

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1045 S. Lenzner Ave, Sierra Vista, AZ 85635

Sierra Vista Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Sprigg
 Schedule : 07:00 AM to 04:00 PM
 Grades : 6-8
 Web Address : www.sierravistapublicschools.com
 Phone Number : (520) 515-2930
 Fax Number : (520) 515-2941
 E-mail : jim.sprigg@svps.k12.az.us

Mission

The mission of SVMS is to provide for the development of the student in transition and help the student become an intellectually reflective person. Parents are encouraged to become involved in the school as partners in their students' education.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will improve skills and competencies needed for success in their futures.
- ü Students will improve abilities to analyze a situation, to suggest and to evaluate options for solutions, and to reach a conclusion.
- ü Students will gain an appreciation and understanding of the six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship)
- ü Improve students' basic math facts skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 760
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 58

Instructional Programs

- ü Interdisciplinary Teams
- ü On-site Special Education w/inclusion
- ü Honors Classes, Gifted/Discovery Classes
- ü Reading Enhancement Classes (7th/8th gr)
- ü After School Learning Lab
- ü Math Enhancement Classes (7th/8th gr)
- ü Art, Music (Band/Choir), P.E. all grades
- ü Character Counts

Calendar Information

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

Shared Responsibilities

School

The school's responsibilities are to: provide a safe environment for learning; inform parents of school rules, regulations, and expectations; keep parents current on their student's academic performance; and inform parents of school activities.

Parents

Parents should ensure that students: attend school on a regular basis; are properly nourished and in good health; are aware of school rules and proper conduct; and are providing with a learning environment at home in which to do school work.

Transportation Policy

Transportation is available for all eligible(living w/i district/zone and mile radius from school) students to authorized stops. Transportation is also provided for extracurricular and sports practice sessions, as well as for special needs students.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year for Cochise County	2005
ü Wal-Mart Teacher of the Year for Cochise County	2003
ü Wal-Mart Teacher of the Year for Cochise County	2002

