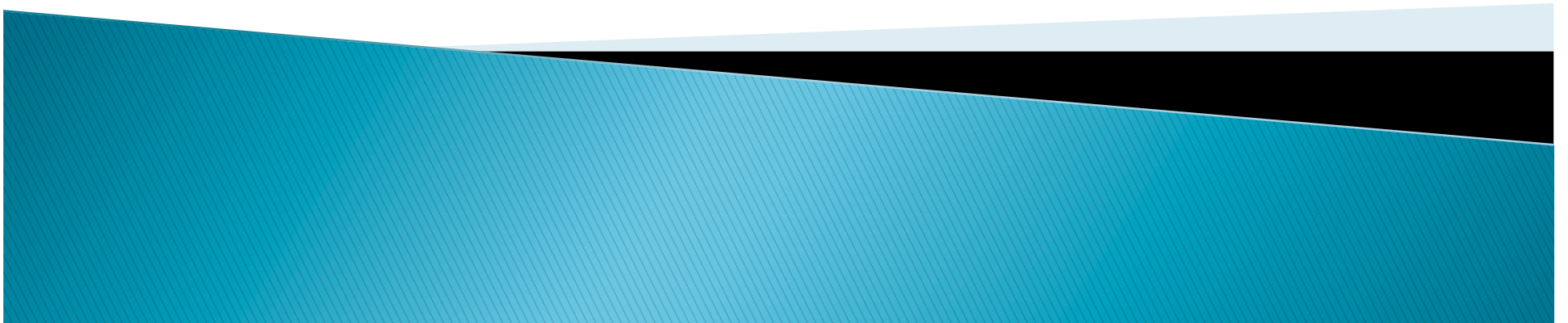


# Governing Board Meeting

Tuesday, January 12, 2016

4:00 p.m.



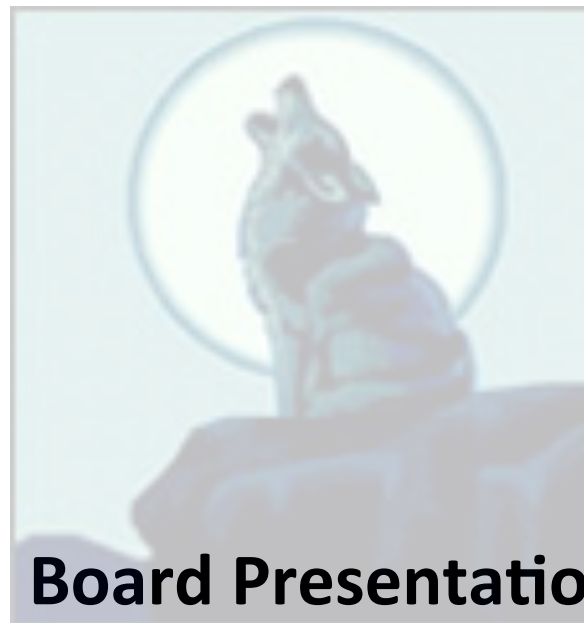


# BIG PARK COMMUNITY SCHOOL

25 Saddlehorn Rd. Sedona AZ 86351 PHONE: (928) 204-6500 FAX: (928) 284-9796



## BIG PARK COMMUNITY SCHOOL



**Board Presentation  
January 12, 2016**



# BIG PARK COMMUNITY SCHOOL

25 Saddlehorn Rd. Sedona AZ 86351 PHONE: (928) 204-6500 FAX: (928) 284-9796



## GOOD NEWS!

- Technology upgrades: Computer lab, SMART Board projector replacement and color printer
- 1/5 Sedona Chamber Music Society Concert for Youth
- PE classes and afterschool Running Club working with Sedona Chamber on the 5 Week 5K Challenge
- Spelling Bee January 20<sup>th</sup>

### BPCS Research/Restructuring Timeline

<b>DATE</b>	<b>ACTION</b>
12/1/15	Board Action- research and restructure
12/8/15	Admin Team Meeting
12/9/15	Staff Meeting
12/10/15	3-5 PLC Meeting
12/17/15	Site Council Meeting
1/5/16	Admin Team Meeting
1//16	RTI PLC Meeting
1/12/16	School Board Meeting
1/14/16	3-5 PLC Meeting
1/19/16	Middle School PLC Meeting
1/21/16	Site Council Meeting
1/26/16	Board/Admin Work Session
1/27/16	Multiage PLC Meeting
2/1/16	RTI PLC Meeting
2/2/16	Admin Team Meeting
2/2/16	Board Meeting
2/3/16	Staff Meeting
2/9/16	Admin Team Meeting
2/11/16	3-5 PLC Meeting
2/16/16	Middle School PLC Meeting
2/18/16	Site Council Meeting
2/23/16	Board/Admin Work Session
2/24/16	Multiage PLC Meeting
3/1/16	Board Meeting
3/2/16	Staff Meeting
3/10/16	3-5 PLC Meeting
3/22/16	Board Meeting



# Research\*

- Grade 5 in Middle Schools
- Alternative Grade Configurations
- Middle Schools v K-8
- STEM Magnet Schools
- Effects of Class Size and School Size

\*Various articles researched for each topic

# *West Sedona School*

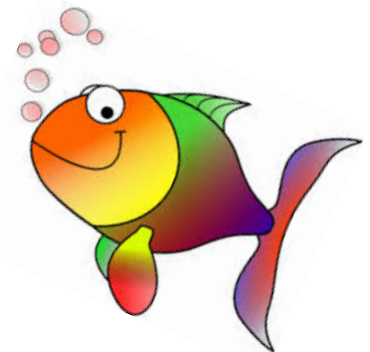


**PLAY™**  
**MAKE THEIR™**  
**DAY**

**BE THERE™**  
**CHOOSE YOUR™**  
**ATTITUDE**

Board Presentation

January 12<sup>th</sup>, 2016





# WEST SEDONA SCHOOL

ELEMENTARY • MIDDLE SCHOOL • MONTESSORI



## Upcoming Events/Good News

- \$4,000 Diamondbacks Foundation Grant for ELL Students
- WSS robotics Team 2<sup>nd</sup>, 3<sup>rd</sup> and 7<sup>th</sup> in region and 2 teams in top 20 during state comp @ASU
- Tuesday, January 12<sup>th</sup> Title 1/ELL Parent Night

HOME OF THE  
WILDCATS



facebook



COMPASSION • COMMITMENT • COMMUNITY

December 11, 2015

West Sedona Elementary School  
Megan Carder  
570 Posse Grounds Road  
Sedona, AZ 86336

Dear Megan,

Congratulations!

On behalf of the Arizona Diamondbacks Foundation and the University of Phoenix, we are proud to announce that you have been selected as a winner of the D-backs \$100,000 School Challenge presented by the University of Phoenix. We are pleased to present West Sedona Elementary School with a charitable contribution of \$4,000 for your "Letters Alive for ELL Students" idea.

Our D-backs family, alongside our partners at University of Phoenix, worked diligently to review applications and identify outstanding and unique projects. We are inspired by your creativity and dedication to your students. You are improving lives of others at a time when families and children need it most. We recognize that these are difficult times and our local schools are dealing with challenges when it comes to raising necessary funds. We hope that this donation will assist you in accomplishing your goals.

Philanthropy is an integral part of our culture at the D-backs and the University of Phoenix and we are honored to support you.

Sincerely,

A handwritten signature in black ink that reads 'Tara Trzinski'.

Tara Trzinski  
Manager, Community & Foundation Operations





### WSS Research Timeline

<b>DATE</b>	<b>ACTION</b>
12/1/15	Board Action- research and restructure
12/7/15	Site Council Meeting
12/8/15	Admin Team Meeting
12/18/15	PTA Meeting
12/16/15	Staff Meeting
1/2/15	Meeting with BP Principal
1/5/16	Admin Team Meeting
1/6/16	Staff Meeting
1/11/16	Parent Information Night
1/12/16	Title One Family Night
1/12/16	School Board Meeting
1/13/16	PLC Meeting
1/15/16	PTA Meeting
1/25/16	Site Council Meeting
1/26/16	Board/Admin Work Session
1/27/16	PLC Meeting
2/2/16	Admin Team Meeting
2/2/16	Board Meeting
2/3/16	Staff Meeting/Leadership Meeting
2/9/16	Admin Team Meeting
2/10/16	PLC Meeting
2/29/16	Site Council Meeting
2/23/16	Board/Admin Work Session
2/24/16	PLC Meeting
3/1/16	Board Meeting
3/2/16	Staff Meeting
3/9/16	PLC Meeting
3/10/16	PTA Meeting
3/22/16	Board Meeting



# Research

- Hamilton Project – Organizing Schools to improve student achievement: Start times, Grade Configurations, Teacher Assignments.
- Research on IB-3 year process
- Data- Classroom sizes, program consolidation between K-8' s
- PTO Today article- When Schools Merge

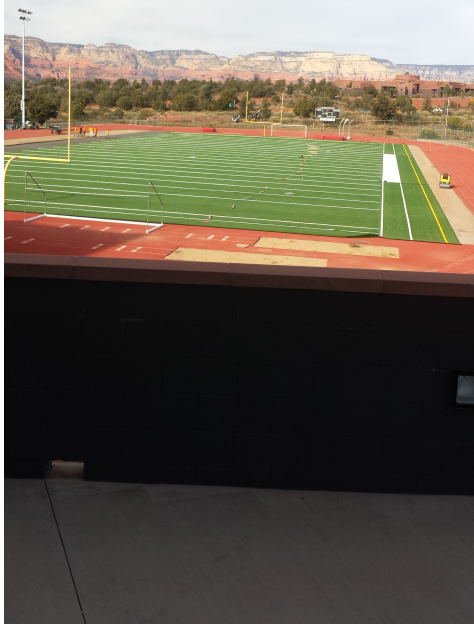




# SEDONA RED ROCK HIGH SCHOOL



995 Upper Red Rock Loop Road | Sedona, AZ 86336 | (928) 204-6700 | Fax (928) 282-5992







## Good News & Events

- Dec 7 – NHS Inductions
- Dec 8 & 10 – Senior Exhibition Presentations
- Dec 9 – SRRHS Winter Concert
- Dec 17 – Doc Adams Gymnasium Dedication
- Dec 18 – Toys for Tots Bicycle Giveaway
- Jan 4 – New Special Education Paraprofessional
- Jan 5 – 1<sup>st</sup> Soccer Game on the New Field
- Jan 6 – Taste of Chamber Music Performance for Students

### Upcoming:

- Winter Sports
- Feb 6 - Sedona Marathon



**SRRHS**  
**EXHIBITIONS**  
**2015-2016**

# CHANGES MADE FOR 2015-16

- No Exhibition class - each student worked individually with a sponsor
- Students could choose:
  - a project with
    - at least one written component
    - a fully-detailed processfolio
  - a written research paper
    - topic of significance
    - in-depth analysis and critical thinking must be evident
    - 15-pages minimum



# CHANGES (cont.)

- Spring students would begin work in Fall, with extended due dates
- Exhibition would have a letter grade, based on a weighted combination of:
  - 60% product (research paper or project)
  - 20% presentation quality
  - 20% meeting deadlines
- Product and presentation grades to be determined by judges; deadlines to be tracked by sponsors
- Overall Exhibition process to be supervised by coordinator

