

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1460 S. Horne, Mesa, AZ 85204

Choice Education and Development Corporation - Sequoia Charter School

AZ LEARNS¹

Elementary 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.

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.

School Overview

Principal/Administrator : Ms. Laurie L. Presnell
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.sequoiaelementary.edkey.org
 Phone Number : (480) 649-7737
 Fax Number : (480) 649-0711
 E-mail : lauriep@sequoia.k12.az.us

Mission

Our mission is to provide a safe, positive environment in which students can learn and achieve academic success. We develop individualized learning environments in our back-to-basics classrooms based on standards.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	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 Using Accelerated Math and FASTMath, we plan to individualize instruction, based on the Standards and mastery, to improve student average performance to on/or above grade level in mathematics.
- ü Using Reading for all Learners and Accelerated Reader, we plan to individualize instruction, based on the Standards, to improve student average performance to on/or above grade level in reading.
- ü Using Six Trait + 1, we plan to individualize instruction, based on the Standards, to improve student performance.

Enrollment

October 1, 2005 School Year Student Enrollment : 349
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 380

Instructional Programs

- ü Accelerated Reader (Competency-based)
- ü Accelerated Math (Competency-based)
- ü Reading For All Learners
- ü Saxon Phonics and Math (K-3)
- ü 6 Trait Writing
- ü FASTMath (Competency-based) (3-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to assist families in the education of their children and to prepare their students with the competencies, character, and confidence necessary for academic and personal success.

Parents

We believe it is the responsibility of the parents to assist in ensuring student attendance, providing proper clothing and nourishment, supporting students academically, being involved and supporting the school goals, expectations, and policies.

Transportation Policy

Transportation is available on a very limited basis.

School Honors

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

Award/Honor	Year
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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	45	45	80010	100	100	99	460	460	447	2	2	10	11	11	18	62	62	53	24	24	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38935	100	100	99	464	464	447	5	5	9	10	10	19	57	57	55	29	29	17
Male	24	24	40974	100	100	98	457	457	448	NA	NA	11	13	13	18	67	67	52	21	21	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	22	22	34545	100	100	99	450	450	432	5	5	14	14	14	24	68	68	53	14	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	15	15	35142	100	100	99	476	476	465	NA	NA	5	7	7	11	53	53	56	40	40	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	40	40	69849	100	100	100	464	464	451	3	3	7	10	10	17	60	60	56	28	28	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	10	10	39029	100	100	98	NA	NA	432	NA	NA	14	NA	NA	25	NA	NA	52	NA	NA	9
Non-Economically Disadvantaged	35	35	40981	100	100	100	462	462	462	3	3	6	9	9	13	63	63	54	26	26	27

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	45	45	79438	100	100	98	453	453	451	4	4	9	20	20	24	64	64	56	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38775	100	100	99	458	458	457	NA	NA	7	19	19	22	71	71	58	10	10	13
Male	24	24	40560	100	100	97	448	448	446	8	8	12	21	21	25	58	58	54	13	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	22	22	34297	100	100	98	440	440	434	9	9	14	27	27	31	59	59	50	5	5	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	15	15	34887	100	100	98	465	465	471	NA	NA	4	13	13	15	67	67	63	20	20	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	40	40	69850	100	100	100	456	456	456	5	5	7	18	18	23	65	65	59	13	13	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	10	10	38685	100	100	97	NA	NA	435	NA	NA	14	NA	NA	32	NA	NA	50	NA	NA	5
Non-Economically Disadvantaged	35	35	40753	100	100	99	457	457	467	3	3	5	20	20	16	66	66	62	11	11	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	45	45	79971	100	100	99	448	448	423	2	2	8	33	33	41	60	60	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38974	100	100	99	462	462	437	NA	NA	5	19	19	33	71	71	57	10	10	4
Male	24	24	40895	100	100	98	435	435	410	4	4	10	46	46	47	50	50	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	22	22	34481	100	100	99	445	445	410	5	5	10	27	27	46	68	68	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	15	15	35150	100	100	99	449	449	437	NA	NA	5	40	40	35	53	53	56	7	7	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	40	40	69713	100	100	100	451	451	429	3	3	5	30	30	39	63	63	52	5	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	10	10	38994	100	100	98	NA	NA	409	NA	NA	10	NA	NA	47	NA	NA	41	NA	NA	1
Non-Economically Disadvantaged	35	35	40977	100	100	100	451	451	437	NA	NA	5	37	37	34	57	57	56	6	6	5

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

4th 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	52	52	80147	100	100	99	466	466	482	10	10	11	21	21	17	63	63	49	6	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39281	100	100	99	468	468	483	8	8	9	23	23	17	65	65	50	4	4	24
Male	26	26	40780	100	100	98	464	464	482	12	12	12	19	19	17	62	62	48	8	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	20	20	33494	100	100	99	462	462	466	5	5	15	30	30	23	60	60	49	5	5	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	27	27	36122	100	100	99	472	472	501	11	11	5	19	19	10	63	63	50	7	7	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	45	45	69852	100	100	100	474	474	488	4	4	7	18	18	16	71	71	51	7	7	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	47	47	41776	100	100	100	467	467	498	11	11	6	19	19	11	64	64	49	6	6	33