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	240	456	79327	98	95	98	518	516	518	15	14	19	18	19	20	53	57	46	14	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	236	38961	99	97	98	518	516	520	13	12	16	22	23	20	50	54	48	15	11	16
Male	127	220	40295	97	94	97	518	515	516	17	15	21	15	15	19	56	60	44	13	10	16
African American	31	54	4247	97	96	98	499	504	499	23	20	27	29	22	24	42	48	41	6	9	8
Hispanic	74	131	32327	97	96	98	502	506	499	27	22	27	19	18	25	49	56	41	5	4	8
Asian/Pacific Islander	NC	30	1939	NC	97	99	NC	528	556	NC	10	6	NC	13	10	NC	60	47	NC	17	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	122	234	36373	98	95	98	532	523	538	7	8	10	15	20	14	58	58	52	20	14	25
Students with Disabilities	25	39	9321	81	63	87	457	466	467	72	56	54	4	18	22	24	26	21	NA	NA	3
Students without Disabilities	215	417	70006	100	100	100	524	520	524	8	10	14	20	19	19	56	59	49	15	12	18
Limited English Proficient Students	NC	13	9431	NC	93	95	NC	452	466	NC	77	53	NC	23	27	NC	NA	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	98	175	37097	97	93	97	500	506	498	24	19	27	22	21	25	46	52	41	7	7	7
Non-Economically Disadvantaged	142	281	42230	99	97	99	531	522	535	8	10	11	15	18	15	58	59	50	18	12	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	479	79501	100	100	98	501	501	497	10	8	10	21	20	25	64	67	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	243	39062	100	100	99	508	507	502	9	6	8	18	18	23	68	70	64	6	6	5
Male	131	236	40368	100	100	98	495	494	491	11	10	13	24	22	27	61	64	57	5	3	3
African American	32	56	4279	100	100	99	483	491	485	6	5	14	44	32	30	47	59	54	3	4	2
Hispanic	75	136	32389	99	99	98	481	487	478	24	17	16	19	21	34	55	59	48	3	3	1
Asian/Pacific Islander	NC	31	1936	NC	100	99	NC	501	519	NC	NA	3	NC	26	14	NC	74	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	125	249	36446	100	100	99	517	511	516	3	5	4	16	16	15	73	73	73	8	6	7
Students with Disabilities	30	61	9411	97	98	88	438	445	453	60	44	36	23	33	36	17	23	26	NA	NA	1
Students without Disabilities	215	418	70090	100	100	100	509	509	502	3	3	7	20	18	24	71	73	65	6	5	5
Limited English Proficient Students	NC	14	9401	NC	100	94	NC	428	443	NC	57	40	NC	36	46	NC	7	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	100	187	37183	99	99	97	483	487	479	17	14	16	25	24	34	55	59	49	3	3	1
Non-Economically Disadvantaged	145	292	42318	100	100	99	514	510	513	5	4	5	18	18	17	70	72	70	7	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	246	478	80000	100	100	99	569	568	564	2	2	3	11	10	11	76	77	75	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	244	39288	100	100	99	589	586	579	1	1	2	4	4	6	79	79	77	16	16	16
Male	131	234	40644	100	100	98	550	549	549	3	3	4	17	16	15	73	76	74	7	5	7
African American	32	56	4307	100	100	99	558	563	551	3	2	4	9	7	13	75	80	75	13	11	7
Hispanic	76	137	32672	100	100	99	561	569	548	1	1	4	14	12	14	80	82	76	4	6	6
Asian/Pacific Islander	NC	31	1945	NC	100	99	NC	579	592	NC	NA	1	NC	10	4	NC	77	69	NC	13	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	125	247	36602	100	100	99	573	567	579	2	2	2	10	10	7	72	74	75	15	13	16
Students with Disabilities	31	61	9919	100	98	93	512	511	505	3	3	9	45	41	35	52	56	54	NA	NA	2
Students without Disabilities	215	417	70081	100	100	100	576	576	571	2	2	2	6	6	7	80	81	79	13	12	12
Limited English Proficient Students	NC	14	9571	NC	100	96	NC	511	502	NC	NA	10	NC	43	29	NC	57	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	101	188	37534	100	99	98	549	557	547	3	3	4	17	13	15	75	77	76	5	7	5
Non-Economically Disadvantaged	145	290	42466	100	100	100	583	575	578	1	1	2	7	8	7	77	78	75	15	13	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	430	78546	100	96	97	540	544	543	13	10	15	20	18	18	53	60	52	14	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	212	38645	99	98	98	543	547	545	7	6	13	20	16	18	62	67	54	11	11	15
Male	105	218	39792	100	94	97	537	540	542	20	14	17	20	19	17	44	52	50	16	14	15
African American	19	53	4205	100	98	97	531	531	524	11	17	22	26	17	22	58	62	49	5	4	7
Hispanic	59	118	31177	98	97	97	521	535	524	17	10	22	27	24	23	51	56	48	5	10	7
Asian/Pacific Islander	15	26	1940	100	100	99	563	547	580	13	12	5	7	19	9	60	54	53	20	15	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	113	227	36450	100	94	97	551	552	563	10	7	7	17	15	12	54	62	57	19	16	23