**FIRST  
SEMESTER  
RECAP**

# SPRING 2015 TIMELINE

## April 29 2015

- Presentation to staff on new model
  - Format (project/paper)
  - Process (no class, faculty and student responsibilities)

## May 4 2015

- Presentation to juniors on new model
  - Format (project/paper)
  - Process (no class, faculty and student responsibilities)

## May 18 2015

- Tentative proposals from juniors due to Mrs. Romm

# FALL 2015 TIMELINE

## August 2015

- 3<sup>rd</sup> Presentation to staff:
  - New Exhibition format (project/paper)
  - Sponsor responsibilities
  - Helping students write proposals
- 4<sup>th</sup> Presentation to seniors/parents at Back-to-School Night
- 10<sup>th</sup> Presentation to senior class meeting:
  - New Exhibition format (project/paper)
  - Student responsibilities
  - Writing a formal proposal
  - Major due dates
- 21<sup>st</sup> Proposal due to Mrs. Romm, signed by student and sponsor
- Week of 24<sup>th</sup> Mrs. Romm & Exhibition Committee worked with students to finalize and sign off proposals

# FALL 2015 TIMELINE (cont.)

## September 2015

- 2<sup>nd</sup> Interim due dates provided to sponsors and seniors
  - Draft and completed outlines
  - Research paper drafts for edits
  - Project stages of completion
  - Project written work drafts
  - Final research paper
  - Final project processfolio
  - Presentation night



# FALL 2015 TIMELINE (cont.)

## September 2015 (cont.)

- 14<sup>th</sup> Letter to parents of Fall presenters mailed home
    - Description of Exhibition
    - Explanation of process, including list of interim due dates
    - Evaluation rubric
    - What happens if student fails part of the Exhibition
      - Specifics for bringing work up to passing standard
      - Due date of Jan 15, 2016 for completing all work to judges' satisfaction
      - If student does not meet Jan 15 deadline, student will not walk in graduation ceremony
- (Student will still receive diploma if work is completed by Spring final deadline, but will not walk in the ceremony)

# FALL 2015 TIMELINE (cont.)

September, October, November 2015

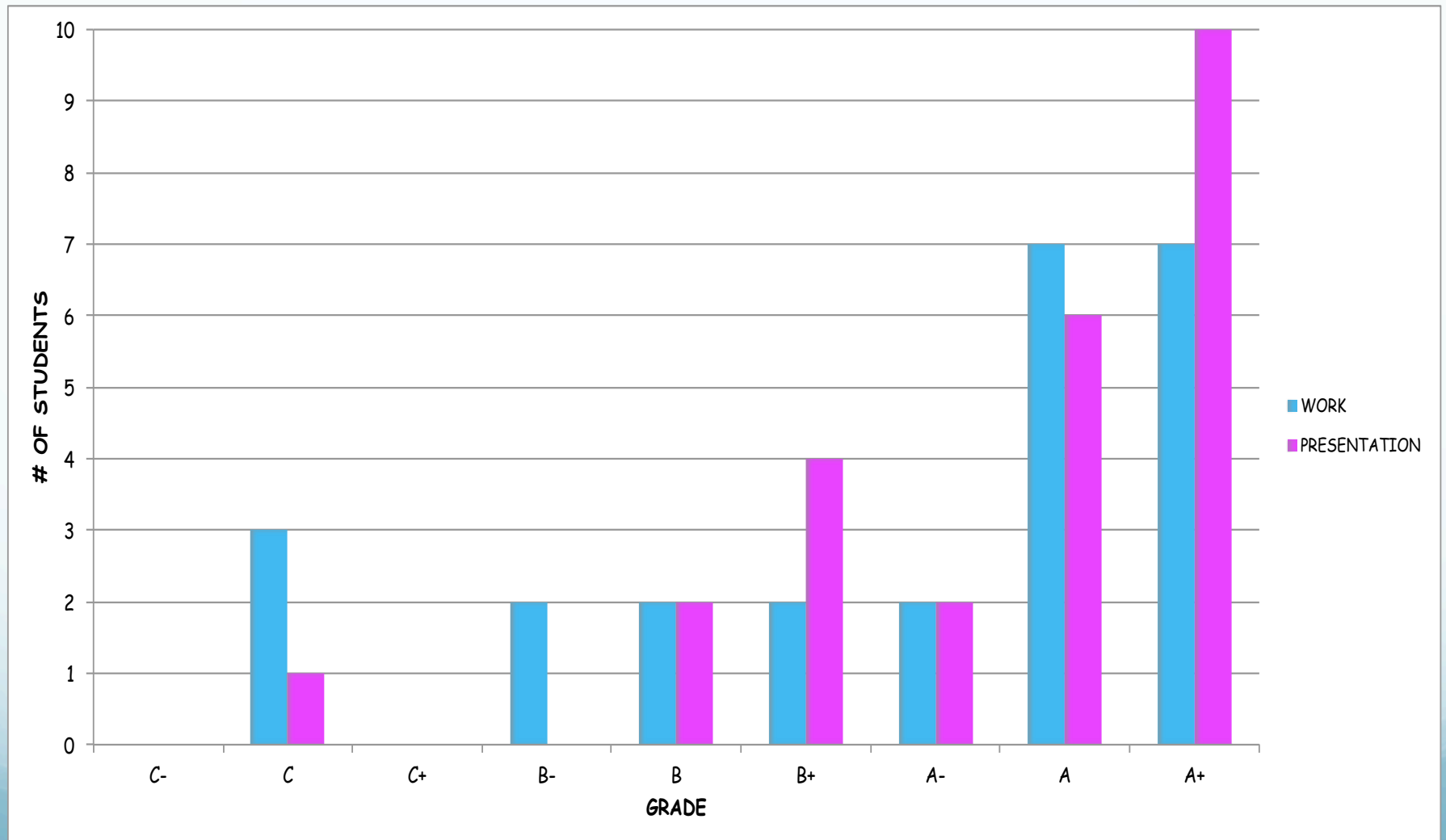
- Students working with sponsor “scaffolding”
- Phone calls to parents made as necessary
- Certified letters sent to parents of procrastinating students

# FALL 2015 TIMELINE (cont.)

## November

- 9<sup>th</sup> – 20<sup>th</sup> Training sessions (9) for community judges
- 16<sup>th</sup> Final due date for:
  - Research paper
  - Project processfolio and written components
- 18<sup>th</sup> Training session for staff judges
- 20<sup>th</sup> Training session for seniors
  - Process of Exhibition presentation
  - Tips on how to present successfully
  - Discussion of procedure to be followed if work is not satisfactory
- Week of Nov 30<sup>th</sup> Work made available to judges
- Dec 8<sup>th</sup> and 10<sup>th</sup> **PRESENTATIONS!**

# RESULTS



# THINGS THAT WORKED

- Project option (Students REALLY liked this - and so did community judges!)
- Increased length of research papers
- Leaving specific material to be covered in the presentation up to the student and sponsor to determine during the process of working on the Exhibition, rather than locking it into the proposal
- Frequent student/sponsor meetings
- More independence on the student's part



# IMPROVEMENTS FOR SPRING

- Tracking form and student/parent contact form
- Revised deadlines
- Trainings for staff:
  - Using a plagiarism checker
  - Checking sources for validity/credibility
  - Using EasyBib or other citation-generating software
  - Editing for content
  - Editing for organization
- Form a group of staff skilled in editing to serve as “fresh sets of eyes”
- Students will present to their sponsors and to one or more of the sponsor’s classes as well

# GRADING PROCESS: CONCERNS

- Community judges are not trained to give specific grades
- Subjectivity of grading leads to variations between grades given by different judges
- Exhibition letter grades could change class rankings, especially at the top - for students with weighted GPAs over 4.0, an A+ would actually bring their GPAs down

# GRADING PROCESS: REVISIONS

- Grading process will become similar to previous years:
  - Letter grade worth  $\frac{1}{4}$  credit based on meeting deadlines (no subjectivity involved)
    - Sponsors will input grades for meeting interim and final deadlines into PowerSchool
  - Pass/Fail worth  $\frac{1}{4}$  credit for combination of Exhibition product (paper/project) and presentation
    - Exhibition Coordinator will input Pass/Fail grade into PowerSchool after presentation night
    - Students can have a Fail changed to a Pass if they complete required improvements by the final deadline
- Fall presenters will have their grades adjusted accordingly

# FUTURE CONCERNS/ISSUES

- The Exhibition Committee will meet this month to begin discussing concerns for future years, including:
  - Students writing research papers in grades 9-11 to develop skills in researching and writing research papers before senior year
  - More detailed and specific responsibilities for sponsors
  - Holding sponsors accountable for their responsibilities
  - Scheduling of presentation nights

# FINAL CONCLUSION

**We raised our  
expectations - and  
our students rose to  
the occasion!!!**





## Research/Restructure Timeline

- October 21, 2015 - Site Council
- November 12, 2015 - Site Admin Team Meeting (Karuzas, Parks, DeWitt, Guidance)
- November 16, 2015 - Red Rock Academy Meeting (Karuzas, Parks, DeWitt, Bell, Guidance)
- November 18, 2015 - Staff Meeting
- November 18, 2015 - Site Council
- December 1, 2015 - Board Action: Research and restructure
- December 3, 2015 - Leadership Team Meeting
- December 8, 2015 - District Admin Team (all administrators)
- December 10, 2015 - Leadership Team Meeting
- December 16, 2015 - Meeting (Karuzas, Parks, DeWitt)
- December 17, 2015 - Site Council
- December 17, 2015 - Site Admin Team Meeting (Karuzas, Parks, DeWitt, Guidance)



## Research/Restructure Timeline

- January 5, 2016 - District Admin Meeting
- January 6, 2016 - Staff Meeting
- January 7, 2016 - Leadership Team Meeting
- January 12, 2016 - SOCUSD board meeting: research presented
- January 13, 2016 - Staff Meeting
- January 14, 2016 - Leadership Team Meeting
- January 26, 2016 - SOCUSD board/admin work session
- Jan. 27 - February 1, 2016 - Continued research, reflection, & planning
- February 2, 2016 - District Admin Meeting
- February 2, 2016 - SOCUSD board meeting 4:00 p.m.



## Research/Restructure Timeline

- With the goal of maintaining programs and educational opportunities for students, the staff and leadership team at SRRHS have been researching:
  - Multiple Modified Block Schedules
  - Traditional 6 Period Day
- Addressing CTE funding cut concerns
- Marketing and promoting our schools

# Board Meeting

January 12<sup>th</sup>, 2016





10/15/15

# SAVE THE DATE

for a

**Community Involvement Process**

on the

**Sedona-Oak Creek School District's**

**"Current Realities"**

- WHO:** Everyone is invited
- WHAT:** Community Forum
- WHERE:** Sedona Performing Arts Center (SPAC)
- WHEN:** Thursday, October 15, 2015 - 5:30 to 7:30 p.m.
- WHY:** Discuss current realities in AZ Public Schools and SOCUSD#9
- HOW:** Facilitated by the AZ School Board Association (ASBA)

For more information contact the Superintendent of the Sedona-Oak Creek Unified School District, Mr. David Lykins, at 928-204-6800.

