COCONINO COMMUNITY

EDUCATION REPORT 2013

ASR

Helios Education Foundation

COCONINO COUNTY ARIZONA
SUPERINTENDENT OF SCHOOLS

United Way
United Way of Northern Arizona

TABLE OF CONTENTS

Advisory Committee Members

Elizabeth Archuleta
Coconino County Board of Supervisors

Kerry Blume
United Way of Northern Arizona

Leah Bornstein
Coconino Community College

Richard Bowen
Economic Collaborative of Northern Arizona

Susan Brutschy
Applied Survey Research

Kevin Burke
City of Flagstaff

Pearl Chang Esau
Expect More Arizona

Laura Connery
Applied Survey Research

Gypsy Denzine
Northern Arizona University

Julianne Hartzell
Coconino Coalition for Children & Youth

Barbara Hickman
Flagstaff Unified School District

Ken Ithiphol
Applied Survey Research

Daniel Kain
Northern Arizona University

Robert Kelty
Coconino County Superintendent of Schools

Ellen Majure
First Things First Coconino Regional Partnership Council

Bob Millis
Flagstaff Forty

John Sininger
United Way of Northern Arizona

Laura Spiegel
United Way of Northern Arizona

Virginia Turner
First Things First Northeast Region

Stacy Zanzucchi
Coconino High School

Participating Coconino County School Districts & Charter Schools

BASIS Flagstaff
Flagstaff Arts and Leadership Academy
Flagstaff Junior Academy
Flagstaff Unified School District
Fredonia-Moccasin Unified School District
Grand Canyon Unified School District
Maine Consolidated School District
Montessori Charter School of Flagstaff
Mountain School
Northland Preparatory Academy
Page Unified School District
The PEAK School
Pine Forest School
The STAR School
Williams Unified School District

The Research Team at Applied Survey Research

Applied Survey Research (ASR) is a nonprofit, social research firm dedicated to helping people build better communities. The firm was founded in 1980 on the principle that community improvement and program success are closely tied to needs assessment results, action planning, and evaluation.

Applied Survey Research
www.appliedsurveyresearch.org
Southern California Office: 3628 Lynoak Dr, Ste 102 | Claremont, CA 91711 | 909.267.9332
Bay Area Office: 1871 The Alameda, Ste 180 | San Jose, CA 95126 | 408.247.8319
Central Coast Office: 55 Brennan St | Watsonville, CA 95076 | 831.728.1356

To the Citizens of Coconino County,

The Coconino County Community Education Report was commissioned by a number of educational allies with one hope in mind: To bring all community partners to the same table with the goal of collaborative action toward educational excellence. Collective impact is the means and the end. In Coconino County, education runs on equal ground with economic development, community vitality, and civic participation, and efforts to have all schools on a world-class level will take collective community effort. This report is the first step at creating this effort.

The Coconino County Superintendent of Schools Office and the United Way of Northern Arizona (UWNA) originally initiated the Education Report. The UWNA's mission to improve education, income, and health in the northern Arizona region guides its strong record in developing educational programs to support school readiness. The Coconino County Superintendent of Schools Office is committed to improving educational outcomes for all students with the aim of building and supporting exemplary, transformative educational models. Combined with Applied Survey Research's history in data collection and guiding community impact efforts, these organizations committed to make the report a reality.

United Way acted as the fiscal agent and convener for numerous groups to ensure community input in the study's design. These groups included Expect More Arizona, the Economic Collaborative of Northern Arizona (ECONA), the Coconino Coalition for Children and Youth (CCCY), the Northern Arizona University (NAU), the Flagstaff Unified School District (FUSD), Coconino County, the City of Flagstaff, Flagstaff Forty, and First Things First. The County Schools Office, with support from the Governor's Office of Education Innovation, worked with and represented all Flagstaff charter and public schools, the Page Unified School District, Grand Canyon Unified School District, Fredonia-Moccasin Unified School District, Williams Unified School District, and the Maine Consolidated School District.

With the report completed, the work to support world-class education begins. Educational improvement is not a trend; it is a community value. We thank all supporters of the Community Education Report, the district and school staff who aided in data collection, and Applied Survey Research for their commitment to educational improvement both in leading the conversation and for their numerous in-kind contributions. We sincerely appreciate Helios Education Foundation, United Way of Northern Arizona, and the Coconino County Superintendent of Schools Office for the financial support that made the work possible.

We hope this report is the first step of many in creating exemplary educational opportunities for all Coconino County children and establishes Coconino County as a leader in education and community improvement efforts.

Sincerely,

Robert Kelty
Coconino County Superintendent of Schools

Kerry Blume
President & CEO, United Way of Northern Arizona

Project Overview

The 2013 Coconino Community Education Report provides a comprehensive education profile of the Coconino community. It is a compilation of data about the education of Coconino County students.

The primary goals of the 2013 Coconino Community Education Report are to:

- Assess educational status, trends, groups, and areas with special opportunities and challenges
- Inform and engage stakeholders and community members to promote collaborative action and incite community change
- Identify data that are useful for policy and advocacy work
- Improve the lives of children in the Coconino community

Using a collaborative research process, Applied Survey Research (ASR) worked with the Advisory Committee to identify key areas of interest, and collected and analyzed data for the prioritized indicators. These data and analyses are included in this report.

Coconino County is a remote, mostly rural region in Northern Arizona. The Advisory Committee chose to divide the County into four smaller geographic areas or community hubs, each with its own identifying characteristics. In this report, hub-level data are presented for three of these hubs. The following table shows the 15 school districts and charter schools that comprise the three community hubs. Data for hub 4, which consists of Tuba City Unified School District, are not included this report. The Coconino County Schools Office aims to have a separate report for the Tuba City hub in the near future, which will include public, federal, grant, and charter schools in the region.

Data for Coconino County are also included in this report, which represent countywide data (i.e., includes all community hubs and does not exclude the Tuba City hub unless otherwise noted).

SCHOOL DISTRICTS AND CHARTER SCHOOLS INCLUDED IN THIS REPORT

School District / Charter School	Grade Levels
HUB 1: GREATER FLAGSTAFF	
BASIS Flagstaff	5-10
Flagstaff Arts and Leadership Academy	7-12
Flagstaff Junior Academy	K-8
Flagstaff Unified School District	PRE-12
Montessori Charter School of Flagstaff	K-8
Mountain School	K-6
Northland Preparatory Academy	6-12
The PEAK School	K-8
Pine Forest School	K-8
The STAR School	K-8

School District / Charter School	Grade Levels
HUB 2: GRAND CANYON, PARKS & WILLIAMS	
Grand Canyon Unified School District	K-12
Maine Consolidated School District	PRE-8
Williams Unified School District	PRE-12
HUB 3: PAGE & FREDONIA	
Fredonia-Moccasin Unified School District	PRE-12
Page Unified School District	PRE-12

The following section provides a demographic and education snapshot of the Coconino community and a summary of key findings.

Legend

Icon	Description
	Indicates data moving in a positive direction
	Indicates data moving in a negative direction
NA	Indicates data are not available

Icon	Description
↑	Indicates data moving in an upward direction over a five-year period
↓	Indicates data moving in a downward direction over a five-year period
↔	Indicates data remaining constant over a five-year period

Snapshot of the Coconino Community

Icon	Indicator	Measurement	Data	Year	Five-Year Trend
DEMOGRAPHICS					
	Population	Coconino County	134,511	2011	↑
	Overall Poverty	Percent of population whose income in past 12 months fell below the poverty threshold, Coconino County	22%	2011	↑
	Child Poverty	Percent of population 5-17 years whose family income in past 12 months fell below the poverty threshold, Coconino County	28%	2011	↑
EDUCATION					
	Kindergarten Readiness	Percent of children ready for kindergarten, Coconino County	47%	2012	NA
	School Enrollment	Coconino County	18,350	2011-12	↓
	3rd Grade Reading Scores	Percent of 3rd grade students meeting or exceeding reading standards (AIMS), Coconino County	68%	2012	↑
	3rd Grade Math Scores	Percent of 3rd grade students meeting or exceeding math standards (AIMS), Coconino County	65%	2012	↔

Icon	Indicator	Measurement	Data	Year	Five-Year Trend
	8th Grade Reading Scores	Percent of 8th grade students meeting or exceeding reading standards (AIMS), Coconino County	67%	2012	↑
	8th Grade Math Scores	Percent of 8th grade students meeting or exceeding math standards (AIMS), Coconino County	52%	2012	↓
	High School Graduation Rates	Four-year High School graduation rate, Coconino County	76%	2010-11	↑
	Dropout Rates	Middle and High School dropout rate, Coconino County	4%	2011-12	↔
	College Enrollment	Coconino Community College	6,619	2011-12	↑ (Recent trend ↓)
	College Enrollment	Northern Arizona University	26,002	2012	↑

Snapshot of the Coconino Community by Hub

Indicator	Measurement	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia
DEMOGRAPHICS				
Population	Five-year estimates, 2007-11	92,595	7,518	15,959
Overall Poverty	Percent of population whose income in past 12 months fell below the poverty threshold, 2011	18%	18%	20%
Child Poverty	Percent eligible for Free and Reduced Cost Lunch, 2011-12	44%	60%	68%
Homeless Students	Number of homeless students, 2012	514	157	120
EDUCATION				
School Enrollment	2011-12	12,007	1,074	3,293
English Language Learners	2011-12	4%	2%	4%
3rd Grade Reading Scores	Percent of 3rd grade students meeting or exceeding reading standards (AIMS), 2012	73%	76%	54%
3rd Grade Math Scores	Percent of 3rd grade students meeting or exceeding math standards (AIMS), 2012	70%	63%	54%
8th Grade Reading Scores	Percent of 8th grade students meeting or exceeding reading standards (AIMS), 2012	70%	67%	59%

Indicator	Measurement	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia
8th Grade Math Scores	Percent of 8th grade students meeting or exceeding math standards (AIMS), 2012	56%	51%	42%
High School Graduation Rates	Four year High School graduation rate, 2010-11	84%	85%	75%
Dropout Rates	Middle and High School dropout rate, 2010-11	4%	2%	2%

Summary of Key Findings about the Coconino Community

DEMOGRAPHICS

Our Population

- Coconino County had a population of 134,511 in 2011.
- 55% of residents in Coconino County were White, 27% were American Indian, and 14% were Hispanic/Latino in 2011.
- Over half (54%) of residents in the Page & Fredonia hub were American Indian, as compared to 12% in the Greater Flagstaff hub, and 6% in the Grand Canyon, Parks & Williams hub. The Grand Canyon hub had the highest percentage of Hispanics/Latinos with 25%, followed by the Greater Flagstaff hub with 16%.
- In Coconino County, 75% of the population 5 years and older spoke English at home, and 25% spoke a language other than English at home in 2011.

Economic Well-being

- 22% of Coconino County's population had an income in the past 12 months that was below the poverty threshold in 2011. Families with children under 18 in the county had even higher levels of poverty at 28%.
- The hub with the highest poverty rate overall in the past 12 months was Page & Fredonia (20%), followed by Greater Flagstaff (18%) and Grand Canyon, Parks & Williams (18%), according to 2007-11 census data.
- Over half of all students in Coconino County were enrolled in the Free and Reduced Cost Lunch program during the 2011-12 school year, including 68% of students in the Page & Fredonia hub, 60% in the Grand Canyon, Parks & Williams hub, and 44% in the Greater Flagstaff hub.

EDUCATION

School Enrollment

- There were about 18,350 students (preschool through 12th grade) enrolled in Coconino County schools in 2011-12. Most of these students were in the Greater Flagstaff hub (12,007), followed by Page & Fredonia (3,293) and Grand Canyon, Parks & Williams (1,074).
- The race/ethnic composition of students enrolled in school matched the race/ethnic trends of Coconino County's general population, with the top two race/ethnic groups being White and American Indian. Whites comprised 42% of the student population during the 2011-12 school year, compared to 55% of the County's general population in 2011. American Indian students represented 36% of the student population in Coconino County, as compared to 27% of the general population.