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	52	52	79686	100	100	98	458	458	470	13	13	11	27	27	24	58	58	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39163	100	100	99	461	461	475	12	12	9	23	23	22	65	65	60	NA	NA	10
Male	26	26	40438	100	100	97	454	454	465	15	15	13	31	31	25	50	50	54	4	4	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	20	20	33299	100	100	98	444	444	452	15	15	17	40	40	32	45	45	47	NA	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	27	27	35914	100	100	98	470	470	489	15	15	5	11	11	15	70	70	67	4	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	45	45	69878	100	100	100	465	465	475	7	7	8	27	27	23	64	64	61	2	2	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	47	47	41591	100	100	99	461	461	486	13	13	6	23	23	16	62	62	65	2	2	13

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	51	51	80372	98	98	99	448	448	475	2	2	4	65	65	30	33	33	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39452	100	100	99	458	458	488	NA	NA	3	54	54	22	46	46	72	NA	NA	3
Male	25	25	40836	96	96	98	438	438	464	4	4	6	76	76	37	20	20	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	20	20	33608	100	100	99	459	459	462	NA	NA	6	60	60	36	40	40	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	26	26	36213	96	96	99	440	440	489	4	4	2	69	69	22	27	27	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	44	44	69846	98	98	100	454	454	482	2	2	3	59	59	26	39	39	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	46	46	41851	98	98	100	447	447	489	2	2	3	65	65	22	33	33	72	NA	NA	4

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	52	52	79306	100	100	99	493	493	504	15	15	13	17	17	20	54	54	49	13	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38845	100	100	99	499	499	505	14	14	11	18	18	20	55	55	50	14	14	18
Male	30	30	40383	100	100	98	489	489	504	17	17	14	17	17	19	53	53	47	13	13	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	17	17	32673	100	100	99	484	484	487	18	18	18	24	24	25	53	53	46	6	6	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	26	26	36234	96	96	99	491	491	523	15	15	6	15	15	13	58	58	52	12	12	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	47	47	69020	100	100	100	497	497	510	13	13	9	17	17	18	55	55	52	15	15	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	44	44	41869	100	100	100	495	495	521	16	16	7	16	16	14	55	55	51	14	14	27

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	52	52	79000	100	100	98	480	480	489	6	6	10	40	40	24	48	48	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38774	100	100	99	490	490	494	NA	NA	7	36	36	22	55	55	61	9	9	10
Male	30	30	40150	100	100	98	472	472	485	10	10	12	43	43	25	43	43	55	3	3	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	17	17	32508	100	100	98	474	474	472	6	6	15	53	53	33	35	35	49	6	6	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	26	26	36135	96	96	98	476	476	508	8	8	4	38	38	14	50	50	67	4	4	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	47	47	69009	100	100	100	483	483	495	6	6	6	34	34	22	53	53	62	6	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	44	44	41766	100	100	99	482	482	505	7	7	5	36	36	16	50	50	65	7	7	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	52	52	79611	100	100	99	423	423	496	33	33	7	35	35	37	33	33	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	39016	100	100	99	466	466	511	23	23	4	18	18	29	59	59	66	NA	NA	1
Male	30	30	40519	100	100	98	391	391	482	40	40	10	47	47	44	13	13	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	17	17	32855	100	100	99	380	380	481	53	53	10	24	24	43	24	24	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	26	26	36380	96	96	99	432	432	511	23	23	4	50	50	30	27	27	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	47	47	68947	100	100	100	428	428	504	30	30	4	34	34	34	36	36	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	44	44	41985	100	100	100	425	425	511	32	32	4	36	36	30	32	32	65	NA	NA	1

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

6th 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	49	49	79327	98	98	98	505	505	518	18	18	19	24	24	20	51	51	46	6	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	38961	96	96	98	505	505	520	12	12	16	36	36	20	48	48	48	4	4	16
Male	24	24	40295	100	100	97	505	505	516	25	25	21	13	13	19	54	54	44	8	8	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	15	15	32327	94	94	98	482	482	499	27	27	27	33	33	25	40	40	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	32	32	36373	100	100	98	512	512	538	16	16	10	22	22	14	56	56	52	6	6	25
Students with Disabilities	10	10	9321	91	91	87	NA	NA	467	NA	NA	54	NA	NA	22	NA	NA	21	NA	NA	3
Students without Disabilities	39	39	70006	100	100	100	516	516	524	10	10	14	26	26	19	56	56	49	8	8	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	45	45	42230	100	100	99	504	504	535	20	20	11	22	22	15	53	53	50	4	4	24