**Together We Can**





**Sedona-Oak Creek JUSD #9  
Community Round Table**

Saturday, November 7, 2015, 9:00 a.m. to 1:00 p.m.  
Hilton Sedona Resort, Ballroom  
90 Ridge Trail Drive  
Sedona, Arizona 86351

**GOAL STATEMENT FOR THE ROUND TABLE:**

To provide registered attendees the opportunity to brainstorm and prioritize meaningful and supportive options, through table dialog and data analysis, to assist the Governing Board in addressing the district's current reality of declining enrollment.

<b>AGENDA</b>	<b>ACTIVITY</b>	<b>RESPONSIBLE PARTY</b>
<b>830 - 900</b>	Registration / Check-in	Attendees
<b>900 - 915</b>	Welcome	Supt/ASBA
<b>915 - 1015</b>	Discuss Options to Address Current Reality	Table Activity #1
<b>1015 - 1100</b>	Report Outs (3" per table) & Morning Wrap-Up	Table Reporters
<b>1100 - 1115</b>	BREAK	ALL
<b>1115 - 1130</b>	Big Picture ReFocus / Patterns	Supt/ASBA
<b>1130 - 1230</b>	Prioritize Top Solution & #2 Idea	Table Activity #2
<b>1230 - 1250</b>	Report Out & Gallery Walk	ALL
<b>1250 - 100</b>	Wrap Up / Next Steps	Supt/ASBA
<b>100 pm</b>	CONCLUDES	

Welcome and thank you for your attendance today. Over the next four hours, all registered participants will be involved in the problem-solving process for the Sedona-Oak Creek Joint Unified School District. Outcomes generated through today's process will help guide the SOCUSD Governing Board Members, who are present at this Round Table, in their efforts to provide high quality programs, excellent service, and rigorous instruction to our students.

**Together We Can**



# 10 year ADM trends

	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
<b>k.8</b>	929	907	885	806	759	757	762	738	688	668
<b>9.12</b>	509	526	489	500	488	460	493	490	472	474
<b>total</b>	1438	1433	1374	1306	1247	1217	1255	1228	1160	1142

20.5%

\$9.2 million



\$7.2 million



### BIRTHS BY COUNTY OF RESIDENCE, ARIZONA, 2003-2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>ARIZONA<sup>a</sup></b>	90,783	93,396	95,798	102,042	102,687	99,215	92,616	87,053	85,190	85,725	84,963
<b>Apache</b>	1,250	1,336	1,283	1,189	1,149	1,211	1,242	1,099	1,071	930	951
<b>Cochise</b>	1,756	1,810	1,769	1,808	1,860	1,781	1,846	1,781	1,664	1,704	1,607
<b>Coconino</b>	1,920	2,027	2,070	2,062	2,132	1,985	1,894	1,775	1,771	1,689	1,625
<b>Gila</b>	692	668	649	667	694	697	704	670	620	609	590
<b>Graham</b>	434	451	452	540	582	644	645	530	606	525	600
<b>Greenlee</b>	87	102	99	110	138	131	130	105	119	114	125
<b>La Paz</b>	216	230	245	229	230	246	174	200	172	204	204
<b>Maricopa</b>	59,000	60,535	62,232	66,160	65,931	62,667	57,663	54,236	53,361	54,475	53,848
<b>Mohave</b>	2,135	2,191	2,237	2,468	2,439	2,301	2,220	2,022	1,962	1,736	1,742
<b>Navajo</b>	1,716	1,789	1,903	1,877	2,012	1,944	1,893	1,737	1,642	1,633	1,554
<b>Pima</b>	12,799	13,030	12,976	13,929	13,798	13,503	12,840	12,169	11,874	11,876	11,965
<b>Pinal</b>	2,919	3,068	3,641	4,467	5,285	5,731	5,309	4,990	4,607	4,656	4,564
<b>Santa Cruz</b>	792	808	781	753	766	796	761	693	694	671	652
<b>Yavapai</b>	1,850	1,997	2,115	2,380	2,411	2,216	2,061	1,817	1,829	1,782	1,820
<b>Yuma</b>	3,187	3,318	3,292	3,354	3,252	3,362	3,234	3,229	3,198	3,121	3,116



24.5%

source: AZ  
Dept. of  
Health

**2010-2011 October Enrollment by County and Grade**

County	PS	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total	
Yavapai		237	2051	2088	2085	2087	2080	2080	2097	2225	2161	3	2168	2087	2012	1819	27280
<b>Arizona</b>	<b>8600</b>	<b>82930</b>	<b>84476</b>	<b>83546</b>	<b>82485</b>	<b>82862</b>	<b>82690</b>	<b>82306</b>	<b>81446</b>	<b>80638</b>	<b>151</b>	<b>82307</b>	<b>79846</b>	<b>76276</b>	<b>81328</b>	<b>1071887</b>	

**2011-2012 October Enrollment by County and Grade**

County	PS	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total
Yavapai	303	2140	2173	2083	2089	2088	2071	2092	2081	2161		2113	2114	1934	1985	27427
<b>Arizona</b>	<b>16608</b>	<b>84447</b>	<b>85488</b>	<b>83727</b>	<b>83481</b>	<b>82451</b>	<b>83107</b>	<b>82809</b>	<b>82629</b>	<b>80956</b>	<b>98</b>	<b>81319</b>	<b>80102</b>	<b>76018</b>	<b>80108</b>	<b>1083348</b>

**2012-2013 October Enrollment by County and Grade**

County	PS	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total
Yavapai	331	2131	2163	2072	2030	2029	2068	2095	2088	2040	4	2147	2032	1988	1969	27187
<b>Arizona</b>	<b>18337</b>	<b>86356</b>	<b>86411</b>	<b>84637</b>	<b>83656</b>	<b>83638</b>	<b>82838</b>	<b>83222</b>	<b>83230</b>	<b>82429</b>	<b>156</b>	<b>81973</b>	<b>79814</b>	<b>77643</b>	<b>81700</b>	<b>1096040</b>

**2013-2014 October Enrollment by County and Grade**

County	PS	KG	1	2	3	4	5	6	7	8	9	UE	10	11	12	Total
Yavapai	274	1953	2121	2047	1980	1971	1992	2062	2037	1992	1960	*	2015	1916	1947	26267
<b>Arizona</b>	<b>18043</b>	<b>85760</b>	<b>88024</b>	<b>85291</b>	<b>84492</b>	<b>83615</b>	<b>83822</b>	<b>82823</b>	<b>83785</b>	<b>83289</b>	<b>82977</b>	<b>157</b>	<b>80349</b>	<b>76587</b>	<b>83305</b>	<b>1102319</b>

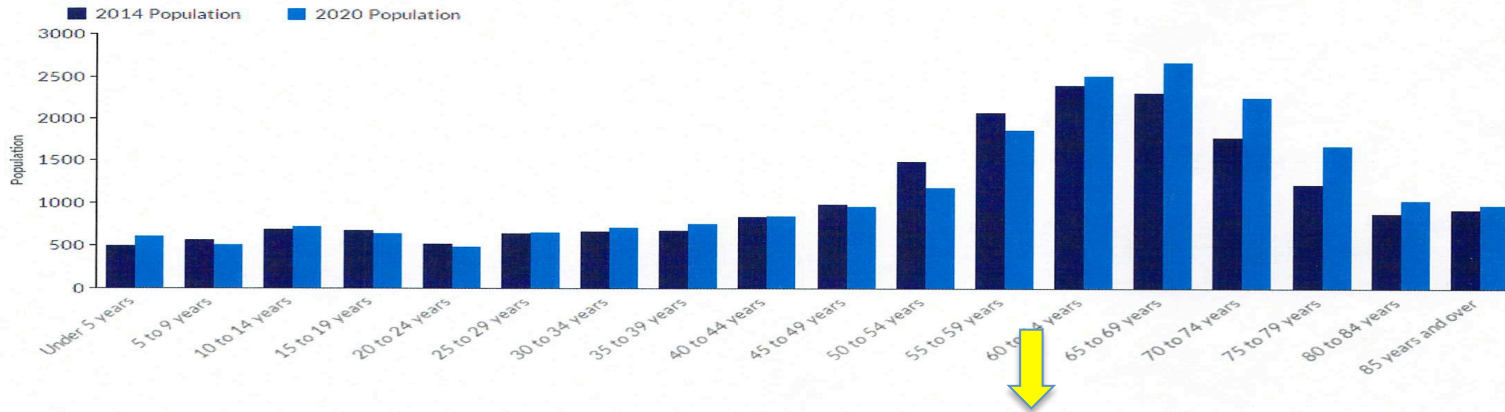
**2014-2015 October Enrollment by County and Grade**

County	PS	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total
Yavapai	*	1888	2068	2073	2046	1960	1988	2015	2074	2039	*	1999	1929	1912	1975	26250
<b>Arizona</b>	<b>17442</b>	<b>83102</b>	<b>88236</b>	<b>88022</b>	<b>86269</b>	<b>85261</b>	<b>84894</b>	<b>84705</b>	<b>84159</b>	<b>84260</b>	<b>182</b>	<b>84721</b>	<b>82699</b>	<b>78439</b>	<b>83752</b>	<b>1116143</b>

-163    -20    -12    -41    -120    -92    -82    -151    -122       -169    -158    -100    156