Kindergarten Readiness

- Nearly half (47%) of all students countywide were ready for kindergarten according to a kindergarten readiness assessment conducted in 2012.
- Kindergarten students' scores were highest in the Self-Care & Motor Skills area, followed by Social Expression and Kindergarten Academics. Kindergarten students had the greatest room to grow in the Self-Regulation area.
- Children in low-income families were significantly less prepared for kindergarten.

Test Scores

- Two-thirds of students in Coconino County (68%) met or exceeded third grade reading standards in 2012, with the highest percentage in the Grand Canyon, Parks & Williams hub (76%), followed by the Greater Flagstaff hub (73%) and the Page & Fredonia hub (54%).
- 8th grade math scores declined from 61% of 8th graders meeting or exceeding the standards in 2008, to 52% in 2012 in the county. The highest percentage was in the Greater Flagstaff hub (56%), followed by the Grand Canyon, Parks & Williams hub (51%) and the Page & Fredonia hub (42%).

Homeless Students

- There were 785 homeless students in the county in 2012 (excluding hub 4), which included an 11% increase in homeless students in the Page & Fredonia hub, an 8% increase in the Greater Flagstaff hub, and an 8% increase in the Grand Canyon, Parks & Williams hub since 2010.

High School Graduation Rates

- The Grand Canyon, Parks & Williams hub had the highest rate of high school graduation in 2010-11 with 85% of students graduating, followed by the Greater Flagstaff hub with 84% and the Page & Fredonia hub with 75%.

College Enrollment

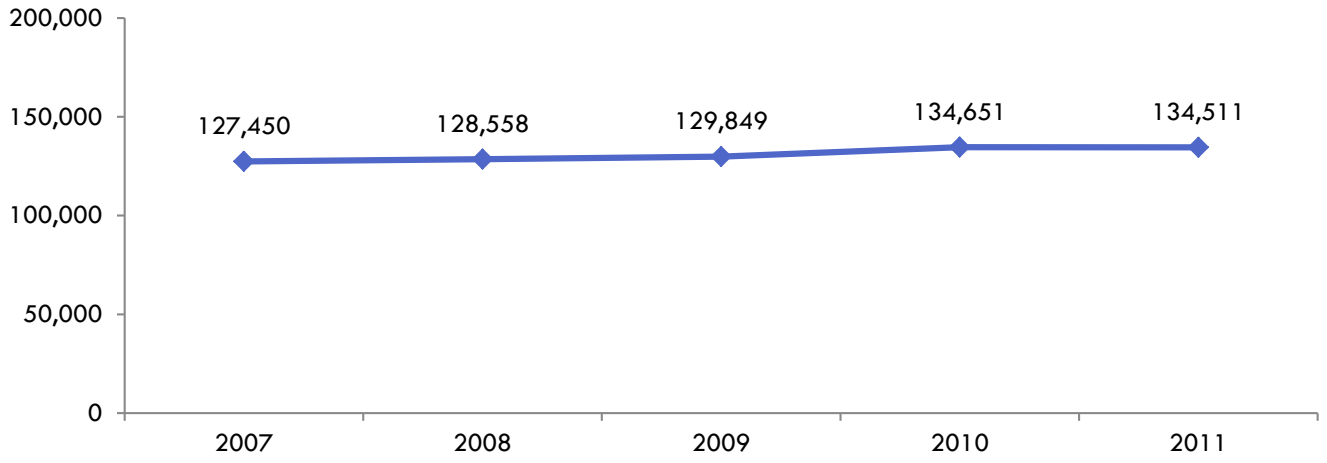
- Coconino Community College enrollment numbers recently started dropping from 7,319 students in 2009-10 to 6,619 in 2011-12.
- Northern Arizona University enrollment numbers consistently rose from 22,507 in fall 2008 to 26,002 in fall 2012.

DEMOGRAPHICS

Population Estimates

Knowledge of the demographic distribution of Coconino County and Arizona helps us to understand the social, economic, and political structures needed to support the population. The total population for Coconino County has increased by 6% since 2007, up to 134,511 people in 2011. The Greater Flagstaff hub accounts for the majority of the county's population, with 92,595 residents, according to the 2007-11 five-year census population estimates.

Figure 1: Total Population, Coconino County



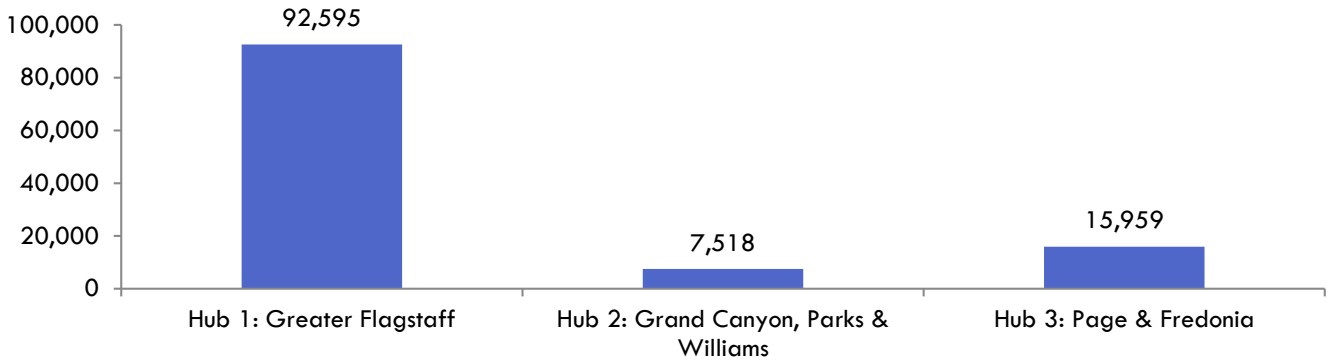
Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 2: Total Population

	2007	2008	2009	2010	2011	2007-11 % Change
Coconino County	**127,450**	**128,558**	**129,849**	**134,651**	**134,511**	**+5.5%**
Arizona	6,338,755	6,500,180	6,595,778	6,413,737	6,482,505	+2.3%

Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 3: Total Population by Hub, Coconino County, 2007-11 Five-Year Estimates



Source: United States Census Bureau. 2007-11 American Community Survey.
Notes:
- The sum of these hub figures does not equal the county total as this chart does not represent the entire county.

Figure 4: Age Distribution, Coconino County

Age Group	2007	2008	2009	2010	2011	2007-11 Net Change
Under 5 years	7.5%	7.9%	7.6%	6.6%	6.8%	-0.7
5-19 years	21.6%	21.4%	22.6%	22.9%	23.5%	+1.9
20-34 years	24.9%	24.0%	26.1%	25.1%	24.5%	-0.4
35-59 years	33.0%	34.1%	30.8%	31.9%	30.6%	-2.4
60-74 years	10.1%	9.7%	9.8%	10.0%	11.1%	+1.0
75 years and older	2.9%	2.9%	3.2%	3.4%	3.6%	+0.7
Median age	31.9	31.7	29.0	31.7	31.2	-0.7

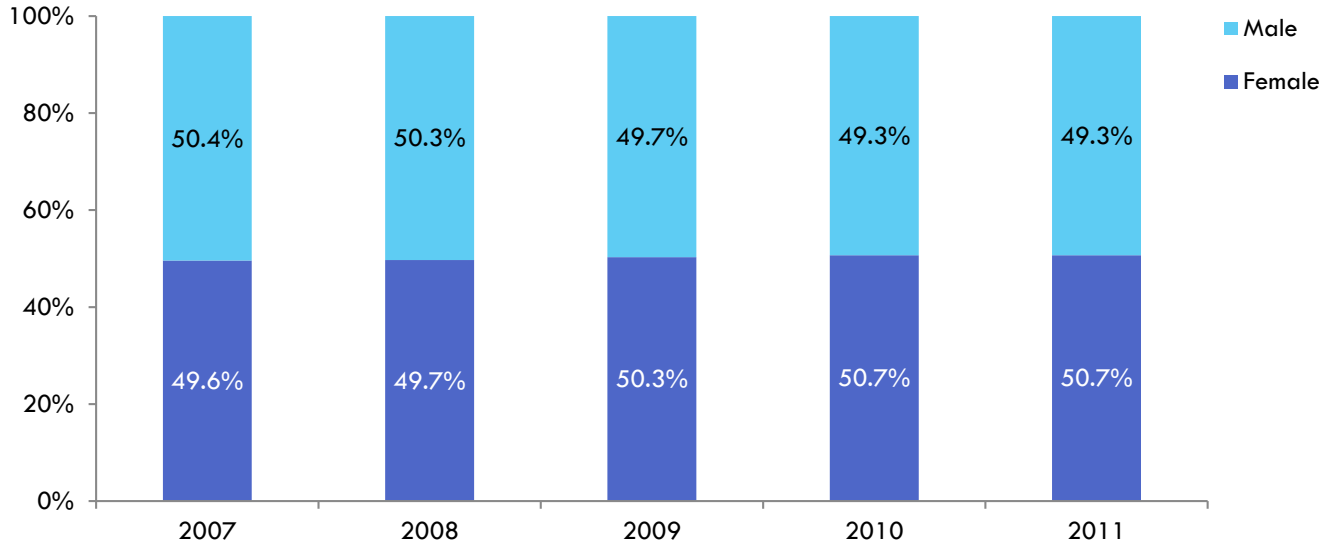
Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 5: Age Distribution by Hub, Coconino County, 2007-11 Five-Year Estimates

Age Group	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia
Under 5 years	6.3%	5.9%	8.6%
5-19 years	22.2%	17.7%	26.6%
20-34 years	28.0%	15.9%	19.5%
35-59 years	31.1%	39.2%	31.8%
60-74 years	9.4%	17.4%	10.4%
75 years and older	3.0%	3.9%	3.1%
Median age	29.9	43.7	33.2

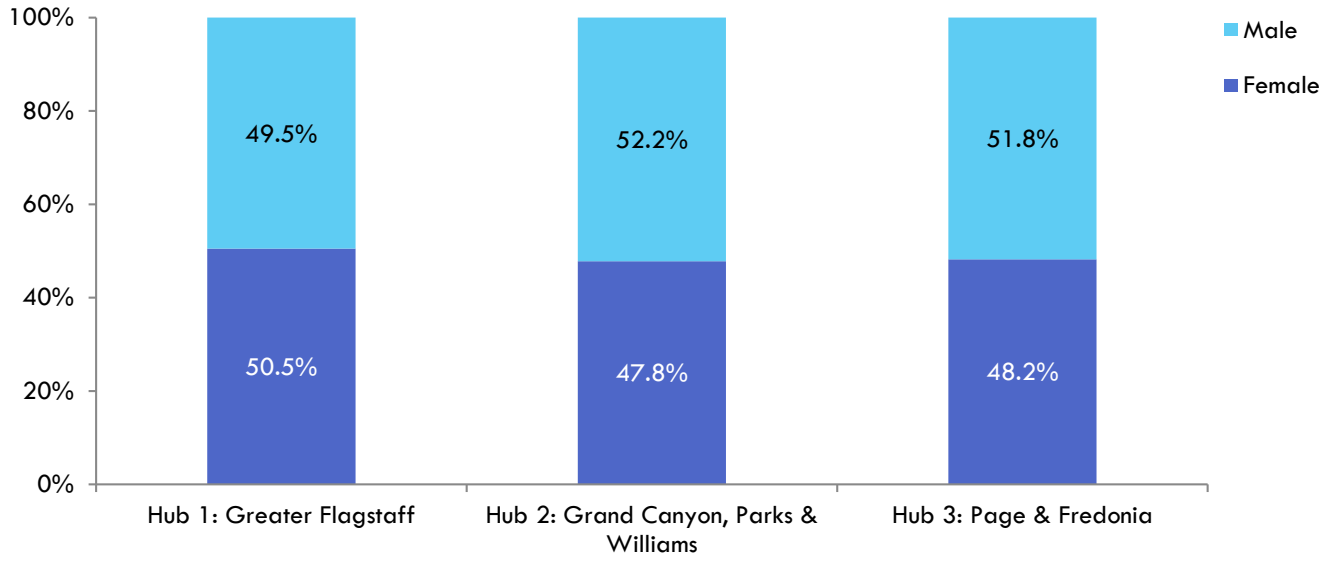
Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 6: Gender Distribution, Coconino County



Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 7: Gender Distribution by Hub, Coconino County, 2007-11 Five-Year Estimates



Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 8: Race/Ethnic Distribution, Coconino County

Race/Ethnicity	2007	2008	2009	2010	2011	2007-11 Net Change
White	56.5%	55.3%	53.2%	55.2%	55.0%	-1.5
American Indian	28.4%	27.7%	29.0%	26.2%	26.8%	-1.6
Hispanic/Latino	11.9%	12.3%	12.9%	13.6%	13.9%	+2.0
Asian	0.4%	1.3%	1.3%	1.5%	1.4%	+1.0
Black/African American	0.5%	1.4%	1.1%	1.1%	1.3%	+0.8
Other	0.5%	0.2%	0.6%	0.1%	0.1%	-0.4
Two or more	1.7%	1.8%	2.0%	2.2%	1.5%	-0.2

Source: United States Census Bureau. 2007-11 American Community Survey.
Notes:
- The United States Census Bureau combines American Indian and Alaska Native; however, the term Alaska Native has been omitted from this report.

Figure 9: Race/Ethnic Distribution by Hub, Coconino County, 2007-11 Five-Year Estimates

Race/Ethnicity	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia
White	66.2%	65.3%	39.0%
American Indian	12.1%	6.2%	53.6%
Hispanic/Latino	16.2%	24.4%	3.7%
Asian	1.8%	0.8%	0.1%
Black/African American	1.4%	1.4%	0.6%
Other	0.2%	0.3%	0.0%
Two or more	2.1%	1.6%	2.9%

Source: United States Census Bureau. 2007-11 American Community Survey.
Notes:
- The United States Census Bureau combines American Indian and Alaska Native; however, the term Alaska Native has been omitted from this report.

Language Spoken at Home

Language proficiency can be understood as an indication of linguistic isolation, which limits opportunities and access to education, health, and ultimately, economic access and prosperity. Additionally, understanding the language needs of the community enables more effective communication and dissemination of resources to the population. In Coconino County, 75% of the population 5 years and older spoke only English at home. The 2007-11 five-year estimates showed that of those who spoke a language other than English at home, 13% spoke Navajo and 8% spoke Spanish or Spanish Creole.

Figure 10: Language Spoken at Home, Coconino County

Language	2007	2008	2009	2010	2011	2007-11 Net Change
POPULATION 5-17 YEARS						
Only English	**74.3%**	**79.1%**	**78.8%**	**77.1%**	**84.1%**	**+9.8**
Language other than English	**25.7%**	**20.9%**	**21.2%**	**22.9%**	**15.9%**	**-9.8**
Spanish	13.2%	9.6%	10.6%	9.0%	8.5%	-4.7
Other Indo-European	0.5%	0.4%	0.0%	0.7%	0.0%	-0.5
Asian and Pacific	0.8%	0.1%	0.4%	0.6%	0.2%	-0.6
Other	11.3%	10.8%	10.2%	12.7%	7.1%	-4.2
POPULATION FIVE YEARS AND OLDER						
Only English	**73.2%**	**75.4%**	**75.8%**	**74.3%**	**75.4%**	**+2.2**
Language other than English	**26.8%**	**24.6%**	**24.2%**	**25.7%**	**24.6%**	**-2.2**
Spanish	9.0%	8.2%	7.3%	8.3%	8.4%	-0.6
Other Indo-European	0.8%	0.7%	0.6%	1.2%	0.7%	-0.1
Asian and Pacific	0.7%	0.9%	1.0%	1.2%	0.8%	+0.1
Other	16.4%	14.8%	15.3%	14.9%	14.7%	-1.7

Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 11: Language Spoken at Home by Hub, Population Five Years and Older, Coconino County, 2007-11 Five-Year Estimates

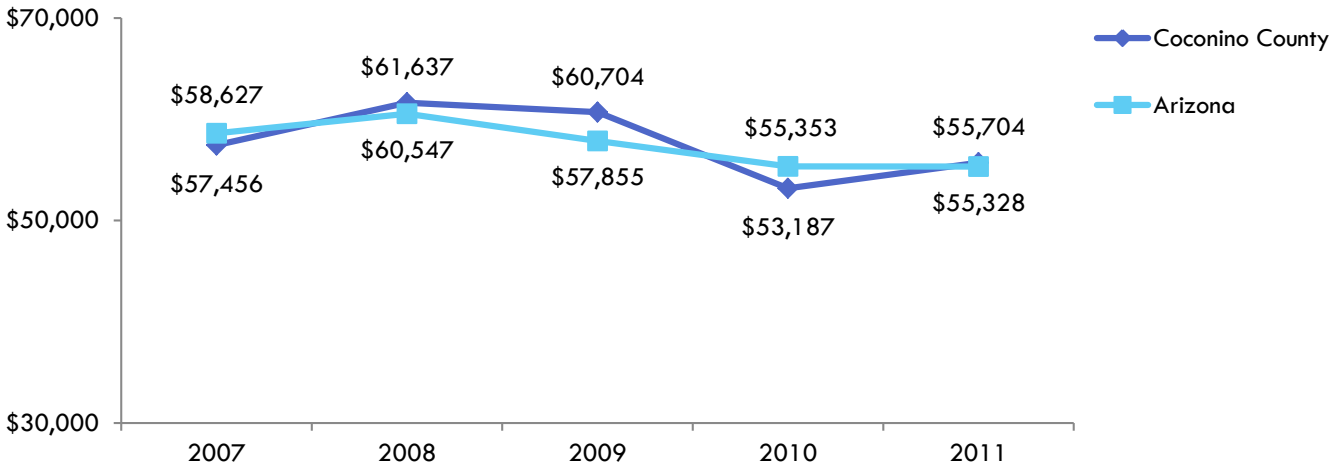
Language	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia	Coconino County
Only English	**82.5%**	**81.7%**	**67.0%**	**75.7%**
Language other than English	**17.5%**	**18.3%**	**33.0%**	**24.3%**
Navajo	4.9%	0.8%	30.7%	**13.2%**
Spanish or Spanish Creole	10.0%	15.7%	2.0%	**8.2%**
Other Native North American	0.3%	0.1%	0.3%	**0.9%**
Chinese	0.5%	0.0%	0.0%	**0.3%**
French or French Creole	0.3%	0.4%	0.1%	**0.2%**
German	0.3%	0.1%	0.0%	**0.2%**
Tagalog	0.1%	0.0%	0.0%	**0.2%**
Other	1.1%	1.2%	0.0%	**1.1%**

Source: United States Census Bureau. 2007-11 American Community Survey.

Income

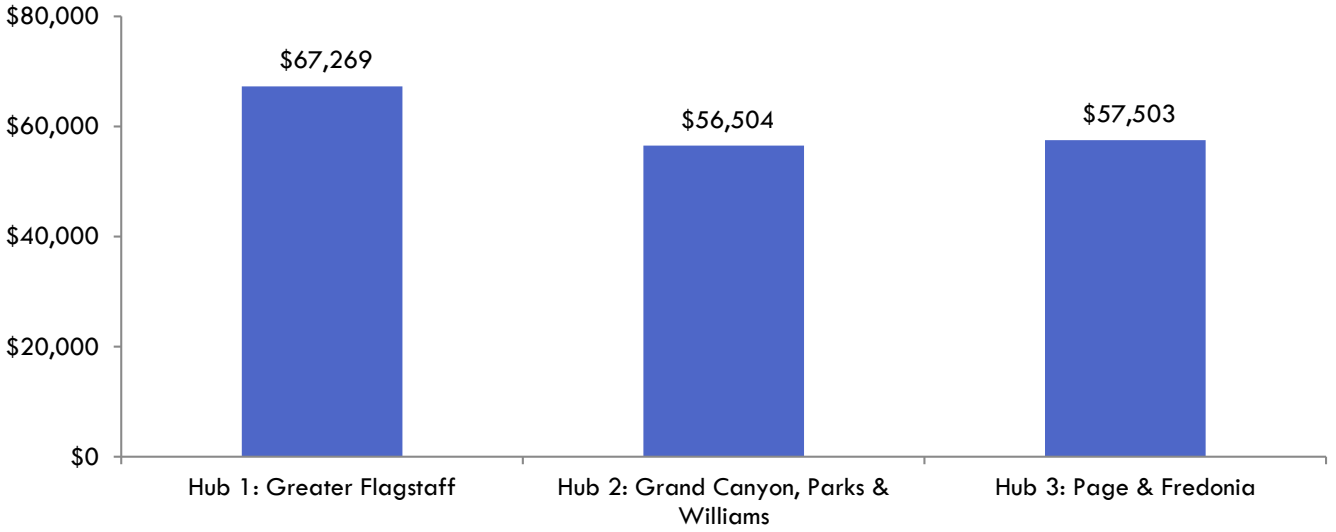
Differences in income affect residents' lifestyle, opportunities, and overall well-being. The median family income in Coconino County in 2011 was $55,704, compared to $55,328 in Arizona. The Greater Flagstaff hub had a median family income of $67,269, which is approximately $10,000 greater than the Grand Canyon, Parks & Williams and Page & Fredonia hubs.

Figure 12: Median Family Income



Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 13: Median Family Income by Hub, Coconino County, 2007-11 Five-Year Estimates



Source: United States Census Bureau. 2007-11 American Community Survey.

Self-Sufficiency Standards

Self-Sufficiency Income Standards provide information on how much income is needed in different counties in order for families of different sizes to meet their basic needs without public or private assistance. It provides a more comprehensive measure of income adequacy than the federal poverty thresholds because it accounts for different costs, such as housing, food, child care, transportation, health care, and economic differences based on geography. It also accounts for changes in costs over time, and at various rates. The self-sufficiency income standard for Coconino County in 2012 for a family with 2 adults and 1 preschooler was $46,472 annual. For 2 adults, one preschooler, and one school aged child, it was $52,708 annually.

Figure 14: Self-Sufficiency Income Standards, Coconino County, 2012

Monthly Costs	Family Type			
	Adult + Preschooler	Adult + Preschooler + School age	2 Adults + Preschooler	2 Adults + Preschooler + School age
Housing	$887	$887	$887	$887
Child care	$611	$946	$611	$946
Food	$383	$574	$619	$788
Transportation	$273	$273	$517	$517
Health care	$470	$493	$526	$548
Miscellaneous	$262	$317	$316	$369
Taxes	$487	$571	$529	$604
Earned income tax credit (-)	$0	$0	$0	$0
Child care tax credit (-)	-$58	-$100	-$50	-$100
Child tax credit (-)	-$83	-$167	-$83	-$167
SELF-SUFFICIENCY WAGE				
Hourly	$18.37	$21.55	$11.00 PER ADULT	$12.48 PER ADULT
Monthly	$3,232	$3,794	$3,873	$4,392
Annual	$38,787	$45,524	$46,472	$52,708

Source: Center for Women's Welfare, University of Washington. 2012 Self Sufficiency Standard for Arizona.