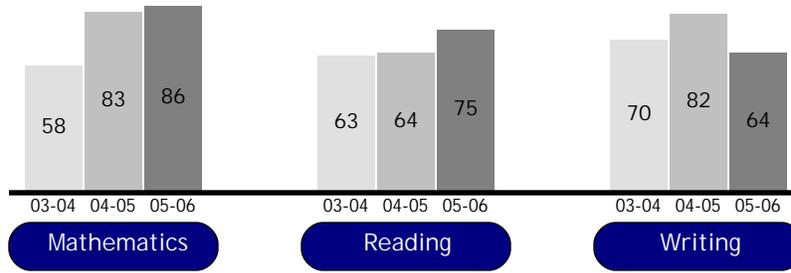
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	79501	98	98	98	483	483	497	14	14	10	31	31	25	53	53	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39062	96	96	99	487	487	502	12	12	8	24	24	23	60	60	64	4	4	5
Male	24	24	40368	100	100	98	478	478	491	17	17	13	38	38	27	46	46	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	15	15	32389	94	94	98	458	458	478	27	27	16	40	40	34	33	33	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	32	32	36446	100	100	99	491	491	516	9	9	4	28	28	15	59	59	73	3	3	7
Students with Disabilities	10	10	9411	91	91	88	NA	NA	453	NA	NA	36	NA	NA	36	NA	NA	26	NA	NA	1
Students without Disabilities	39	39	70090	100	100	100	494	494	502	8	8	7	26	26	24	64	64	65	3	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	45	45	42318	100	100	99	485	485	513	13	13	5	29	29	17	56	56	70	2	2	7

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	50	50	80000	100	100	99	532	532	564	6	6	3	20	20	11	68	68	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	39288	100	100	99	551	551	579	4	4	2	12	12	6	77	77	77	8	8	16
Male	24	24	40644	100	100	98	511	511	549	8	8	4	29	29	15	58	58	74	4	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	16	16	32672	100	100	99	492	492	548	19	19	4	19	19	14	63	63	76	NA	NA	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	32	32	36602	100	100	99	544	544	579	NA	NA	2	22	22	7	72	72	75	6	6	16
Students with Disabilities	11	11	9919	100	100	93	523	523	505	NA	NA	9	36	36	35	55	55	54	9	9	2
Students without Disabilities	39	39	70081	100	100	100	534	534	571	8	8	2	15	15	7	72	72	79	5	5	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	46	46	42466	100	100	100	536	536	578	4	4	2	22	22	7	67	67	75	7	7	16

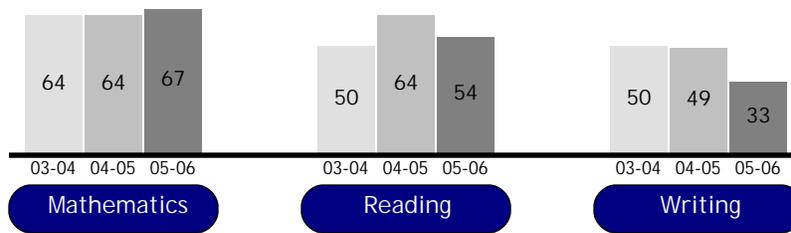
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	44	NA	58	100	41	41	47	--	--	--	46
	Language	98	30	30	50	100	42	42	47	--	--	--	48
	Mathematics	98	48	48	64	100	46	46	50	--	--	--	52
3	Reading	100	55	NA	55	100	41	41	44	100	46	46	46
	Language	100	47	47	61	100	45	45	44	100	41	41	46
	Mathematics	100	61	61	61	100	48	48	51	100	63	63	52
4	Reading	98	45	NA	56	96	46	46	48	100	43	43	52
	Language	98	41	41	52	96	44	44	49	100	41	41	52
	Mathematics	98	50	50	61	100	43	43	53	100	48	48	58
5	Reading	96	53	NA	55	100	47	47	50	98	54	54	56
	Language	100	48	48	49	100	47	47	50	98	44	44	54
	Mathematics	100	65	65	63	100	47	47	49	98	41	41	52
6	Reading	98	46	NA	56	96	51	51	51	98	43	43	56
	Language	98	39	39	48	96	47	47	47	100	44	44	50
	Mathematics	96	67	67	66	96	51	51	52	98	48	48	58

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."

Sequoia Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Safety
- Ü Communication
- Ü Facilities
- Ü Curriculum Review
- Ü Research

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	2	1	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	26%

Resources Available at School Site

Special Facilities

- Ü Title I Reading and Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Cross Country sports
- Ü Red Ribbon Week Campaign

Social Services

- Ü Park Across Street
- Ü Secondary School Located on Campus
- Ü Deaf and Hard of Hearing School located

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sequoia Elementary implemented a reading assessment that includes progress monitoring and benchmarks allowing data analysis and interventions.

- ü We use a computer lab in conjunction to Title I reading providing reading support using AutoSkills, a diagnostic and intervention program.

- ü We use FASTMath to assess the mastery of the Arizona Math Standards.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	99	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	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 are dedicated to providing a safe, nurturing atmosphere of respect that fosters the love of learning. Our Behavior, Zero-Tolerance, and Dress Codes policies are strictly enforced. We have implemented Character programs in all classes.

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) :

0

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 Likes	(480) 649-7737
Transportation Policy	Jamie Nicholson	(480) 649-7737
Community Resources		
School Nutrition Programs	Jamie Nicholson	(480) 649-7737
Parent Organization	Gina James	(480) 659-6186
Student Health/Nurse	Glenda Serdy	(480) 649-7737

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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