Source: AZ Dept. of Education

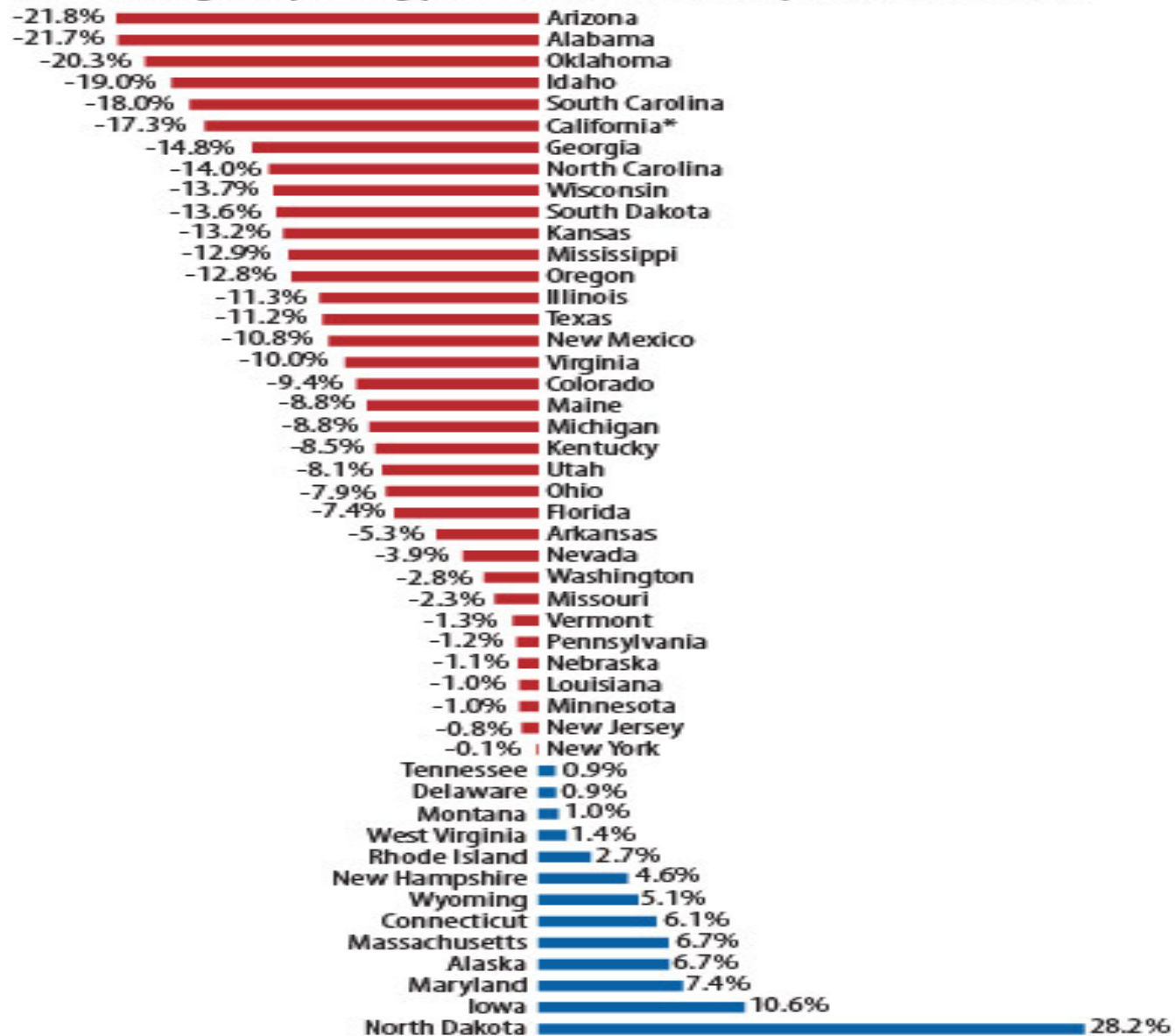
### Population by Age Cohort



Age Cohort	2014 Population	2020 Population	Change	% Change	2014 % of Cohort
Under 5 years	491	602	111	23%	2.48%
5 to 9 years	565	510	-55	-10%	2.86%
10 to 14 years	690	718	28	4%	3.49%
15 to 19 years	679	635	-44	-6%	3.44%
20 to 24 years	521	484	-37	-7%	2.63%
25 to 29 years	641	652	11	2%	3.24%
30 to 34 years	665	710	45	7%	3.36%
35 to 39 years	679	754	75	11%	3.43%
40 to 44 years	827	837	10	1%	4.18%
45 to 49 years	978	951	-27	-3%	4.94%
50 to 54 years	1,486	1,179	-307	-21%	7.51%
55 to 59 years	2,072	1,865	-207	-10%	10.48%
60 to 64 years	2,397	2,501	104	4%	12.12%
65 to 69 years	2,306	2,662	356	15%	11.66%
70 to 74 years	1,773	2,245	472	27%	8.96%
75 to 79 years	1,210	1,679	469	39%	6.12%
80 to 84 years	881	1,035	154	17%	4.45%
85 years and over	919	983	64	7%	4.65%
<b>Total</b>	<b>19,780</b>	<b>21,001</b>	<b>1,221</b>	<b>6%</b>	<b>100.00%</b>

**Figure 1**  
**Per-student Spending Has Decreased In Most States Since 2008**

Percent change in spending per student, inflation-adjusted, FY08 to FY13



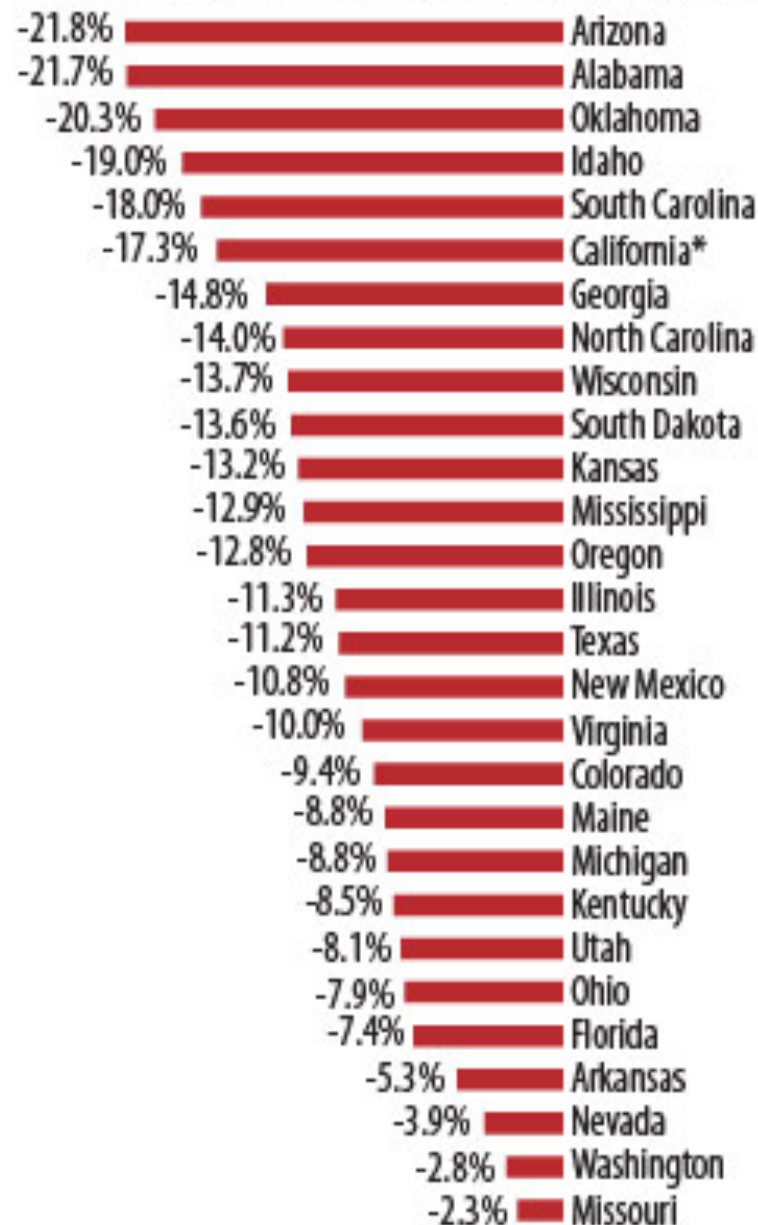
\*California data are based on the 2012-13 state budget as enacted. This enacted budget includes anticipated revenues from Proposition 30, a measure that will appear on the November 2012 statewide ballot.

Sources: CBPP budget analysis and National Center for Education Statistics enrollment estimates.

Figure 1

Per-student Spending Has Decreased In Most States Since 2008

Percent change in spending per student, inflation-adjusted, FY08 to FY13





# Current Reality

## 40th day ADM

	2014-15			2015-16			, +/-
	ADM	grp A weights	Total	ADM	grp A weights	Total	
<b>SRRHS</b>	474	x 1.409	667.866	442	x 1.409	622.778	-45.088
<b>WSS</b>	353	x 1.158	408.774	362	x 1.158	419.196	10.422
<b>BP</b>	315	x 1.158	364.77	257	x 1.158	297.606	-67.164
<b>Total</b>	1142		1441.41	1061		1339.58	<b>-101.83</b>

	<u>BP</u>	<u>WSS</u>	<u>Total</u>
<b>KG</b>	22	49	71
<b>1</b>	29	52	81
<b>2</b>	39	50	89
<b>3</b>	35	54	89
<b>4</b>	38	39	77
<b>5</b>	37	31	68
<b>6</b>	22	35	57
<b>7</b>	23	40	63
<b>8</b>	27	38	65

**15/16sy**

<b>SRRHS</b>	
9th =	103
10th =	125
11th =	112
12th =	91
<b>Total=</b>	<b>431</b>

**16/17sy**

<b>SRRHS</b>	
9th =	65
10th =	103
11th =	125
12th =	112
<b>Total=</b>	<b>405</b>

**17/18sy**

<b>SRRHS</b>	
9th =	63
10th =	65
11th =	103
12th =	125
<b>Total=</b>	<b>356</b>

**18/19sy**

<b>SRRHS</b>	
9th =	57
10th =	63
11th =	65
12th =	103
<b>Total=</b>	<b>288</b>

Charter 13

Charter 12

Charter 19

<b>Total</b>	<b>418</b>	<b>Total</b>	<b>368</b>	<b>Total</b>	<b>307</b>
--------------	------------	--------------	------------	--------------	------------

# What does this all mean in Dollars???

- Current year 40<sup>th</sup> day weighted student counts

loss of -101.83 students

X \$4600 per weighted student =

**Loss of \$468,418 in 16/17sy**

- Continued Sedona Red Rock High School ADM loss over next 4 years

loss of -127 students

X 1.409 weighted factor

X \$4600 per weighted student =

**Loss of \$823,138**

**Note: a portion of this amount will be lost in 16/17sy as well, due to change to current year funding**

- Estimated Total Impact to M&O Budget Capacity

**\$ 1,291,556**

# Current Year Funding?

- ◆ The State legislature has approved a change in the way public schools are funded to begin next year 16/17sy
- ◆ The change is from prior year ADM funding to current year / live ADM funding.

# What does that mean?

- ◆ Prior year funding gave district's time to plan for increases/decreases in budget limits due to ADM changes year to year
- ◆ Current year funding means that District's will be planning for programs and staffing for the upcoming school year without knowing their final budget amounts until the year is already more than half over (100 days)

# **VISION**

**Sedona Oak Creek  
School District promotes**

- ✓ **Relationships**
- ✓ **Relevance**
- ✓ **Rigor**
- ✓ **Results**

**in a unified effort to  
provide all students a solid  
foundation in academic,  
social, and workplace skills**



# Focus

- **What's best for our students and future students-**

- Quality programs in all schools

- Attractive / Inviting schools

- Advance ED recommendations –

- A formal standards based curriculum throughout the system.

- That ensures equitable and challenging experiences for all students.

- Continue to seek solutions that meet our vision as a unified district.



# Restructure/ Research Scenarios



# School Closure

## Possible Restructure Option School Closes

	Current year	Year 1	Year 2	Year 3		SAVINGS
<b>k-2 avg class size = 25</b>	<b>10</b>	8.5	8	8	-2	\$96
3-4 avg class size = 28	7.16	6	6	5	-2.16	\$103.68
5-8 avg class size = 30	10.83	9	9.5	10.5	-0.33	\$15.84
Library	2	1	1	1	-1	\$48
PE	1.5	1	1	1	-0.5	\$24
Art	1.5	1	1	1	-0.5	\$24
Music	1	1	1	1	0	0
Counselor	1.8	1	1	1	-0.8	\$38.40
Secretary	4	2	2	2	-2	\$44
Health Aide	1	1	1	1	0	\$0
Custodian	4.5	3	3	3	-1.5	\$33
Principal	2	1	1	1	-1	\$86
<b>Federal Funded Programs</b>						
ELL	1.5	1.5	1.5	1.5	0	
ELL aides	1.5	1.5	1.5	1.5	0	
Title 1	2	2	2	2	0	
Title 1 aides	3	3	3	3	0	
<b>Total positions</b>	<b>55.29</b>	<b>43.5</b>	<b>43.5</b>	<b>43.5</b>	<b>-11.79</b>	<b>\$512.92</b>
<b>Total savings</b>			<b>\$523,920</b>			

# Additional Savings Items

- Building / Utility costs ?
- Transportation costs ?
- Rental revenue?