Poverty

The United States Census Bureau issues poverty thresholds that vary by family size to estimate the number of persons in the population living in poverty. These data give policy makers and community leaders an estimate of economic needs in a specific community. In 2011, 22% of Coconino County's population had an income in the past 12 months that was below the poverty threshold, which was higher than the state of Arizona at 19%.

Figure 15: United States Poverty Thresholds by Household Size and Number of Children, 2011

Household Size	Weighted Average Thresholds	Number of Related Children under 18 Years								
		0	1	2	3	4	5	6	7	8+
1	$11,484	-	-	-	-	-	-	-	-	-
2	$14,657	-	-	-	-	-	-	-	-	-
3	$17,916	$17,595	$18,106	$18,123	-	-	-	-	-	-
4	$23,021	$23,201	$23,581	$22,811	$22,891	-	-	-	-	-
5	$27,251	$27,979	$28,386	$27,517	$26,844	$26,434	-	-	-	-
6	$30,847	$32,181	$32,309	$31,643	$31,005	$30,056	$29,494	-	-	-
7	$35,085	$37,029	$37,260	$36,463	$35,907	$34,872	$33,665	$32,340	-	-
8	$39,064	$41,414	$41,779	$41,027	$40,368	$39,433	$38,247	$37,011	$36,697	-
9+	$46,572	$49,818	$50,059	$49,393	$48,835	$47,917	$46,654	$45,512	$45,229	$43,487

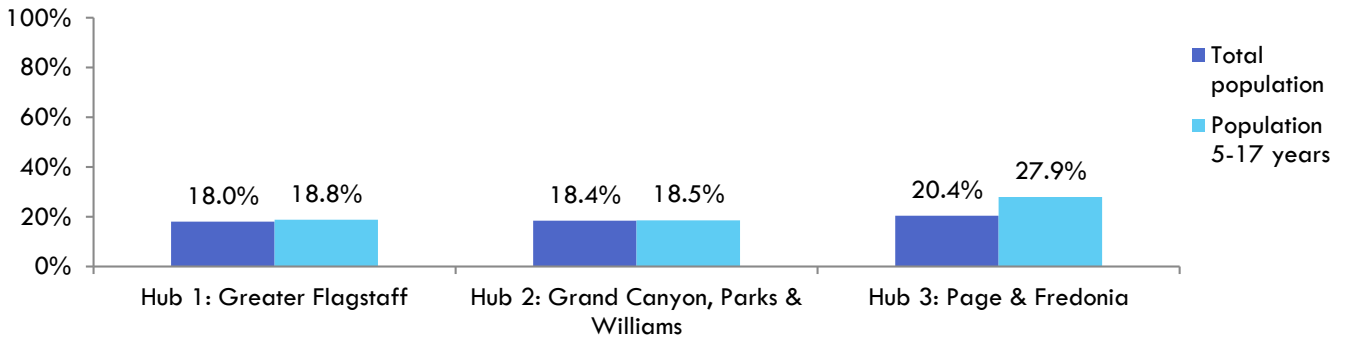
Source: United States Census Bureau. 2011 Weighted Average Poverty Thresholds.

Figure 16: Percent of Population Whose Income in the Past 12 Months is Below the Poverty Threshold

	2007	2008	2009	2010	2011	2007-11 Net Change
POPULATION 5-17 YEARS						
Coconino County	**17.7%**	**21.9%**	**20.1%**	**28.2%**	**28.0%**	**+10.3**
Arizona	19.0%	19.8%	21.9%	23.1%	26.3%	+7.3
TOTAL POPULATION						
Coconino County	**16.1%**	**16.4%**	**18.3%**	**25.9%**	**21.9%**	**+5.8**
Arizona	14.2%	14.7%	16.5%	17.4%	19.0%	+4.8

Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 17: Percent of Population Whose Income in the Past 12 Months is Below the Poverty Threshold by Hub, Coconino County, 2007-11 Five-Year Estimates



Source: United States Census Bureau. 2007-11 American Community Survey.

Educational Attainment

Educational attainment is an important indicator of future success. Limited education and employment opportunities can also impact other quality life areas, including access to health care and life expectancy. Those with higher levels of education typically have better health status and live longer. In 2011, 87% of Coconino County's population 25 years and older had a high school degree or higher, and 32% had a bachelor's degree or higher. There was a higher percentage of residents in Coconino County with a bachelor's degree or higher (32%), as compared to Arizona (27%) in 2011.

Figure 18: Educational Attainment, Population 25 Years and Older, Coconino County

Attainment Level	2007	2008	2009	2010	2011	2007-11 Net Change
Less than 9th grade	6.0%	4.3%	6.6%	5.3%	5.7%	-0.3
9th to 12th grade (no diploma)	7.2%	7.3%	7.5%	9.0%	7.5%	+0.3
High school graduate (includes equivalency)	24.9%	20.3%	23.5%	22.7%	21.7%	-3.2
Some college (no degree)	20.6%	27.4%	28.4%	24.0%	23.7%	+3.1
Associate's degree	7.9%	7.9%	7.3%	7.7%	9.4%	+1.5
Bachelor's degree	17.2%	20.8%	14.6%	17.8%	18.4%	+1.2
Graduate or professional degree	16.1%	11.9%	12.0%	13.4%	13.6%	-2.5
PERCENT WITH A HIGH SCHOOL DEGREE OR HIGHER						
Coconino County	**86.8%**	**88.4%**	**85.8%**	**85.7%**	**86.9%**	**+0.1**
Arizona	83.5%	83.8%	84.2%	85.6%	85.7%	+2.2
PERCENT WITH A BACHELOR'S DEGREE OR HIGHER						
Coconino County	**33.4%**	**32.7%**	**26.6%**	**31.3%**	**32.0%**	**-1.4**
Arizona	25.3%	25.1%	25.6%	25.9%	26.6%	+1.3

Source: United States Census Bureau. 2007-11 American Community Survey.

Figure 19: Educational Attainment by Hub, Population 25 Years and Older, Coconino County, 2007-11 Five-Year Estimates

Attainment Level	Hub 1: Greater Flagstaff	Hub 2: Grand Canyon, Parks & Williams	Hub 3: Page & Fredonia
Less than 9th grade	3.8%	5.0%	8.0%
9th to 12th grade (no diploma)	6.1%	7.1%	12.0%
High school graduate (includes equivalency)	18.8%	30.4%	29.5%
Some college (no degree)	24.8%	28.3%	29.0%
Associate's degree	8.0%	6.3%	6.5%
Bachelor's degree	21.5%	16.3%	10.9%
Graduate or professional degree	17.0%	6.6%	4.0%
Percent with a high school degree or higher	90.1%	87.9%	79.9%
Percent with a bachelor's degree or higher	38.5%	22.8%	14.9%

Source: United States Census Bureau. 2007-11 American Community Survey.

Geographic Mobility

The degree to which people move within the county, or in and out of the county can signal changes in economic opportunities, income, and housing. The percentage of residents 5-17 years old who were living in the same house from the previous year increased from 85% in 2007 to 92% in 2011.

Figure 20: Geographic Mobility of Residents in the Past Year, Coconino County

	2007	2008	2009	2010	2011	2007-11 Net Change
POPULATION 5-17 YEARS						
Same house 1 year ago	85.3%	85.9%	89.4%	83.8%	92.4%	+7.1
Moved within same county	8.3%	5.3%	9.4%	8.3%	5.8%	-2.5
Moved from different county within same state	2.0%	4.6%	0.2%	5.3%	1.3%	-0.7
Moved from different state	4.2%	4.2%	1.0%	0.6%	0.5%	-3.7
Moved from abroad	0.2%	0.0%	0.0%	2.0%	0.0%	-0.2
POPULATION ONE YEAR AND OLDER						
Same house 1 year ago	81.4%	81.2%	81.3%	80.1%	79.9%	-1.5
Moved within same county	10.1%	8.7%	11.7%	10.2%	10.0%	-0.1
Moved from different county within same state	3.9%	5.2%	3.7%	5.9%	5.3%	+1.4
Moved from different state	4.5%	4.6%	3.1%	2.8%	4.7%	+0.2
Moved from abroad	0.1%	0.3%	0.2%	1.0%	0.1%	0.0

Source: United States Census Bureau. 2007-11 American Community Survey.

Student Enrollment

School enrollment is an important indicator for school system needs and future programming. There has been a 15% decrease in Pre-12 student enrollment in Coconino County from the 2007-08 school year to the 2011-12 school year. The ethnic distribution of students varied widely by hub. Slightly over half of students in the Greater Flagstaff hub were White (52%), followed by 23% who were Hispanic/Latino and 21% who were American Indian. The Grand Canyon, Parks & Williams hub had 54% of students who were White, 35% who were Hispanic/Latino, and 9% who were American Indian. The majority of the Page & Fredonia hub students were American Indian (69%), followed by White (26%) and Hispanic/Latino (3%).

Figure 21: Pre-12 Student Enrollment by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 % Change
Hub 1: Greater Flagstaff	12,817	12,574	12,539	12,183	12,007	-6.3%
Hub 2: Grand Canyon, Parks & Williams	1,178	1,140	1,062	1,079	1,074	-8.8%
Hub 3: Page & Fredonia	3,445	3,338	3,362	3,113	3,293	-4.4%
Coconino County	**21,573**	**19,075**	**19,137**	**18,400**	**18,350**	**-14.9%**
Arizona	1,148,696	1,078,697	1,086,047	1,078,901	1,083,348	-5.7%

Source: Arizona Department of Education. 2007-12 Arizona Enrollment Figures.
Notes:
- The data presented are October enrollment figures.

Figure 22: Ethnic Distribution of Students by Hub, Coconino County, 2011-12

	White	American Indian	Hispanic/ Latino	Asian	Black/ African American	Other	Two or More
Hub 1: Greater Flagstaff	52.0%	20.5%	22.7%	1.2%	0.9%	0.0%	2.6%
Hub 2: Grand Canyon, Parks & Williams	53.8%	9.2%	35.4%	0.0%	0.0%	0.0%	1.6%
Hub 3: Page & Fredonia	25.5%	68.8%	3.4%	0.5%	0.4%	0.4%	1.0%
Coconino County	**42.0%**	**36.0%**	**17.6%**	**1.2%**	**0.9%**	**0.2%**	**2.1%**
Arizona	42.3%	4.8%	42.9%	2.8%	5.4%	0.3%	1.6%

Source: Arizona Department of Education. 2011-12 Arizona Enrollment Figures.
Notes:
- United States Census Bureau race/ethnicity labels were used. The United States Census Bureau combines American Indian and Alaska Native; however, the term Alaska Native has been omitted from this report.
- Numbers under 10 in each category were not publically reported per the Family Educational Rights and Privacy Act of 1974 and therefore were not included in these calculations.

English Language Learners

Allocating additional resources for teaching English Language Learners is increasingly important as schools adapt to changing demographics. The Page & Fredonia and Greater Flagstaff hubs each had 4% of their students who were English Language Learners, while 2% of the Grand Canyon, Parks & Williams hub students were English Language Learners during the 2011-12 school year.