Students with Disabilities	30	41	8093	97	71	82	456	471	489	57	54	50	30	27	24	13	20	23	NA	NA	2
Students without Disabilities	180	389	70453	100	99	100	549	550	549	6	6	11	18	17	17	59	64	56	16	14	16
Limited English Proficient Students	13	14	9323	100	100	94	497	499	491	46	43	47	15	14	28	38	43	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	100	195	34694	100	94	96	517	527	524	21	15	23	32	28	23	41	51	48	6	6	7
Non-Economically Disadvantaged	110	235	43852	99	98	99	559	557	559	6	6	10	9	9	13	64	67	56	21	18	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	445	79045	99	99	98	514	516	512	10	7	10	22	23	25	62	64	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	216	38860	99	100	98	523	526	519	3	2	7	18	18	22	72	73	62	7	6	8
Male	104	229	40075	99	99	97	505	506	505	16	11	12	27	28	28	52	56	54	5	5	6
African American	19	54	4250	100	100	98	516	512	500	11	6	12	16	24	31	74	70	54	NA	NA	3
Hispanic	58	120	31314	97	98	98	489	506	493	14	8	16	38	31	34	48	58	48	NA	3	2
Asian/Pacific Islander	15	26	1949	100	100	99	536	519	536	NA	4	4	20	31	15	73	62	66	7	4	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	113	239	36730	100	99	98	526	523	532	8	7	4	15	18	16	67	67	68	10	8	12
Students with Disabilities	29	56	8552	94	97	87	441	452	463	48	41	35	41	41	40	10	18	23	NA	NA	1
Students without Disabilities	180	389	70493	100	99	100	522	524	517	3	2	7	19	21	24	71	71	62	7	6	8
Limited English Proficient Students	13	14	9355	100	100	95	452	454	456	54	50	37	23	21	48	23	29	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	99	205	34922	99	99	96	490	496	493	17	12	15	34	32	34	47	54	48	1	1	3
Non-Economically Disadvantaged	110	240	44123	99	100	99	535	532	527	3	3	6	12	15	18	75	73	66	10	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	443	79657	99	99	99	564	567	566	5	3	3	7	7	8	87	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	215	39120	98	99	99	573	583	580	4	2	2	4	3	4	92	94	92	NA	0	2
Male	104	228	40423	99	98	98	553	551	553	6	5	5	11	11	12	82	83	83	2	1	1
African American	19	52	4290	100	96	99	571	578	560	NA	NA	4	11	6	9	89	94	86	NA	NA	1
Hispanic	58	120	31642	97	98	99	542	565	552	5	3	5	10	7	11	84	91	84	NA	NA	0
Asian/Pacific Islander	14	25	1948	93	96	99	588	579	589	NA	NA	1	NA	4	3	100	96	91	NA	NA	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	113	240	36929	100	100	99	573	565	579	5	5	2	5	8	5	88	86	91	2	1	2
Students with Disabilities	29	55	9069	94	95	92	497	505	508	17	11	11	24	31	30	55	56	58	3	2	1
Students without Disabilities	179	388	70588	99	99	100	571	574	573	3	2	2	4	4	5	92	93	91	1	1	1
Limited English Proficient Students	12	13	9521	92	93	96	536	540	507	NA	NA	13	25	23	24	75	77	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	98	205	35341	98	99	97	544	552	551	8	5	5	13	12	12	78	82	83	1	0	0
Non-Economically Disadvantaged	110	238	44316	99	99	100	580	579	578	2	2	2	2	3	5	95	94	90	1	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	540	78400	100	96	97	557	559	554	14	14	21	17	17	19	58	59	47	10	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	297	38686	100	98	98	562	561	554	9	11	20	16	17	20	65	63	49	9	8	12
Male	133	243	39636	99	94	96	552	556	554	20	18	23	19	18	18	50	54	46	11	10	13
African American	29	56	4193	100	95	97	559	553	533	17	16	32	17	23	23	52	54	40	14	7	5
Hispanic	87	139	30732	100	97	97	541	542	534	21	24	31	26	24	24	46	47	40	7	6	5
Asian/Pacific Islander	16	34	1827	100	97	99	551	563	594	13	12	8	25	18	12	56	59	49	6	12	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	156	304	37038	98	96	97	568	567	575	9	9	11	12	13	14	68	67	56	12	11	19
Students with Disabilities	33	48	7840	94	71	81	480	493	498	70	60	60	15	19	18	15	21	20	NA	NA	2
Students without Disabilities	261	492	70560	100	100	99	567	565	560	7	10	17	18	17	19	64	63	50	11	10	14
Limited English Proficient Students	13	16	8956	100	94	95	492	489	502	62	69	56	23	19	25	15	13	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	106	185	33014	99	94	95	537	541	534	25	24	31	25	23	24	45	49	40	5	4	5
Non-Economically Disadvantaged	188	355	45386	100	98	99	569	568	569	9	9	15	13	14	15	65	64	52	13	12	18