# Current Model- K-8, K-8, 9-12 Campuses



**Current Model**

<b>Big Park Community School</b>						
	<b>Current year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>		<b>SAVINGS</b>
<b>k-2 avg class size = 25</b>	4	3	3	3	-1	\$48
3-5 avg class size = 28	5	4	3.5	3	-2	\$96
6-8 avg class size = 30	4	3	3	3.5	-0.5	\$24
Library	1	0	0	0		
PE	1	0	0	0		
Art	0.5	0	0	0		
Music	0.5	0	0	0		
<b>**specials allocation- principals discretion</b>		1.5	1.5	1.5	-1.5	\$72
Counselor	0.8	0.5	0.5	0.5	-0.3	\$14.40
Secretary	2	1	1	1	-1	\$22
Health Aide	0.5	0	0	0	-0.5	\$11
Custodian	2	1	1	1	-1	\$22
Principal	1	1	1	1	0	
<b>Federal Funded Programs</b>						
ELL	1	1	1	1	0	
ELL aides	0.5	0.5	0.5	0.5	0	
Title 1	1	1	1	1	0	
Title 1 aides	1	1	1	1	0	
<b>Total positions</b>	25.8	18.5	18	18	<b>-7.8</b>	<b>309.4</b>
<b>Total savings</b>			<b>\$309,400</b>			



**Current Model**

**West Sedona School**

	Current year	Year 1	Year 2	Year 3		SAVINGS
<b>k-2 avg class size = 25</b>	6	6	5.5	5.5	-0.5	\$24
3-5 avg class size = 28	5	5	5.5	5	0	
6-8 avg class size = 30	4	3.5	3.5	4	0	
Computers	1	0	0	0		
PE	0.5	0	0	0		
Art	1	0	0	0		
Music	0.5	0	0	0		
**specials allocation- principals discretion		1.5	1.5	1.5	-1.5	\$72.0
Counselor	1	0.5	0.5	0.5	-0.5	\$24
Secretary	2	1	1	1	-1	\$22
Health Aide	0.5	0	0	0	-0.5	\$11
Classroom Aide	1	0	0	0	-1	\$22
Custodian	2.5	1.5	1.5	1.5	-1	\$22
Principal	1	1	1	1	0	
<b>Federal Funded Programs</b>						
ELL	0.5	0.5	0.5	0.5	0	
ELL aides	1	1	1	1	0	
Title 1	1	1	1	1	0	
Title 1 aides	2	2	2	2	0	
<b>Total positions</b>	30.5	24.5	24.5	24.5	<b>-6</b>	<b>\$197.00</b>
<b>Total savings</b>			<b>\$197,000</b>			

**Current Model**

**Sedona RedRock HS**

class size 30

	Current year	Year 1	Year 2	Year 3		SAVINGS
projected enrollment	432	418	368	307		
Teachers	22	19	17	14	-8	\$384.00
** CTE program cuts-legislatively decided						
Library	0.8	0.5	0.5	0.5	-0.3	\$14.40
Counselor	1.8	1	1	1	-0.8	\$38.40
Secretaries	3	2	2	2	-1	\$22
Registrar	1	1	1	1	0	
Health Aide	0.725	0.5	0.5	0.5	-0.225	\$4.95
Custodian	3.125	2.625	2.625	2.625	-0.5	\$11
Principal	1	1	1	1	0	
Assistant Principal	1	1	0.5	0	-1	\$48
<b>Total positions</b>	34.45	28.625	26.125	22.625	<b>-11.825</b>	<b>\$522.75</b>
<b>Total savings</b>			<b>\$522,750</b>			

# Questions?



K-6, K-6, 7-12 campuses



**k-6 option**

**Big Park Community School**

	Current year	Year 1	Year 2	Year 3		SAVINGS
projected enrollment		223	207	193		
<b>k-2 avg class size = 25</b>	4	3	3	3	-1	\$48
3-6 avg class size = 28	6	5.5	5	4.5	-1.5	\$72
7-8 grade- move to HS campus	3	0	0	0	-3	\$144
Library	1	0	0	0		
PE	1	0	0	0		
Art	0.5	0	0	0		
Music	0.5	0	0	0		
**specials allocation- principals discretion		1.5	1.5	1.5	-1.5	\$72
Counselor	0.8	0.5	0.5	0.5	-0.3	\$14.40
Secretary	2	1	1	1	-1	\$22
Health Aide	0.5	0	0	0	-0.5	\$11
Custodian	2	1	1	1	-1	\$22
Principal	1	1	1	1	0	
<b>Federal Funded Programs</b>						
ELL	1	1	1	1	0	
ELL aides	0.5	0.5	0.5	0.5	0	
Title 1	1	1	1	1	0	
Title 1 aides	1	1	1	1	0	
<b>Total positions</b>	25.8	17	16.5	16	-9.8	\$405.40
<b>Total savings</b>			<b>\$405,400</b>			



**K-6 Option**

**West Sedona School**

	<b>Current year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>		<b>SAVINGS</b>
projected enrollment		313	330	337		
<b>k-2 avg class size = 25</b>	<b>6</b>	6	5.5	5.5	-0.5	\$24
3-6 avg class size = 28	6	6	7	7	1	(\$48.00)
7-8 grade moved to HS campus	3	0	0	0	-3	\$144.00
Computers	1	0	0	0		
PE	0.5	0	0	0		
Art	1	0	0	0		
Music	0.5	0	0	0		
**specials allocation- principals discretion		1.5	1.5	1.5	-1.5	\$72.0
Counselor	1	0.5	0.5	0.5	-0.5	\$24
Secretary	2	1	1	1	-1	\$22
Health Aide	0.5	0	0	0	-0.5	\$11
Classroom Aide	1	0	0	0	-1	\$22
Custodian	2.5	1.5	1.5	1.5	-1	\$22
Principal	1	1	1	1	0	
<b>Federal Funded Programs</b>						
ELL	0.5	0.5	0.5	0.5	0	
ELL aides	1	1	1	1	0	
Title 1	1	1	1	1	0	
Title 1 aides	2	2	2	2	0	
<b>Total positions</b>	<b>30.5</b>	<b>22</b>	<b>22.5</b>	<b>22.5</b>	<b>-8</b>	<b>\$293.00</b>
<b>Total savings</b>			<b>\$293,000</b>			



**7-12 Campus**

**Sedona RedRock HS**

class size 30

	Current year	Year 1	Year 2	Year 3		SAVINGS
projected enrollment	432	538	493	451		
Teachers	22	24	22	20	-2	\$96.00
** CTE program cuts-legislatively decided						
Library	0.8	0.5	0.5	0.5	-0.3	\$14.40
Counselor	1.8	1.5	1.5	1.5	-0.3	\$14.40
Secretaries	3	2	2	2	-1	\$22
Registrar	1	1	1	1	0	
Health Aide	0.725	0.725	0.725	0.725	0	
Custodian	3.125	3.125	3.125	3.125	0	
Principal	1	1	1	1	0	
Assistant Principal	1	1	0.5	0.5	-0.5	\$24
<b>Total positions</b>	<b>34.45</b>	<b>34.85</b>	<b>32.35</b>	<b>30.35</b>	<b>-4.1</b>	<b>\$170.80</b>
<b>Total savings</b>			<b>\$170,800</b>			

# K-4, 5-8, 9-12 Campuses



**Possible Restructure Option  
K-4 & 5-8 CAMPUSES**

	Current year	Year 1	Year 2	Year 3		SAVINGS
projected enrollment		392: 264	375: 287	355: 319		
<b>k-2 avg class size = 25</b>	<b>10</b>	8.5	8	8	-2	\$96
3-4 avg class size = 28	7.16	6	6	5	-2.16	\$103.68
5-8 avg class size = 30	10.83	9	9.5	10.5	-0.33	\$15.84
Library	2	0	0	0		
PE	1.5	0	0	0		
Art	1.5	0	0	0		
Music	1	0	0	0		
**specials allocation- principals discretion		1.5	1.5	1.5		
**specials allocation- principals discretion		1.5	1.5	1.5	-3	\$144
Counselor	1.8	1	1	1	-0.8	\$38.40
Secretary	4	2	2	2	-2	\$44
Health Aide	1	1	1	1	0	\$0
Classroom Aide	1	0	0	0	-1	\$22
Custodian	4.5	3.5	3.5	3.5	-1	\$22
Principal	2	2	2	2	0	
<b>Federal Funded Programs</b>						
ELL	1.5	1.5	1.5	1.5	0	
ELL aides	1.5	1.5	1.5	1.5	0	
Title 1	2	2	2	2	0	
Title 1 aides	3	3	3	3	0	
<b>Total positions</b>	56.29	44	44	44	<b>-12.29</b>	<b>\$485.92</b>
<b>Total savings</b>			<b>\$485,920</b>			

**Additional Savings Items**

- MS sports/Club salaries
- MS sports transportation
- Unduplicated program savings



**Current Model**

**Sedona RedRock HS**

class size 30

	Current year	Year 1	Year 2	Year 3		SAVINGS
projected enrollment	432	418	368	307		
Teachers	22	19	17	14	-8	\$384.00
** CTE program cuts-legislatively decided						
Library	0.8	0.5	0.5	0.5	-0.3	\$14.40
Counselor	1.8	1	1	1	-0.8	\$38.40
Secretaries	3	2	2	2	-1	\$22
Registrar	1	1	1	1	0	
Health Aide	0.725	0.5	0.5	0.5	-0.225	\$4.95
Custodian	3.125	2.625	2.625	2.625	-0.5	\$11
Principal	1	1	1	1	0	
Assistant Principal	1	1	0.5	0	-1	\$48
<b>Total positions</b>	34.45	28.625	26.125	22.625	<b>-11.825</b>	<b>\$522.75</b>
<b>Total savings</b>			<b>\$522,750</b>			