Figure 23: Percentage of English Language Learner Students by Hub, Coconino County

	2010-11	2011-12	2010-12 Net Change
Hub 1: Greater Flagstaff	3.8%	3.5%	-0.3
Hub 2: Grand Canyon, Parks & Williams	5.5%	2.1%	-3.4
Hub 3: Page & Fredonia	5.2%	3.6%	-1.6
Coconino County	**4.5%**	**3.6%**	**-0.9**
Arizona	6.7%	6.5%	-0.2

Source: Arizona Department of Education. 2010-12 Arizona Enrollment Figures.
Notes:
- *Data prior to 2010-11 were not available.*
- *The data presented are based on October enrollment figures.*
- *Numbers under 10 in each category were not publically reported per the Family Educational Rights and Privacy Act of 1974 and therefore were not included in these calculations.*

Free and Reduced Cost Lunch

The percentage of students eligible for free and reduced cost lunches is a proxy for the level of child poverty in a region. Over half (51%) of all students in Coconino County were enrolled in the Free and Reduced Cost Lunch program during the 2011-12 school year. Over two-thirds (68%) of students in the Page & Fredonia hub were enrolled in the program, compared to 60% of students in the Grand Canyon, Parks & Williams hub, and 44% of students in the Greater Flagstaff hub.

Figure 24: Percentage of Students Enrolled in the Free and Reduced Cost Lunch Program by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	35.2%	35.5%	40.9%	40.9%	44.0%	+8.8
Hub 2: Grand Canyon, Parks & Williams	51.4%	53.5%	56.5%	56.6%	60.3%	+8.9
Hub 3: Page & Fredonia	66.4%	61.6%	69.2%	65.8%	68.0%	+1.6
Coconino County	**46.4%**	**45.7%**	**50.0%**	**48.6%**	**51.3%**	**+4.9**
Arizona	49.7%	51.4%	54.6%	55.2%	57.1%	+7.4

Source: Arizona Department of Education. 2007-12 Percentage of Free and Reduced Reports.
Notes:
- *The following data were not available and therefore excluded from hub 1 calculations: BASIS Flagstaff (2011-12) Flagstaff Arts and Leadership Academy (2007-12), Flagstaff Junior Academy (2007-12), Montessori Charter School of Flagstaff (2007-12), Mountain Charter School (2007-12), Northland Preparatory Academy (2007-12), Pine Forest School (2007-12).*

Homeless Students

Homeless students face far more challenges in obtaining a good education, as they typically change schools often and/or don't attend school as often as their non-homeless counterparts. The Page & Fredonia hub had an 11% increase in homeless students between 2009-10 and 2011-12, and the Greater Flagstaff and Grand Canyon, Parks & Williams hubs saw similar increases during the same time period.

Figure 25: Number of Homeless Students by Hub, Coconino County

	2009-10	2010-11	2011-12	2009-12 % Change
Hub 1: Greater Flagstaff	470	529	508	+8.1%
Hub 2: Grand Canyon, Parks & Williams	146	159	157	+7.5%
Hub 3: Page & Fredonia	108	131	120	+11.1%
Total	**724**	**819**	**785**	**+8.4%**

Source: Coconino County Unified School Districts and Charter Schools. 2009-12 Homeless Students Data.
Notes:
- *The following data were not available and therefore excluded from hub 1 calculations: Basis Flagstaff (2011-12), Flagstaff Arts and Leadership Academy (2009-12), STAR School (2009-12).*
- *The following data were not available and therefore excluded from hub 2 calculations: Grand Canyon Unified School District (2009-12).*

Student Attendance

Attendance has a big impact on academic success. New research on school attendance shows that chronic and early absenteeism even in kindergarten is a predictor of lower academic success later in school. Every hub saw a decrease in average daily attendance between the 2007-08 and 2011-12 school years, with the Grand Canyon, Parks & Williams hub seeing the greatest decrease (10%).

Figure 26: Average Daily Attendance by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 % Change
Hub 1: Greater Flagstaff	11,491	11,383	11,144	10,738	10,815	-5.9%
Hub 2: Grand Canyon, Parks & Williams	1,041	984	904	953	938	-9.9%
Hub 3: Page & Fredonia	2,965	2,795	2,930	2,786	2,741	-7.6%
Coconino County	**17,484**	**17,059**	**16,745**	**16,105**	**16,138**	**-7.7%**
Arizona	1,000,000	996,914	998,022	995,703	994,457	-0.6%

Source: Arizona Department of Education. 2007-12 Average Daily Attendance Reports.

Kindergarten Readiness

Kindergarten readiness has significant implications on future educational achievements. The more prepared a child is for kindergarten once they begin school, the more likely it is they will be prepared for more rigorous academic years following.

In fall 2012, ASR conducted a countywide assessment of incoming kindergarten students' readiness for school. The assessment provides a detailed sketch of where young children's strengths and challenges lay by examining both individual and family-based criteria that have been shown to correlate with academic success in the first few years of school.

Specifically, the assessment includes 24 items that measure the four "Basic Building Blocks" of school readiness: *Self Care and Motor Skills*, *Self-Regulation Skills, Social Expression Skills*, and *Kindergarten Academics*. Scores are based on a 4-point scale of proficiency: 1=Not Yet, 2=Beginning, 3=In Progress, and 4=Proficient.

The Coconino County sample included 450 children across 24 kindergarten classes, selected from 15 elementary schools spanning six Coconino county school districts.

KEY FINDINGS

The kindergarten readiness assessment revealed that:

- Nearly half (47%) of all students countywide were proficient and kindergarten-ready across all domains.
- Children in low-income families were less prepared for kindergarten.
- Boys were less prepared for kindergarten, on average, than girls.

PERFORMANCE ACROSS THE INDIVIDUAL READINESS SKILLS

The following chart shows the percentage of children scoring at the Not yet, Beginning, In progress, and Proficient levels across all 24 readiness skills.

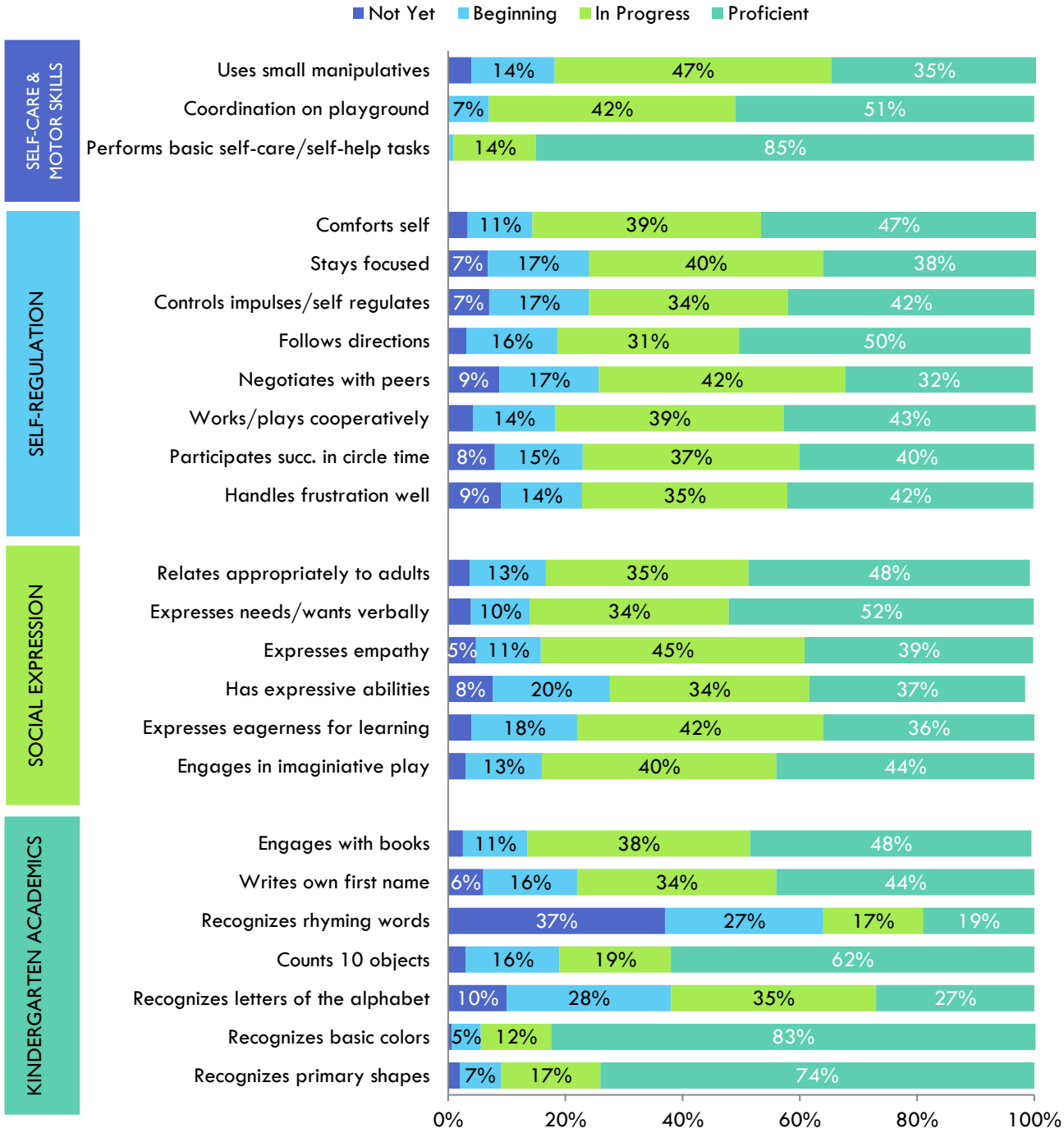
The greatest number of children were proficient in the following three skills, which includes skills in the Kindergarten Academics cluster, as well as the Self-Care & Motor Skills cluster:

- Performs basic self-help/self-care tasks (85%)
- Recognizes basic colors (83%)
- Recognizes primary shapes (74%)

Far fewer children were proficient in the following three areas:

- Recognizes rhyming words (19%)
- Recognizes letters of the alphabet (27%)
- Negotiates with peers (32%)

Figure 27: Percentage of Kindergarten Students at Each Proficiency Level Across 24 Readiness Skills, Coconino County

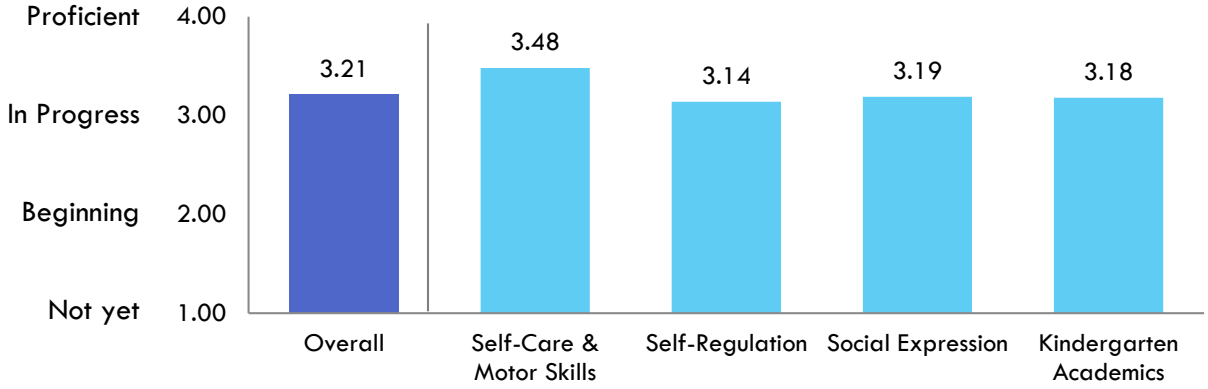


N=450.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.
Notes:
- Scores range from 1 (Not yet) to 4 (Proficient). Proportions of less than 5% are not labeled.

AVERAGE SCORES ACROSS READINESS DOMAINS

Scores for overall readiness – as well as the Basic Building Blocks – are closest to the In Progress (3) level. Students' scores are highest in the Self-Care & Motor Skills area (3.48) and they have the greatest room to grow in their Self-Regulation skills (average score=3.14).

Figure 28: Average Scores Across the Basic Building Blocks of Readiness, Coconino County



N=450.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.
Notes:
- Average scores range from 1 (indicating a score of "Not yet") to 4 (indicating a score of "Proficient").

