70	NA	55	99	52	56	50
	Language	95	54	60	46	98	61	61	49	99	51	57	50
	Mathematics	95	61	65	57	98	77	75	63	99	51	55	49
6	Reading	87	67	74	53	100	67	NA	56	100	62	60	51
	Language	88	67	67	45	100	55	59	48	100	59	60	47
	Mathematics	90	75	71	62	100	75	77	66	100	62	62	52
7	Reading	89	70	70	51	100	77	NA	54	99	59	62	50
	Language	87	73	72	54	100	80	80	58	99	57	60	52
	Mathematics	100	54	68	58	100	86	85	62	99	58	61	50
8	Reading	95	71	75	53	98	76	NA	55	95	62	66	51
	Language	94	62	67	49	98	74	70	52	95	60	65	50
	Mathematics	98	59	70	58	100	83	86	61	95	63	70	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)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Schoolwide Improvement
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Undesignated Tax Credit Dollars

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Science/Computer Labs
- Ü Gymnasium
- Ü Seperate Cafeteria

Extracurricular Activities

- Ü Builders Club/Science Club
- Ü Student Council/NJHS
- Ü Yearbook Publications
- Ü Athletics
- Ü Debate Club

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Lunch & Breakfast Programs
- Ü Literacy Center Reading Program
- Ü Firefighters as Role Models
- Ü Builders' Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The primary lang. arts curriculum blends a phonetic, whole language & writing approach to learning to read & use language. Taught through integrated units that blend different subjects, students interact with language in a hands-on, experiential way.

- ü The teachers, staff, administration, parents and students have created a warm, supportive, caring educational environment that supports excellence. The safe and positive environment is supportive of change and growth.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

The administration, teachers and parents at West Sedona School work together to create a safe and orderly school climate. We emphasize the Three B's: Bee Safe, Bee Respectful, and Bee Responsible. A comprehensive plan deals with emergency situations. A crossing guard program provides increased safety during drop-off and pick-up times.

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) :

3

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	Greg Kirkham	(928) 204-6600
Transportation Policy	Steve Novak	(928) 282-0528
Community Resources	Greg Kirkham	(928) 204-6600
School Nutrition Programs	Nancy Maestas	(928) 204-6760
Parent Organization	Tom Davis	(928) 204-2593
Student Health/Nurse	Goldie Wolin	(928) 204-6761

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."

ACHIEVEMENT PROFILES

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