# Questions?



# K-5, k-8, 9-12 Campuses Transition Option





<b>K-5 transition</b>		16/17	17/18	18/19		
	<b>Current year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>		<b>SAVINGS</b>
grade levels		<b>k-5</b>	<b>k-3</b>	<b>closure</b>		
projected enrollment		<b>184</b>	<b>97</b>	<b>0</b>		
<b>k-2 avg class size = 25</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>-4</b>	<b>\$192</b>
<b>3-5 avg class size = 28</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>-5</b>	<b>\$240</b>
6-8 grade- move to k-8 campus	4	0	0	0	-4	\$192
Library	1	0	0	0		
PE	1	0	0	0		
Art	0.5	0	0	0		
Music	0.5	0	0	0		
**specials allocation- principals discretion		1.5	1.5	0	-3	\$144
Counselor	0.8	0.5	0.5	0	-0.8	\$38.40
Secretary	2	1	1	0	-2	\$44
Health Aide	0.5	0	0	0	-0.5	\$11
Custodian	2	1	1	0	-2	\$44
Principal	1	1	1	0	-1	\$86
<b>Federal Funded Programs</b>						
ELL	1	1	1	1	0	
ELL aides	0.5	0.5	0.5	0.5	0	
Title 1	1	1	1	1	0	
Title 1 aides	1	1	1	1	0	
<b>Total positions</b>	<b>25.8</b>	<b>15.5</b>	<b>12.5</b>	<b>3.5</b>	<b>-22.3</b>	<b>\$991.40</b>
<b>Total savings</b>			<b>\$991,400</b>			



**k-8 transition option**



		16/17	17/18	18/19		SAVINGS
	Current year	Year 1	Year 2	Year 3		
projected enrollment		472	565	<b>530 k-6</b>		
<b>k-2 avg class size = 25</b>	<b>6</b>	6	5.5	8	2	(\$96)
3-5 avg class size = 28	5	5	8	11.5	6.5	(\$312.00)
6-8 avg class size = 30	4	6	6.5	0	-4	\$192.00
Computers	1	0	0	0		
PE	0.5	0	0	0		
Art	1	0	0	0		
Music	0.5	0	0	0		
**specials allocation- principals discretion		3	3	3	0	
Counselor	1	1	1	1	0	
Secretary	2	2	2	2	0	
Health Aide	0.5	0.5	0.5	0.5	0	
Classroom Aide	1	0	0	0	-1	\$22
Custodian	2.5	2.5	2.5	2.5	0	
Principal	1	1	1	1	0	
<b>Federal Funded Programs</b>						
ELL	0.5	0.5	0.5	0.5	0	
ELL aides	1	1	1	1	0	
Title 1	1	1	1	1	0	
Title 1 aides	2	2	2	2	0	
<b>Total positions</b>	<b>30.5</b>	<b>31.5</b>	<b>34.5</b>	<b>34</b>	<b>3.5</b>	<b>(\$194.00)</b>
<b>Total savings</b>			<b>(\$194,000)</b>			



**transition option**

**Sedona RedRock HS**

	16/17	17/18	18/19		
class size 30	9-12 campus		7-12 campus		
	Current year	Year 1	Year 2	Year 3	SAVINGS
projected enrollment	432	418	368	451	
Teachers	22	19	17	20	-2 \$96.00
** CTE program cuts-legislatively decided					
Library	0.8	0.5	0.5	0.5	-0.3 \$14.40
Counselor	1.8	1	1	1.5	-0.3 \$14.40
Secretaries	3	2	2	2	-1 \$22
Registrar	1	1	1	1	0
Health Aide	0.725	0.5	0.5	0.725	0
Custodian	3.125	2.625	2.625	3.125	0
Principal	1	1	1	1	0
Assistant Principal	1	1	0.5	0	-1 \$48
<b>Total positions</b>	34.45	28.625	26.125	29.85	<b>-4.6 \$194.80</b>
<b>Total savings</b>			<b>\$194,800</b>		

# Additional Savings Items

- Building / Utility costs ?
- Transportation costs ?
- Rental revenue?

# Questions?



# District Wide Support Services

District Wide		
Student/Support Services		
	Current year	SAVINGS
Gifted Teacher	0.55	
Translator	1	
computer techs	2	
Sub Caller	0.5	
SRO	0.5	40
Dir Special Education	0.6	
Dir Instruction / ed services	1	
Superintendent	1	
Brd/Superintendent Secretary	1	
Finance Director	1	
Business Office staff	3.2	
IT Director - vacant	0.48	
Facilities Dir	1	
Facility Use Coord	0.48	
Grounds/maint. DW	3	
<b>Total positions</b>	<b>17.31</b>	<b>40</b>
<b>Other Savings/Restructure</b>		
**Transportation services		???
**Administrative models		???

**District wide services/ Administrative costs will be reduced at the same rate as school cuts.**



# SPED

## Financial Impact –

- Due to medical technology more students with significant disabilities are entering our schools today.
- 3 out of 3 infants survive when in the past only 1 of 3 survived.

## Projected new students-

- Without a district preschool it is hard to project what new KGs may enroll with significant needs. We do know of 2 students who will be enrolling for the upcoming school year.



# SPED

## Liability Concerns

- With these increased medical needs- there needs to be a position on campus to help with tube feedings, suctioning, catheterization, etc.

## Academic Concerns

- A single special education teacher to cover 9 grade levels at a k-8 campus is not what's best for kids. Best practice is to have one special education teacher for every 2 grade levels at the elementary level.



# Programs

- Title 1 Reading / K-3 Reading
- Title 1 Math?
- ELL program
- Remediation

•

•

# Recap \$\$\$

- School Closure = \$1,046,670
  - Plus additional building operation savings
- Current Model = \$1,029,150
- K-6, K-6, 7-12 campuses = \$ 869,200
- K-4, 5-8, 9-12 Campuses = \$1,008,670
- K-5, k-8, 9-12 Transition Option = \$ 992,200
  - Plus additional building operation savings
- District Wide Services = \$
-

# Problem Statement

- The state provides additional monies via increased student weighting factors, for those districts with a student population of less than 600 students in k-8, 9-12.
- These additional weighting factors are in consideration of the cost to administer, provide support services (counselors, nurse, specials/ electives, etc.) to a smaller student population.
- We are currently operating 3 small schools, (under 600 students) without the additional weights for the elementary students.

•

•

# Let's Not Lose Sight

- Salaries & Benefits!!!
- Running parallel as we move through this process.
- Admin team is looking at how our employees get more money in their pockets via salaries and benefits.
- Prop 123 – If passes, starting teacher pay **>\$30K.**
  - 10% increase in starting teacher pay



“The secret of change is to focus all of your energy not on fighting to keep the old, but rather on building the new.”

D. Lykins





## SOCUSD Research/Restructure Timeline

DATE	ACTION
December 1, 2015	Board Action - research and restructure
December 2 - 7, 2015	Superintendent, Finance Director, Transportation Director
December 8, 2015	Admin team (all administrators)
December 9 - 18, 2015	Continued research - (ASBA Dec. 9-11) Superintendent network
Dec. 18 - January 3, 2016	Homework (research & evidence)
January 5, 2016	Admin meeting 9:00-11:00 a.m.
January 5 - 11, 2016	Individual site admin meetings with superintendent and finance
January 12, 2016	SOCUSD board meeting - research presented
January 26, 2016	SOCUSD board/admin work session - 4:00-5:30 p.m.
Jan. 27 - February 1, 2016	Continued research, reflection, & planning
February 2, 2016	Admin meeting 9:00 to 10:30 a.m.
February 2, 2016	SOCUSD board meeting 4:00 p.m.
February 9, 2014	Admin meeting 9:00 to 10:30 a.m.
February 23, 2016	SOCUSD board/admin work session - 4:00-5:30 p.m.
March 1, 2016	SOCUSD board meeting 4:00 p.m.
March 22, 2016	SOCUSD board meeting 4:00 p.m.
April 5, 2016	SOCUSD board meeting 4:00 p.m. Approve issuing contracts
April 11, 2016	Contracts issued at 8:00 a.m.
April 29, 2016	Contracts due back in DO by 4:00 p.m.
May 3, 2016	SOCUSD board meeting 4:00 p.m. Approve contracts
June 7, 2016	SOCUSD board meeting 4:00 p.m.
June 21, 2016	SOCUSD board meeting 4:00 p.m. Propose 15/16 budget
July 12, 2016	SOCUSD board meeting 4:00 p.m. Adopt 15/16 budget

## Timeline- Finance Director

Dec 3<sup>rd</sup>- Met with Transportation director to discuss possible savings areas

Dec 7- Met with Superintendent- prelim info, class sizes, potential list of research items, timelines

Dec 7- Met with Heinfeld and Meech possibility of conducting a salary and benefit comparison for the district with peer groups both rural / metro and private sector

Dec 8- Admin meeting – possible scenarios

Dec 9- Webinar for online registration / fee software. Possible savings.

Dec 10- Staples advantage meeting. Additional savings on our supply orders?

Dec 11- Begin cost analysis and project research based on current model and potential new models discussed with admin.

Dec 28 & 29<sup>th</sup> – Draft cost analysis sent to Superintendent for feedback

Jan 2<sup>nd</sup>- Met with Superintendent to discuss drafts and prepare for admin meeting and further research discussions

Jan 5<sup>th</sup>- Admin team meeting

Jan 6<sup>th</sup>- Revise scenarios based on admin feedback

Jan 7<sup>th</sup>- Met with Superintendent to review/revise scenarios

Jan 8<sup>th</sup>- Met with Transportation Director to review potential savings models

Jan 8<sup>th</sup>- Online registration/fee collection system- webinar & pricing.

Jan 11<sup>th</sup>- Met with Superintendent to review/revise scenarios

Jan 12<sup>th</sup>- Admin meeting

Jan 12<sup>th</sup>- Board Meeting

## Research Items

### **Class sizes**

Current k-8 models  
Current HS model

New k-8 models  
New HS models

### **Program areas/potential savings**

half day vs full day kg  
4 day week  
SRO  
Title 1  
ELL  
k-3 reading  
Facility usage / rentals

### **Transportation items**

neighboring schools route times  
our current route times

school boundaries, even out attendance at k-8

mid day routes for half day kg  
mid day route for half day kg if all at one site

Staggered start times with current k-8  
staggered start times with new models

Trips/athletic savings  
bus trade in? resale?

RFP vs in house savings

### **Staffing / departments reorganization**

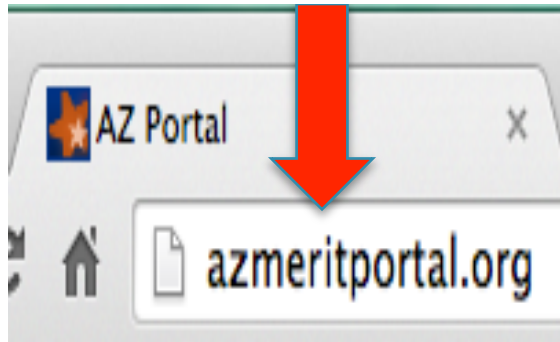
administration  
district office  
specials  
front office  
translator  
aides  
SRO  
counseling  
Sub caller/ software  
Online registration tools

### **How do we get more money in our employees pockets?**

Salary schedule research/comparisons  
starting salary targets?  
Inflation funding  
Reduce benefit costs  
Increase retention- ESI?

# Questions?





# AzMERIT

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics



**Students & Families**



**Educators & Test Administrators**



**Test Coordinators**



**Technology Resources**



**Educator & Test Administrator Resources**



**TIDE**



**Online Reporting System**



**Administer Sample Tests**



**Test Administrator Certification**



**Administer Fall 2015 AzMERIT Tests**

# AzMERIT FAMILY REPORT GUIDE

**FAMILY SCORE REPORT**

**AzMERIT**  
SPRING 2015

**Maria A. Doe**  
ABC School (123654)  
ABC District (987456)

**Grade 5 Math Assessment**

**About This Assessment**

Maria took the AzMERIT Grade 5 Math assessment in spring 2015. The questions in this assessment measure the knowledge and skills taught in this grade and subject area.