PORTRAITS OF SCHOOL READINESS

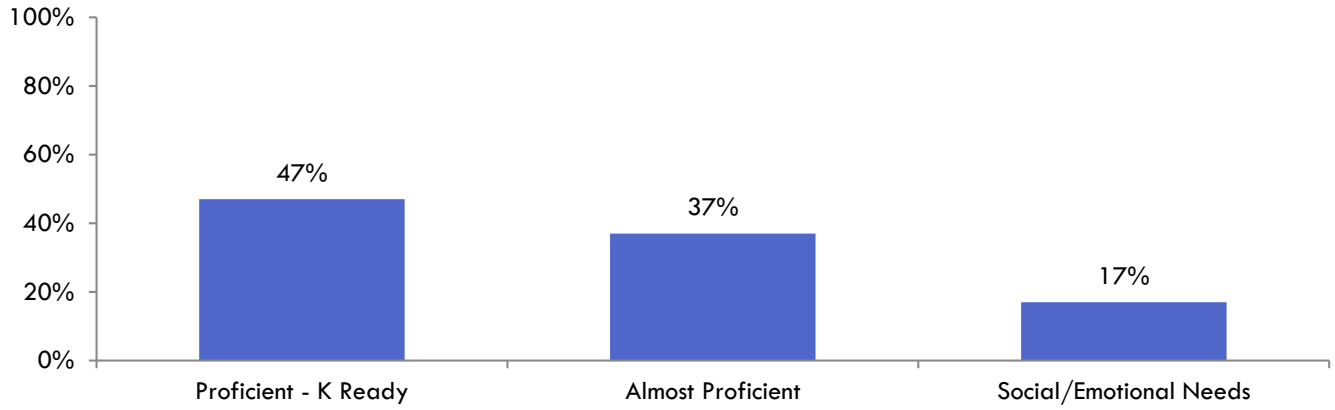
The overall readiness data just presented give a broad picture of children's strengths and challenges as they enter kindergarten. However, children's skills, abilities, and experiences vary widely at this age. In an effort to better describe the diversity of children entering school, ASR developed a technique to identify different groupings of children based on their patterns of readiness across the *Basic Building Blocks*.

Using cluster analysis, three Readiness Portraits were developed to provide a richer understanding of readiness patterns (see figure below). Each portrait reflects a different pattern of developmental strengths and challenges. Children that are most proficient have been found in two separate longitudinal studies to be at grade level by third grade.

The following figure shows the distribution of kindergarten students among each of the three readiness portraits. Nearly half the children fell into the *Proficient - K Ready* profile, entering kindergarten well-rounded and receiving high ratings across the four domains of readiness (47%). A somewhat smaller cluster of students entering kindergarten were also well-rounded but with lower average ratings across each of the domains, and are thus described as *Almost Proficient* (37%).

The third portrait is composed of students with the most acute needs across readiness domains. These students differ significantly from those in the other portraits mainly due to having significantly lower self-regulation and social expression ratings. They are captured in Figure 29 under the category of students with *Social/Emotional Needs* (17%).

Figure 29: The Prevalence of Each Portrait, Coconino County

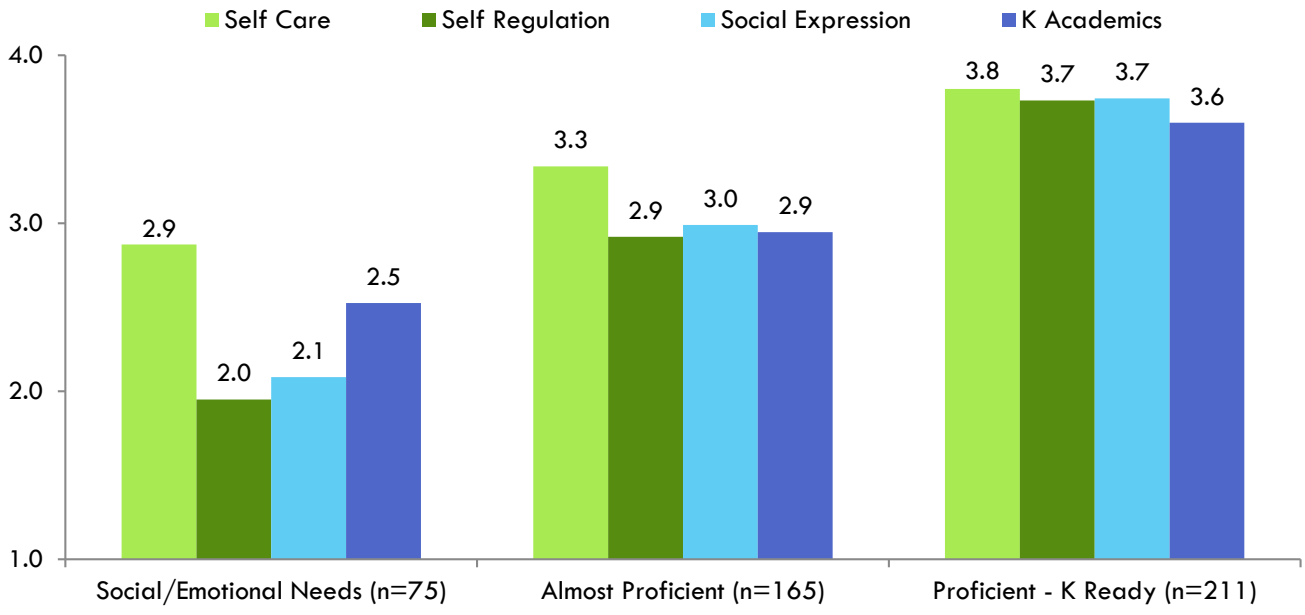


N=450.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.

READINESS SCORES ACROSS THE PORTRAITS

The following figure contains the mean scores across the *Basic Building Blocks* for each of the *Readiness Portraits*.

Figure 30: Average Basic Building Block Scores by Readiness Portrait, Coconino County

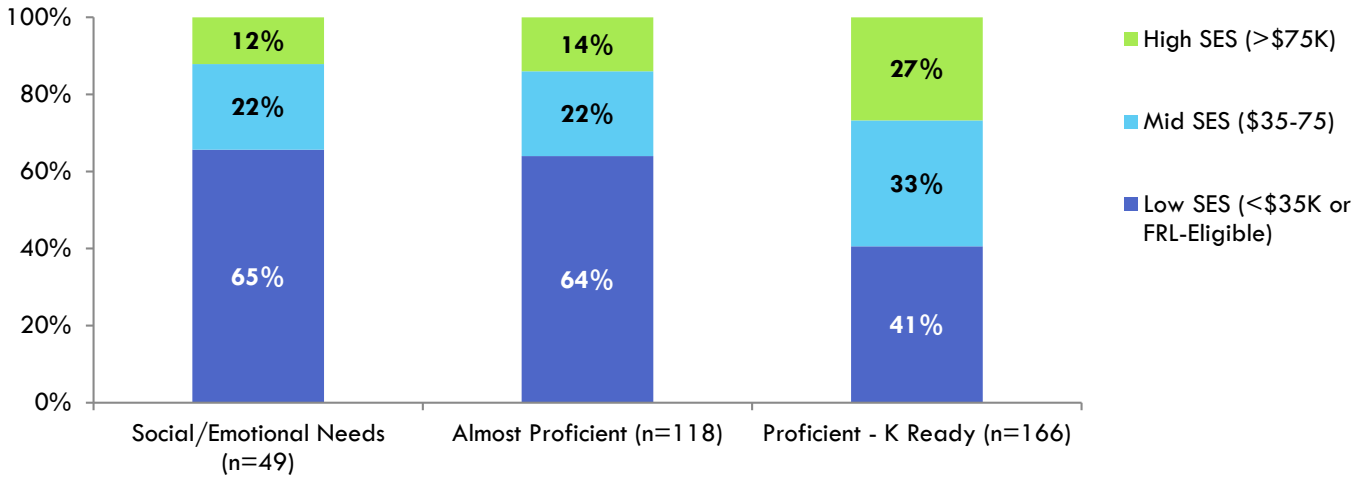


N=451.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.
Notes:
- Average scores range from 1 (indicating a score of "Not yet") to 4 (indicating a score of "Proficient").

READINESS PORTRAIT DEMOGRAPHICS

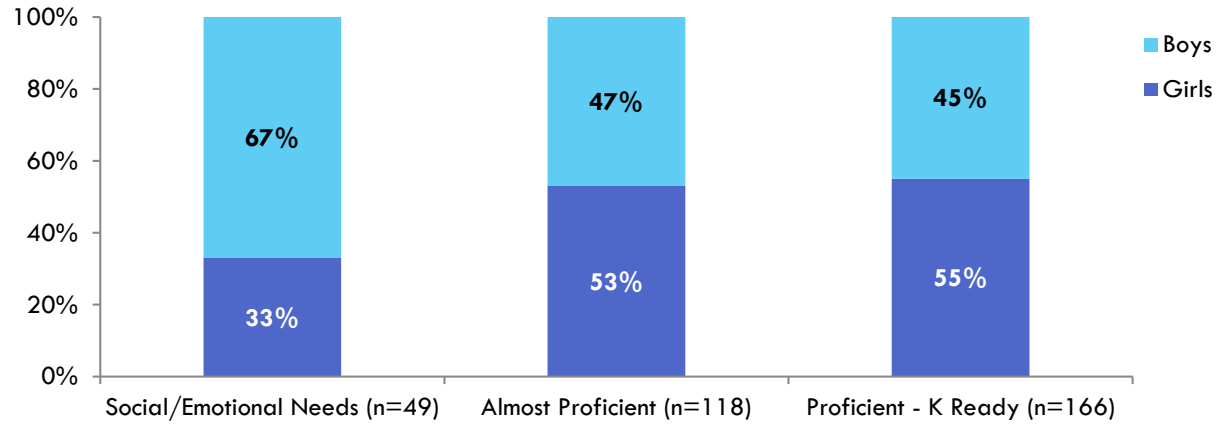
The following figure displays the percentage of students within three socioeconomic strata (SES) for each readiness profile. "High" SES includes children whose family incomes are at least $75,000. "Mid" SES families have incomes between $35,000 and $75,000. "Low" SES includes families with incomes under $35,000, or children who qualify for free or reduced cost lunch. *Proficient* students were more likely to be from mid- and high-SES families, than were *Almost Proficient* students or students with strong needs in social/emotional areas. Further, kindergarten boys were far more likely than girls to be classified into the *Social/Emotional Needs* portrait.

Figure 31: Readiness Portraits by Income, Coconino County



N=333.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.

Figure 32: Readiness Portraits by Gender, Coconino County



N=450.
Source: Applied Survey Research. 2012 Coconino County Kindergarten Readiness Assessment.

3rd Grade Reading and Math Proficiency

One of the most powerful indicators of later academic success is a child's reading level at the end of third grade. Reading proficiency at this point prepares the student for fourth grade, where the focus of reading instruction changes from *learning to read* to *reading to learn*. The Arizona Instrument to Measure Standards (AIMS) is the tool used to assess third grade academic proficiency in Arizona. The Grand Canyon, Parks & Williams hub increased their 3rd grade reading by 13% from 2007-08 to 2011-12.

Figure 33: AIMS Reading: 3rd Grade Students Meeting or Exceeding the Standard by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	69%	70%	71%	75%	73%	+4.0
Hub 2: Grand Canyon, Parks & Williams	63%	63%	66%	62%	76%	+13.0
Hub 3: Page & Fredonia	55%	55%	55%	58%	54%	-1.0
Coconino County	**63%**	**65%**	**67%**	**69%**	**68%**	**+5.0**
Arizona	69%	72%	73%	76%	75%	+6.0

Source: Arizona Department of Education. 2007-12 AIMS Assessment Results.