Maria's score shows how well she understands Grade 5 Math content. A student who scores **Proficient** or **Highly Proficient** on AzMERIT is likely to be ready for the next grade level of Math.

**About This Report**

**Front:**

- Maria's overall score for this assessment includes a numeric score and a proficiency level.
- Her numeric score can be compared with the school, district, and state averages.
- The proficiency level indicates how well students understand current grade level material and how likely they are to be ready for the next grade.

**Back:**

- Maria's level of mastery is shown for each scoring category.
- Scoring categories represent specific knowledge and skills included in this assessment.
- There is a detailed description of the mastery level for each scoring category.

**Maria's Performance on the Math Assessment**

Score	Proficiency Level	Description
3635 - 3688	Highly Proficient	Advanced understanding. Highly likely to be ready
3595 - 3635	Proficient	Strong understanding, likely to be ready
3553 - 3595	Partially Proficient	Partial understanding, likely to need support to be ready
3478 - 3553	Minimally Proficient	Minimal understanding. Highly likely to need support to be ready

**Maria's score is Partially Proficient.**

She shows a **partial** understanding of the expectations for her tested grade. She is likely to need support to be ready for math in the next grade.

Maria's score in Math is 3588, which is Partially Proficient.

**1**

**2**

AZED.GOV

ARIZONA DEPARTMENT OF EDUCATION

Spring 2015 000001

## 1 Barrel Chart

This "barrel chart" shows the range of scores and the four performance levels possible on this test. Your student's numeric score is shown along with the averages for your student's school, district, and the state of Arizona.

## 2 Performance Levels

Your student's performance level is identified in this box. There are four performance levels that describe the general skills and abilities for students who take the AzMERIT. Students who score in the "Proficient" or "Highly Proficient" range are likely to be ready for the next grade or course. Students who score in the "Partially Proficient" or "Minimally Proficient" range are likely to need support to be ready for the next grade or course.



## Legend: Scoring Categories

⚠ Below Mastery    ✓ At/Near Mastery    + Above Mastery

3

## Math Scoring Categories

## Numbers and Operations in Base Ten and Algebraic Thinking

+

Maria performed **above mastery** in Numbers and Operations in Base Ten and Algebraic Thinking.

## What was assessed?

Students read, write, round, and compare decimals to thousandths. They add, subtract, multiply, or divide decimals to hundredths. They write and find the value of numerical expressions and use given rules to create patterns. Students can find relationships between two patterns and graph ordered pairs. They can multiply multidigit numbers. They solve, represent, and explain four-digit by two-digit division problems using place value, multiplication, equations, or arrays.

## What do these results mean?

Your student almost always multiplies multidigit numbers fluently; solves four-digit by two-digit division problems and explains strategies using equations, arrays, or area models; explains patterns related to the number of zeros in an answer when multiplying and dividing numbers by powers of ten; adds, subtracts, multiplies, and divides decimals to the hundredths; and creates two patterns using given rules, finds relationships between the patterns, and graphs the patterns.

## Numbers and Operations - Fractions

4

✓

Maria performed **at or near mastery** in Numbers and Operations - Fractions.

## What was assessed?

Students add and subtract fractions with different denominators (bottom number), including mixed numbers. They multiply fractions, including proper, improper, and mixed numbers, and solve division word problems with fractions or mixed numbers as answers. Students create and use models to explain multiplication and division story problems with fractions. They find the area of rectangles with side lengths that include fractions, by using unit squares or multiplying.

## What do these results mean?

Your student often solves fraction word problems with different denominators (bottom number); solves division word problems with fractions for answers; creates and uses models to explain story problems for multiplication and division fraction problems; uses the relationship between multiplication and division to divide unit fractions ( $\frac{1}{n}$  as the numerator, or top number) and whole numbers by each other; and finds the area of rectangles with side lengths that include fractions.

## Measurement, Data, and Geometry

⚠

Maria performed **below mastery** in Measurement, Data, and Geometry.

## What was assessed?

Students convert measurements within the same system (like metric) and use conversions to solve multistep, real-world problems. They find the volume of solid figures using unit cubes, multiplication, and formulas. They plot ordered pairs on a graph and use graphs to solve problems. They understand that properties create categories and subcategories of flat shapes and can name flat shapes based on properties (number of sides, parallel, perpendicular, types of angles).

## What do these results mean?

Your student may have trouble understanding that volume is a property of solid figures and can be measured using unit cubes; relating volume to multiplication; and breaking apart solid figures into rectangular prisms, finding the volume of each, and using addition to find the volume of the entire solid figure. Your student may have trouble converting measurements within the same system; making line plots; graphing ordered pairs; and naming flat shapes based on properties.

For more information about AzMERIT, go to [azmeritportal.org](http://azmeritportal.org).

### 3 Scoring Categories

Each test has three or more scoring categories that describe the content in different parts of the test.

### 4 Mastery Levels

Your student's ability level for each of these scoring categories is indicated. Students with the symbol **+** or **✓** show a good understanding of the content covered in this scoring category. Students with the symbol **⚠** likely need more support with the content covered in this scoring category.

### 5 What Was Assessed?

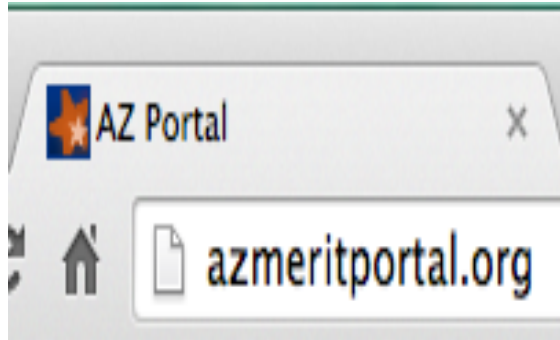
This short paragraph describes what type of content is covered in this scoring category.

### 6 What Do These Results Mean?

This short paragraph describes your student's understanding of the content in this scoring category based on his or her ability level.

*For more information about your student's academic performance, contact your student's teacher or school.*





# AzMERIT

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics



**Students &  
Families**



**Educators &  
Test  
Administrators**



**Test  
Coordinators**



**Technology  
Resources**



**Educator & Test  
Administrator Resources**



**TIDE**



**Online Reporting  
System**



**Administer  
Sample Tests**



**Test Administrator  
Certification**




**Administer  
Fall 2015  
AzMERIT Tests**


# Welcome to the Online Reporting System

What are you interested in viewing?

To view Participation Reports, click here:

 **Plan and Manage Testing**

To view Score Reports, click here:

 **Home**

## Home Page Dashboard

Select Test and Year

Test:

AzMERIT ↕

Administration:

Spring 2015 ↕

Click on a grade and subject to view more information.

## Number of Students Tested and Percentage of Students Passing for Spring 2015

### ELA

Grade	Number of Students Tested	Percent Passing
Grade 3	78	37%
Grade 4	69	33%
Grade 5	58	28%
Grade 6	62	35%
Grade 7	69	28%
Grade 8	82	34%
Grade 9	116	42%
Grade 10	109	37%
Grade 11	51	67%

### Math

Grade	Number of Students Tested	Percent Passing
Grade 3	79	34%
Grade 4	71	25%
Grade 5	59	49%
Grade 6	62	26%
Grade 7	70	31%
Grade 8	83	24%
Algebra I	106	44%
Geometry	24	13%
Algebra II	49	20%



# AzMERIT

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

## Scoring

### **Will the scores on the new test be the same as AIMS?**

AIMS had four score levels: Falls Far Below, Approaches, Meets, and Exceeds. Meets and Exceeds were passing scores.

The number of score levels for AzMERIT and what they will be called is still under discussion. We expect AzMERIT will have at least two passing score levels.

### **What did passing the AIMS test mean?**

The AIMS test was based on the old Arizona State Standards. Students who passed the AIMS test showed that they met a minimum expectation for that grade. A passing score on AIMS did not mean a student was on track for college or career upon graduation.

### **What will passing AzMERIT mean?**

AzMERIT is based on Arizona's College and Career Ready Standards. Students who pass AzMERIT will show that they meet a higher expectation for that grade. A passing score on AzMERIT will mean a student is on track for college or career upon graduation.

### **What impact will the new test have on student scores?**

Raised expectations mean that there may be a decline in the number of students passing AzMERIT. A lower score on AzMERIT does not necessarily mean that a student is performing below average in school. It also does not mean that teachers are doing a poor job of teaching. It is more likely the result of higher expectations for a passing score.

As we saw with AIMS, we expect that the scores on AzMERIT will increase over time.

### **Will AzMERIT scores be comparable to scores in other states?**

Yes. States measure achievement differently, so direct comparisons of test scores are not appropriate. AzMERIT does provide links to other tests to support comparisons of student achievement levels. Achievement levels on AzMERIT will be comparable with Utah, Florida, and states in the Smarter Balanced Consortium.

# Home Page Dashboard

## Select Test and Year

Test:

AzMERIT

Administration:

Spring 2015



Click on a grade and subject to view more information.

## Number of Students Tested and Percentage of Students Passing for Spring 2015 for Sedona-Oak Creek JUSD #9,

### ELA

Grade	Number of Students Tested	Percent Passing
Grade 3	78	37%
Grade 4	69	33%
Grade 5	58	28%
Grade 6	62	35%
Grade 7	69	28%
Grade 8	82	34%
Grade 9	116	42%
Grade 10	109	37%
Grade 11	51	67%

### Math

Grade	Number of Students Tested	Percent Passing
Grade 3	79	34%
Grade 4	71	25%
Grade 5	59	49%
Grade 6	62	26%
Grade 7	70	31%
Grade 8	83	24%
Algebra I	106	44%
Geometry	24	13%
Algebra II	49	20%

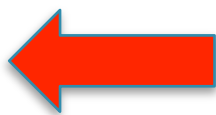
## Subject Detail Report

How did my students perform overall in ELA?

Test: Grade 3 ELA

Year: Spring 2015

Name: Sedona-Oak Creek JUSD #9



### Legend: Performance Levels

Minimally Proficient Partially Proficient Proficient Highly Proficient

## Average Scale Score, Percent Passing, and Percentage in Each Performance Level AzMERIT ELA Grade 3 Test for Students in Sedona-Oak Creek JUSD #9

Breakdown By:

ALL

Comparison: ON

Name	Student Count	Average Scale Score	Percent Passing	Percent in Each Performance Level
Arizona	86403	2501	40	44 16 29 10
Sedona-Oak Creek JUSD #9 (4467)	78	2499	37	47 15 22 15
Big Park Community School (4467_6084)	45	2511	51	36 13 24 27
West Sedona Elementary School (4467_6083)	33	2482	18	64 18 18



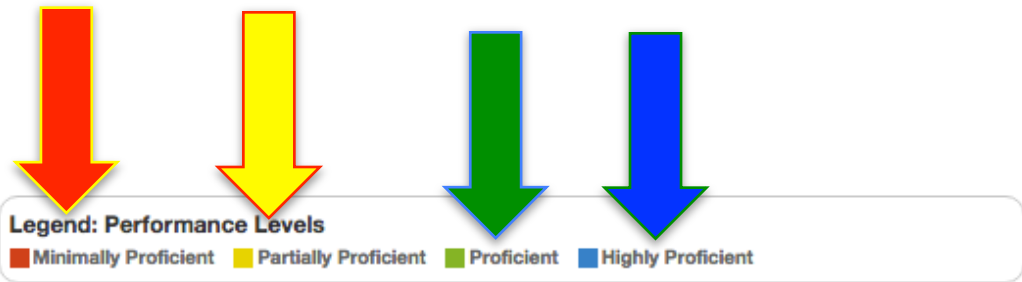
# Subject Detail Report

How did my students perform overall in ELA?