Figure 34: AIMS Math: 3rd Grade Students Meeting or Exceeding the Standard by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	71%	74%	61%	66%	70%	-1.0
Hub 2: Grand Canyon, Parks & Williams	58%	61%	56%	52%	63%	+5.0
Hub 3: Page & Fredonia	55%	57%	51%	52%	54%	-1.0
Coconino County	**65%**	**68%**	**58%**	**60%**	**65%**	**0.0**
Arizona	71%	73%	65%	68%	69%	-2.0

Source: Arizona Department of Education. 2007-12 AIMS Assessment Results.

8th Grade Reading and Math Proficiency

8th grade reading and math proficiency is also a predictor of later school success, including high school graduation. At this age, students should be prepared for a more critical analysis of both subjects, leading into a high school career where grades are used to examine eligibility for higher education. The Page & Fredonia hub had an 8-point increase in the percentage of 8th grade students meeting or exceeding AIMS reading standards, while the Grand Canyon, Parks & Williams hub had a 3-point increase during the same time period. The percentage for the Greater Flagstaff hub decreased slightly, but the hub still had 70% who met or exceeded the 8th grade reading standards in 2012. There were decreases seen in every hub for 8th grade students meeting or exceeding math standards.

Figure 35: AIMS Reading: 8th Grade Students Meeting or Exceeding the Standard by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	71%	72%	68%	69%	70%	-1.0
Hub 2: Grand Canyon, Parks & Williams	64%	56%	76%	67%	67%	+3.0
Hub 3: Page & Fredonia	51%	51%	62%	56%	59%	+8.0
Coconino County	**64%**	**63%**	**64%**	**64%**	**67%**	**+3.0**
Arizona	67%	69%	74%	71%	72%	+5.0

Source: Arizona Department of Education. 2007-12 AIMS Assessment Results.
Notes:
- *The following data were not available and therefore excluded from hub 1 calculations: Flagstaff Arts and Leadership Academy (2007-10), Northland Preparatory Academy (2009-11), STAR School (2007-09).*
- *The following data were not available and therefore excluded from hub 2 calculations: Maine Consolidated School District (2008-09).*

Figure 36: AIMS Math: 8th Grade Students Meeting or Exceeding the Standard by Hub, Coconino County

	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	66%	66%	54%	53%	56%	-10.0
Hub 2: Grand Canyon, Parks & Williams	54%	44%	47%	43%	51%	-3.0
Hub 3: Page & Fredonia	59%	54%	51%	47%	42%	-17.0
Coconino County	**61%**	**58%**	**49%**	**47%**	**52%**	**-9.0**
Arizona	62%	63%	56%	54%	57%	-5.0

Source: Arizona Department of Education. 2007-12 AIMS Assessment Results.
Notes:
- *The following data were not available and therefore excluded from hub 1 calculations: Flagstaff Arts and Leadership Academy (2007-10), Northland Preparatory Academy (2009-11), STAR School (2007-09).*
- *The following data were not available and therefore excluded from hub 2 calculations: Maine Consolidated School District (2008-09).*

High School Graduation

One of the most important indicators of school performance is high school graduation. A high school diploma can be the gateway to higher education and better employment. According to the Education Commission of the States, high school graduates earn higher salaries, and are less likely to depend on public assistance, have health problems, or engage in criminal activity. The Greater Flagstaff and Grand Canyon, Parks & Williams hubs had similar rates of high school graduation in 2010-11 (84%-85%), compared to 75% in the Page & Fredonia hub.

Figure 37: Four-Year High School Graduation Rates by Hub, Coconino County

	2006-07	2007-08	2008-09	2009-10	2010-11	2006-11 Net Change
Hub 1: Greater Flagstaff	80.6%	81.8%	81.3%	81.9%	84.4%	+3.8
Hub 2: Grand Canyon, Parks & Williams	85.8%	84.2%	74.5%	75.0%	84.6%	-1.2
Hub 3: Page & Fredonia	68.0%	82.1%	82.4%	66.8%	74.8%	+6.8
Coconino County	**71.8%**	**75.8%**	**77.2%**	**77.6%**	**75.6%**	**+3.8**
Arizona	73.4%	74.9%	76.1%	75.4%	77.9%	+4.5

Source: Arizona Department of Education. 2006-11 Graduation Rates.
Notes:
- The following data were not available and therefore excluded from hub 1 calculations: Basis Flagstaff (2006-11).

Dropouts

Dropout rates serve as a key indicator for a school's success in maintaining their student population. Middle and high school dropout rates have fluctuated in the hubs over the last five years. In the most recent year for which we have data, the Greater Flagstaff hub had the highest dropout rate at 4%, compared to 2% in both the Grand Canyon, Parks & Williams and Page & Fredonia hubs.

Figure 38: Middle and High School Dropout Rates by Hub, Coconino County

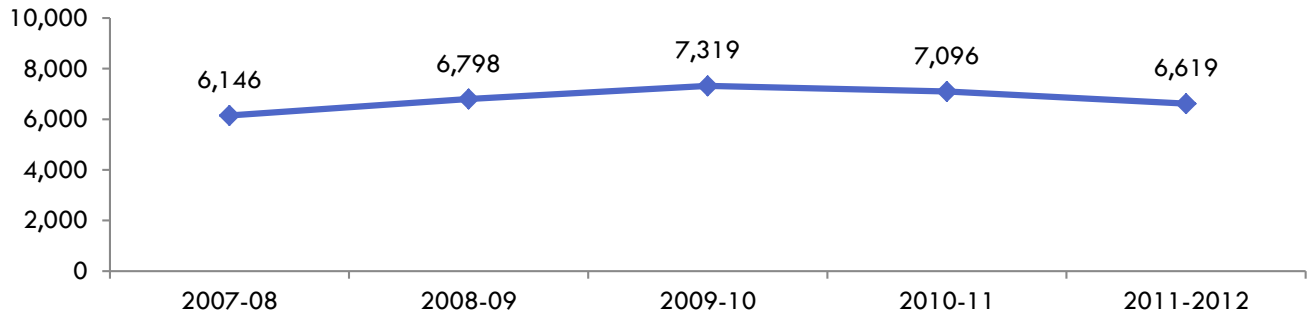
	2007-08	2008-09	2009-10	2010-11	2011-12	2007-12 Net Change
Hub 1: Greater Flagstaff	3.5%	2.5%	2.4%	2.4%	4.2%	+0.7
Hub 2: Grand Canyon, Parks & Williams	NA	1.7%	1.7%	1.9%	1.6%	NA
Hub 3: Page & Fredonia	3.3%	2.4%	2.3%	3.2%	1.6%	-1.7
Coconino County	**4.2%**	**3.2%**	**3.2%**	**3.8%**	**4.4%**	**+0.2**
Arizona	3.6%	2.9%	2.7%	2.9%	3.7%	+0.1

Source: Arizona Department of Education. 2007-12 Dropout Rate Study Reports.
Notes:
- The following data were not available and therefore excluded from hub 1 calculations: Flagstaff Arts and Leadership Academy (2007-08).
- In 2007-08, there was not sufficient data available to calculate the dropout rate for hub 2.
- The following data were not available and therefore excluded from hub 3 calculations: Fredonia-Moccasin Unified School District (2007-08).

College Enrollment

Higher education is correlated with higher earning power, greater health status, and a longer life. Coconino County has higher rates of individuals with a bachelor's degree or higher, than does the state of Arizona overall. However, Coconino Community College enrollment numbers recently started dropping from 7,319 students in 2009-10 to 6,619 in 2011-12. Enrollment in Northern Arizona University increased 16% between Fall 2008 and Fall 2012.

Figure 39: Coconino Community College Enrollment



Source: Coconino Community College. 2007-12 Enrollment Figures.

Figure 40: Northern Arizona University Enrollment by Campus and Type of Program

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	2008-12 % Change
FLAGSTAFF						
Undergraduate	13,233	14,372	15,931	16,238	16,831	+27.2%
Graduate	1,533	1,660	1,598	1,523	1,461	-4.7%
Total	**14,766**	**16,032**	**17,529**	**17,761**	**18,292**	**+23.9%**
COMMUNITY CAMPUSES						
Undergraduate	1,720	1,873	1,965	1,964	2,046	+19.0%
Graduate	2,797	2,357	2,068	1,706	1,314	-53.0%
Total	**4,517**	**4,230**	**4,033**	**3,670**	**3,360**	**-25.6%**
ONLINE						
Undergraduate	1,424	1,547	1,767	2,019	2,412	+69.4%
Graduate	1,169	1,115	1,189	1,274	1,347	+15.2%
Total	**2,593**	**2,662**	**2,956**	**3,293**	**3,759**	**+45.0%**
TOTAL ENROLLMENT*						
Undergraduate	16,787	18,301	20,194	20,750	21,774	+29.7%
Graduate	5,720	5,299	5,010	4,614	4,228	-26.1%
Total	**22,507**	**23,600**	**25,204**	**25,364**	**26,002**	**+15.5%**

Source: Northern Arizona University. 2008-12 Fact Book.
** Total enrollment includes students at the Yuma Campus.*

This report allowed for the collection of valuable baseline data for a multitude of demographic and education indicators. However, future efforts should be made to improve the availability of data in the following areas of interest (as identified by the Advisory Committee):

- Geographic mobility of students between schools
- School transitions
- Summer educational loss
- Early literacy (meaningful interaction with text)
- Science, Technology, Engineering, and Mathematics (STEM) courses
- College preparation courses
- College readiness (obstacles to readiness, entering college without remedial education)
- Post-secondary completion
- Workforce readiness (obstacles to readiness, preparation for tomorrow's jobs)
- Graduates who pursue STEM careers
- Teacher preparation and development (teachers with certification)
- Safe school environment
- Youth assets
- Connections to the system

Additionally, this report reflects the progress made on steps 1-6 of the Community Improvement Cycle (see methodology section). The next step after publication of this report and dissemination of its findings is to continue along the Cycle and focus on steps 7-10.

- Step 7: Encourage community conversations and collectively develop community goals and benchmarks
- Step 8: Encourage community action towards the goals
- Step 9: Align program and community outcomes
- Step 10: Regularly review the data, update the report, and support sustained work on the community goals

Other potential next steps based on the findings presented in this report include the following:

KINDERGARTEN READINESS

Nearly half (47%) of all students countywide were ready for kindergarten according to a kindergarten readiness assessment conducted in 2012. However, that leaves slightly more than half of children who were not prepared for kindergarten. Children in low-income families were significantly more at risk of being unprepared for kindergarten.

Kindergarten students' scores were highest in the Self-Care & Motor Skills area, followed by Social Expression and Kindergarten Academics. They had the greatest room to grow in their Self-Regulation scores.

Next Steps:

- Since kindergarten readiness is an excellent predictor of school success in the 3rd grade, it will be important to place a great emphasis on preparing students for kindergarten.
- High quality preschool is one way to help young children gain the necessary skills to be ready for school.
- Educating parents about what makes children ready for school is important in helping parents to help their children be ready for school.
- Support children from low-income families who don't have preschool experience benefit from attending a high quality preschool or a summer transition program prior to kindergarten.
- Parents and early childhood educators could focus on helping children achieve Self-Regulation skills, such as paying attention, controlling impulses, participating in circle time, playing cooperatively with other children and learning to follow directions.

3RD GRADE READING SCORES

Third grade reading scores are an important predictor of later school success, including graduation rates and higher education. Two-thirds (68%) of students in Coconino County met or exceeded third grade reading standards in 2012, with the highest percentages in the Grand Canyon, Parks & Williams (76%) hub, followed by the Greater Flagstaff hub (73%) and the Page & Fredonia hub (54%). Although two-thirds of students were meeting or exceeding 3rd grade reading standards, it still leaves one-third who are not meeting the standards.