Test: Grade 3 ELA

Year: Spring 2015

Name: Sedona-Oak Creek JUSD #9



## Average Scale Score, Percent Passing, and Percentage in Each Performance Level AzMERIT ELA Grade 3 Test for Students in Sedona-Oak Creek JUSD #9

Breakdown By:  Comparison:

Name	Grouping	Student Count	Average Scale Score	Percent Passing	Percent in Each Performance Level
Arizona	ALL	86403	2501	40	44 16 29 10
Arizona	American Indian - Alaska Native	4870	2485	17	68 15 15 2
Arizona	Asian	2334	2518	65	21 14 42 23
Arizona	Black - African American	4352	2491	27	57 16 23 4
Arizona	Hispanic or Latino	38563	2492	28	55 17 23 5
Arizona	Multi-Racial	2433	2508	49	34 16 36 14
Arizona	Unknown	908	2492	29	55 16 23 6
Arizona	White	32943	2512	56	28 16 38 18

## Average Scale Score, Percent Passing, and Percentage in Each Performance Level

### AzMERIT ELA Grade 3 Test for Students in Sedona-Oak Creek JUSD #9

Breakdown By: Ethnicity Comparison: ON

Name	Grouping	Student Count	Average Scale Score	Percent Passing	Percent in Each Performance Level
Sedona-Oak Creek JUSD #9 (4467)	ALL	78	2499	37	47 15 22 15
Sedona-Oak Creek JUSD #9 (4467)	Asian	2	2516	50	50 50
Sedona-Oak Creek JUSD #9 (4467)	Black - African American	1	2462	0	100
Sedona-Oak Creek JUSD #9 (4467)	Hispanic or Latino	42	2486	21	62 17 17 5
Sedona-Oak Creek JUSD #9 (4467)	Multi-Racial	4	2526	75	25 25 50
Sedona-Oak Creek JUSD #9 (4467)	Unknown	1	2516	100	100
Sedona-Oak Creek JUSD #9 (4467)	White	28	2515	54	32 14 25 29

## Average Scale Score, Percent Passing, and Percentage in Each Performance Level

### AzMERIT ELA Grade 3 Test for Students in Sedona-Oak Creek JUSD #9

Breakdown By: Ethnicity Comparison: ON

Name	Grouping	Student Count	Average Scale Score	Percent Passing	Percent in Each Performance Level
Big Park Community School (4467_6084)	ALL	45	2511	51	
Big Park Community School (4467_6084)	Asian	2	2516	50	
Big Park Community School (4467_6084)	Black - African American	1	2462	0	
Big Park Community School (4467_6084)	Hispanic or Latino	14	2498	36	
Big Park Community School (4467_6084)	Multi-Racial	4	2526	75	
Big Park Community School (4467_6084)	Unknown	1	2516	100	
Big Park Community School (4467_6084)	White	23	2518	57	
West Sedona Elementary School (4467_6083)	ALL	33	2482	18	
West Sedona Elementary School (4467_6083)	Hispanic or Latino	28	2479	14	
West Sedona Elementary School (4467_6083)	White	5	2501	40	



## 2015 Statewide AzMERIT/NCSC Passing and Proficiency Rates for All Students

Mathematics

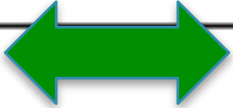


Test Level	% Passing	% Performance Level 1	% Performance Level 2	% Performance Level 3	% Performance Level 4
Grade 3	42	27	31	29	13
Grade 4	42	29	29	32	10
Grade 5	40	29	31	28	12
Grade 6	33	37	30	22	11
Grade 7	31	47	22	18	13
Grade 8	34	41	25	20	14
Algebra I	32	45	23	23	9
Algebra II	30	46	25	23	7
Geometry	30	42	27	25	6

English Language Arts



Test Level	% Passing	% Performance Level 1	% Performance Level 2	% Performance Level 3	% Performance Level 4
Grade 3	40	43	16	30	11
Grade 4	42	41	17	36	6
Grade 5	32	36	31	28	4
Grade 6	36	39	25	32	4
Grade 7	33	42	25	29	5
Grade 8	35	39	26	27	8
Grade 9	26	44	29	22	5
Grade 10	32	47	21	22	10
Grade 11	30	51	19	20	11



Sedona-Oak Creek AzMERIT-ELA			Average Scale Scores	AZMerit Passed	AIMS Passed	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Location	# Valid Tests 2015	Grade	2015	2015	2014	2015	2015	2015	2015
State	86403	3	2501	40	78	44	16	29	10
District	78	3	2499	37	64	47	15	22	15
Big Park	45	3	2511	51	83	36	13	24	27
West Sedona	33	3	2482	18	40	64	18	18	0
State	85270	4	2514	41	75	42	17	36	5
District	69	4	2508	33	70	52	14	30	3
Big Park	40	4	2519	48	85	38	15	43	5
West Sedona	29	4	2493	14	58	72	14	14	0
State	84908	5	2528	32	80	37	31	28	4
District	58	5	2529	28	69	33	40	21	7
Big Park	26	5	2531	27	82	31	42	19	8
West Sedona	32	5	2527	28	57	34	38	22	6
State	84515	6	2541	36	80	39	25	32	4
District	62	6	2537	35	79	45	19	34	2
Big Park	28	6	2540	39	86	43	18	36	4
West Sedona	34	6	2535	32	75	47	21	32	0
State	82735	7	2547	33	86	42	25	28	5
District	69	7	2544	28	90	49	23	23	4
Big Park	31	7	2552	39	91	39	23	32	6
West Sedona	38	7	2538	18	89	58	24	16	3
State	82933	8	2559	34	70	40	26	27	7
District	82	8	2558	34	72	45	21	30	4
Big Park	42	8	2561	38	74	43	19	33	5
West Sedona	40	8	2556	30	71	48	23	28	3
State	77211	9	2559	26	*	45	29	21	5
District	116	9	2568	42	*	25	33	34	9
Red Rock Ac	3	9	2547	0	*	67	33	0	0
Red Rock HS	113	9	2569	43	*	24	33	35	9
State	69008	10	2568	32	*85	47	21	22	9
District	109	10	2572	37	*88	46	17	21	16
Red Rock Ac	5	10	2548	0	*	100	0	0	0
Red Rock HS	104	10	2573	38	*93	43	18	22	16
State	57567	11	2569	30	*	51	19	19	10
District	51	11	2586	67	*	25	8	39	27
Red Rock Ac	4	11	2562	0	*	75	25	0	0
Red Rock HS	47	11	2688	72	*	21	6	43	30



\* = Only 1 'Reading' test for AIMS

<u>Sedona-Oak Creek AzMERIT-Math</u>			Average Scale Scores	AZMerit Passed	AIMS Passed	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Location	# Valid Tests 2015	Grade	2015	2015	2014	2015	2015	2015	2015
State	86874	3	3521	41	69	28	31	28	13
District	79	3	3519	34	44	24	42	27	8
Big Park	45	3	3531	44	74	9	47	31	13
West Sedona	34	3	3502	21	8	44	35	21	0
State	85750	4	3552	41	61	30	29	31	10
District	71	4	3539	25	49	41	34	17	8
Big Park	40	4	3553	38	54	25	38	23	15
West Sedona	31	4	3520	10	45	61	29	10	0
State	85201	5	3585	39	62	29	31	28	12
District	59	5	3590	49	55	19	32	36	14
Big Park	26	5	3599	62	65	12	27	38	23
West Sedona	33	5	3582	39	46	24	36	33	6
State	84813	6	3615	32	61	38	30	22	11
District	62	6	3612	26	51	50	24	10	16
Big Park	28	6	3617	32	64	39	29	14	18
West Sedona	34	6	3608	21	43	59	21	6	15
State	83506	7	3632	30	64	48	22	18	13
District	70	7	3633	31	62	49	20	19	13
Big Park	31	7	3654	55	72	16	29	29	26
West Sedona	39	7	3617	13	51	74	13	10	3
State	83302	8	3660	33	59	42	25	20	13
District	83	8	3655	24	59	46	30	19	5
Big Park	42	8	3667	40	77	31	29	31	10
West Sedona	41	8	3642	7	43	61	32	7	0
State	81983	Alg 1	3669	32	*	45	23	23	9
District	106	Alg 1	3681	44	*	24	32	35	9
Red Rock Ac.	6	Alg 1	3632	0	*	100	0	0	0
Red Rock HS	100	Alg 1	3684	47	*	19	34	37	10
State	68122	Geometry	3682	30	*	43	27	24	6
District	24	Geometry	3676	13	*	42	46	13	0
Red Rock Ac.	3	Geometry	3652	0	*	100	0	0	0
Red Rock HS	21	Geometry	3680	14	*	33	52	14	0
State	57253	Alg 2	3693	30	*63	46	24	23	7
District	49	Alg 2	3688	20	*65	47	33	16	4
Red Rock Ac.	4	Alg 2	3641	0	*	100	0	0	0
Red Rock HS	45	Alg 2	3692	22	*70	42	36	18	4

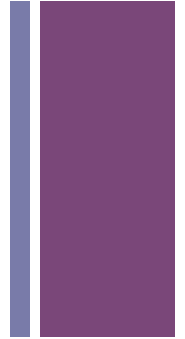
\* = Only 1 'Math' test for AIMS



+ Finance / Technology  
Update

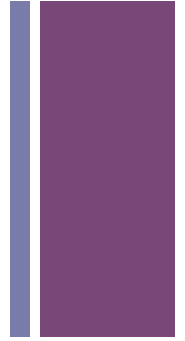
January 12, 2016

# + New Computers / Tech Equipment at the schools



- Each School received 40 new computers.
- Smart Board replacements
- Printers
- Forest Fee Management Association- new year funds \$102,000
- In combination with prior year forest fees dollars
- \$150,000 expended on needed technology upgrades

# + Metro Optical Ethernet Project



- Fiber installation at all sites.
- Increased bandwidth
- \$62,000 one time installation charge- Erate Reimburse 70%
- Century Link is covering the costs to trench the closest current Fiber to our site property lines.
- Century Link will provide additional \$13K per site for construction costs to bring Fiber from property line into school building.
- Any additional costs to run lines from road to school building, that exceed the \$13K per site will be charged to the District. Estimated - \$70K
- Requesting approval from the Governing Board to authorize using Bond proceeds from the 2009 issuance.