Next Steps:

- One crucial step in helping children read well is to encourage parents to read to their children ages 0-5, and to establish daily reading habits. Best practice research suggests that parents should read to children at least 5 days a week.
- One way to encourage parents to read to their children is to make children's books easily available to parents, either through the library or a book bag program.
- Another crucial step in encouraging children to read and enjoy books is to encourage early childhood educators to establish daily reading to children in preschool.
- It is especially important to focus on 3rd grade reading scores in the Page & Fredonia hub since that hub had a lower percentage of students meeting the standards.

8TH GRADE MATH SCORES

Eighth grade math scores declined from 61% of 8th graders meeting or exceeding the standards in 2008, to 52% in 2012 in the county. The highest percentage of 8th graders meeting or exceeding the standards were in the Greater Flagstaff hub (56%), followed by the Grand Canyon, Parks & Williams hub (51%) and the Page & Fredonia hub (42%).

Next Steps:

- It is important to understand some of the reasons behind the declines in 8th grade math skills.
- Of special concern is helping 8th graders in the Page & Fredonia hub since they had the lowest math scores.

HIGH SCHOOL GRADUATION RATES

High school graduation is an important indicator of future economic and personal success. Youth who leave high school prior to graduation are more likely to experience lower earnings and unemployment. Dropping out of high school may be a result of several risk factors, including child abuse, substance abuse, unaddressed learning disabilities, mental health problems, pregnancy, homelessness, and poverty.

The overall four-year high school graduation rate in the County was 76% in 2010-11. The Greater Flagstaff and Grand Canyon, Parks & Williams hubs had similar rates of high school graduation in 2010-11 (84%-85%), compared to 75% in the Page & Fredonia hub.

Next Steps:

- Since dropping out of school can be the result of many risk factors, it will be important to provide support to children and youth who may be experiencing these risk factors.
- There are differences in graduation rates by hub which may be due to language and cultural factors, as well as higher poverty rates. It is important to identify contributions to these low graduation rates to ensure greater success for all students.

HOMELESS STUDENTS

Children and youth who are homeless face much greater barriers to school success, especially because they may transfer between schools as their families move, and/or miss school days. Homelessness among students is increasing in the Coconino community. There were 785 homeless students in the county in 2012 (excluding hub 4), which included an 11% increase in homeless students in the Page & Fredonia hub, an 8% increase in the Greater Flagstaff hub, and an 8% increase in the Grand Canyon, Parks & Williams hub since 2010.

Next Steps

- Ongoing support for homeless students, such as transportation to school for continuous attendance, may be necessary.
- It is important for schools to: help homeless students to enroll in school; have a liaison assigned to homeless students; train school staff about issues impacting homeless students; and support parents in monitoring their children's health, social-emotional development, and academic work, and helping them succeed in school and attain higher education.

CHILDREN IN POVERTY

Poverty remains a serious problem for some community members in Coconino County, especially families with children. More than one in four (28%) children 5-17 are living below the poverty threshold in Coconino County. Another indicator of child poverty is the percentage of students that are eligible for free and reduced cost lunches at school. Over half of all students in Coconino County were enrolled in the Free and Reduced Cost Lunch program during the 2011-12 school year, including 68% of students in the Page and Fredonia hub, 60% in the Grand Canyon, Parks & Williams hub, and 44% in the Greater Flagstaff hub.

Next Steps

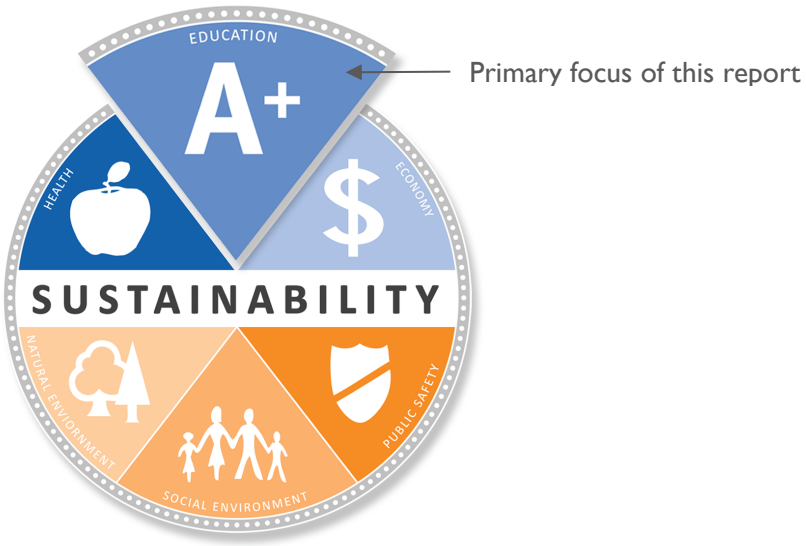
- It is important to ensure that children who are eligible for the free and reduced cost lunches in fact receive food supports. Research shows that children who come to school hungry have greater health problems, more absences, and a harder time concentrating on their school work.
- Increasing economic supports, such as housing, utilities, transportation, and child care would also greatly benefit families in poverty.
- Programs to provide families with affordable medical care are particularly necessary, as many families that go without basic needs also lack comprehensive and preventive medical care.

METHODOLOGY

Project Approach

Applied Survey Research (ASR) has a basic methodology for creating a community indicator project for local communities as shown in the following Community Improvement Cycle. ASR partnered with the Coconino Community Education Report Advisory Committee on steps 1-6 of this cycle to develop this report.

ASR's community assessment model relies on clearly defined indicators to understand complex concepts and systems. The setting of the overall context for prioritizing indicators is guided by the seven related domains of community assessment, including education, the economy, public safety, the social and natural environment, health, and sustainability, as displayed in the following visual.



For the purposes of the 2013 Coconino Community Education Report, an Advisory Committee was formed to provide input on the indicator selection process in the education domain. The Advisory Committee was comprised of experts in this domain, including educators, administrators, the business sector, community-based organizations, and other community advocates. The Committee was convened several times to provide input on the project methodology as well as the various content areas, and used a selection criteria to prioritize indicators. The criteria stipulated that indicators need to be understandable to the general user, responsive to change, relevant for policy decisions, and updated regularly. In all, 18 demographic and education indicators were selected.

Project Goals

The primary goals of the 2013 Coconino Community Education Report are to:

- Assess educational status, trends, groups, and areas with special opportunities and challenges
- Inform and engage stakeholders and community members to promote collaborative action and incite community change
- Identify data that are useful for policy and advocacy work
- Improve the lives of children in the Coconino community.

Data Collection

Measures of community progress depend upon consistent, reliable, and scientifically accurate sources of data. The data presented in this report are from primary and secondary sources which ASR determined to be of high quality, providing both valid and reliable information that accurately portrays the true experience of Coconino community members.

PRIMARY DATA

Some of the data gathered for this project were primary (original) data, including the Kindergarten Readiness Assessment. The Kindergarten Observation Form (KOF) measures children's readiness in 24 skill areas under the domains of Self-care and Motor Skills, Self-regulation, Social Expression, and Kindergarten Academics. The KOF was created by Applied Survey Research and has been used to assess over 50,000 children in several states.

In fall 2012, ASR conducted a countywide assessment of young children's readiness for kindergarten in Coconino County. The purpose of the study was to help county-level administrators gain a deeper understanding of where young children's strengths and challenges lay by examining both individual and environmental factors that are known to correlate with academic success in the first few years of school.

The study was based on a partial random sample of classrooms across the county. Individual student data were collected via teacher observations and interactions with students in those classrooms, and via parent surveys designed to understand students' home environments. The assessment data collected by teachers covered language skills, health and well-being, and the four Basic Building Blocks of readiness: self-care and motor skills, self-regulation, social expression, and academic skills. The parent survey collected information such as children's preschool experiences and early childhood care, degree and nature of parent engagement, degree of stress or strain in the home, and various household demographic data.

Before the assessment took place, each classroom's teacher was provided with a 90-minute training from ASR on how to properly administer the assessment to all students in his/her classroom, how to explain the study to parents, and how to distribute and collect surveys from parents. Teachers were instructed to notify all parents of the assessment and to explain to parents their right to exclude their child from the assessment.

The final student sample included 450 children – spread among 24 kindergarten classrooms from 15 schools, across six school districts. Though the number of classrooms assessed overall and within each school was based on a simple random sample designed to be generalizable to the county level, the specific classroom and teachers that participated depended in part on availability as determined by principals and other district administrators. Of these 450 children, 346 had parents who completed and returned surveys (67 percent response rate). Seventy-three percent of students were from ten Flagstaff Unified School District elementary schools, which is roughly proportional to Flagstaff's percentage of kindergarten students in the county. The remaining 27 percent of students were from the other five districts: Fredonia-Moccasin, Grand Canyon, Maine Consolidated, Page, and Williams. All students were assessed within the first month of the fall 2012 semester.

SECONDARY DATA

The main source of data for this report was from secondary data sources. Data were collected from the United States Census Bureau, state and local government agencies, academic institutions, schools, computerized sources, online databases, and the internet.

The American Community Survey (ACS) is an ongoing survey that provides data every year, giving communities current information that they need to plan investments and services. It uses a series of monthly samples to produce annually updated data for small areas (census tracts and block groups) formerly surveyed via the decennial census long-form sample.

Other data were gathered directly from the Arizona Department of Education, school districts, and charter schools.

Hub-level Data Analysis

Coconino County is a remote, mostly rural region in Northern Arizona. The Advisory Committee chose to divide the County into four smaller geographic areas or community hubs, each with its own identifying characteristics. In this report, hub-level data are presented for three of these hubs. The following table shows the 15 school districts and charter schools that comprise the three community hubs. Data for hub 4, which consists of Tuba City Unified School District, are not included this report. The Coconino County Schools Office aims to have a separate report for the Tuba City hub in the near future, which will include public, federal, grant, and charter schools in the region.

Data for Coconino County are also included in this report, which represent countywide data (i.e., includes all community hubs and does not exclude the Tuba City hub unless otherwise noted).

SCHOOL DISTRICTS AND CHARTER SCHOOLS INCLUDED IN THIS REPORT

School District / Charter School	Grade Levels
HUB 1: GREATER FLAGSTAFF	
BASIS Flagstaff	5-10
Flagstaff Arts and Leadership Academy	7-12
Flagstaff Junior Academy	K-8
Flagstaff Unified School District	PRE-12
Montessori Charter School of Flagstaff	K-8
Mountain School	K-6
Northland Preparatory Academy	6-12
The PEAK School	K-8
Pine Forest School	K-8
The STAR School	K-8

School District / Charter School	Grade Levels
HUB 2: GRAND CANYON, PARKS & WILLIAMS	
Grand Canyon Unified School District	K-12
Maine Consolidated School District	PRE-8
Williams Unified School District	PRE-12
HUB 3: PAGE & FREDONIA	
Fredonia-Moccasin Unified School District	PRE-12
Page Unified School District	PRE-12

Hub data came from multiple sources. Firstly, the American Community Survey provided five-year estimates for data on population estimates and poverty for all school districts. It is important to note that these data are representative of residents living in each school district area, but not necessarily students attending a school in that district. The Arizona Department of Education also provides disaggregated district-level data on its website for some indicators, including: enrollment, English Language Learners, free and reduced cost lunch, average daily attendance, and AIMS. Other hub-level data were collected directly from the school districts and charter schools, including data on homeless students.

Hub-level data represent aggregated district/school data in each hub or the weighted average for the districts/schools in each hub. Efforts were made to include all school districts/charter schools in each hub's calculations and data displayed in each table/chart represent data for all school districts/charter schools in that hub unless otherwise noted.