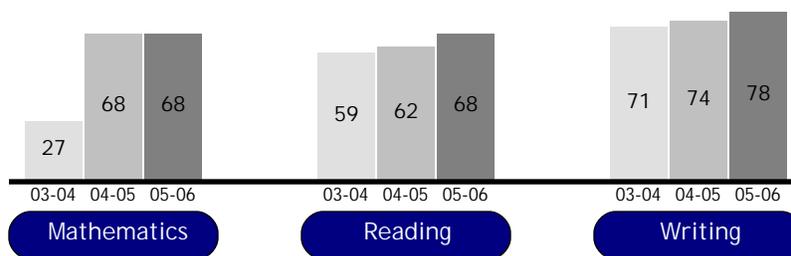
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	558	79179	100	99	98	524	525	519	9	9	11	23	22	27	63	64	58	5	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	302	38974	100	100	99	534	535	524	5	5	8	17	19	25	71	69	61	7	8	5
Male	133	256	40124	99	99	97	511	514	513	14	14	13	30	25	28	53	58	54	3	3	4
African American	29	59	4243	100	100	98	519	521	506	10	7	14	28	27	32	55	61	51	7	5	3
Hispanic	87	146	30987	100	100	98	506	507	498	14	15	17	30	29	36	54	53	45	2	3	1
Asian/Pacific Islander	16	34	1832	100	97	99	522	527	543	13	9	4	19	21	17	63	65	69	6	6	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	156	312	37467	98	99	98	536	535	539	6	6	5	17	17	17	71	69	70	6	7	8
Students with Disabilities	33	66	8567	94	97	88	458	461	467	48	45	39	36	38	38	15	15	22	NA	2	1
Students without Disabilities	261	492	70612	100	100	99	532	534	524	4	4	7	21	20	25	69	70	62	6	6	5
Limited English Proficient Students	13	17	9013	100	100	95	455	451	461	46	47	40	46	47	48	8	6	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	105	193	33345	98	98	96	501	506	499	18	15	17	32	30	36	49	53	46	1	2	1
Non-Economically Disadvantaged	189	365	45834	100	100	99	537	535	533	4	6	7	17	17	19	71	69	67	7	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	295	560	79734	100	100	99	557	555	554	1	2	3	20	20	19	78	78	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	301	39243	100	100	99	571	568	568	2	2	2	11	10	12	88	88	85	NA	NA	1
Male	134	259	40413	100	100	98	540	540	541	1	2	4	32	32	26	67	67	70	NA	NA	0
African American	29	59	4285	100	100	99	558	552	548	NA	2	3	17	22	22	83	76	74	NA	NA	0
Hispanic	87	146	31254	100	100	99	544	542	539	2	3	5	25	27	25	72	71	70	NA	NA	0
Asian/Pacific Islander	16	35	1837	100	100	99	550	555	579	NA	NA	1	31	20	9	69	80	87	NA	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	157	313	37668	99	99	99	564	562	569	1	2	1	17	16	13	82	82	85	NA	NA	1
Students with Disabilities	34	67	8943	97	99	92	476	478	495	12	10	11	65	64	51	24	25	38	NA	NA	1
Students without Disabilities	261	493	70791	100	100	100	566	565	561	NA	1	2	15	14	15	85	85	83	NA	NA	0
Limited English Proficient Students	13	17	9138	100	100	97	471	471	492	8	12	13	69	59	46	23	29	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	106	195	33718	99	99	97	539	543	538	2	2	5	30	27	26	68	71	69	NA	NA	0
Non-Economically Disadvantaged	189	365	46016	100	100	100	567	561	567	1	2	2	15	16	14	84	82	84	NA	NA	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	62	NA	56	100	53	55	51	100	59	59	56
	Language	98	52	55	48	100	47	50	47	100	50	52	50
	Mathematics	98	67	67	66	100	51	54	52	98	58	58	58
7	Reading	94	57	NA	54	97	52	53	50	94	58	58	54
	Language	94	57	63	58	97	54	55	52	95	63	63	58
	Mathematics	95	59	62	62	97	53	54	50	95	56	59	54
8	Reading	95	68	NA	55	98	51	53	51	99	61	61	58
	Language	96	59	59	52	98	51	52	50	99	54	56	56
	Mathematics	95	63	60	61	98	53	53	53	99	61	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Det. School Priorities/Students First
- Ü Establish Budget Priorities
- Ü Instructional Strategies
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	1
4 to 6 years	6	2	0	0
7 to 9 years	2	2	0	0
10 or more years	11	19	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	180
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Two IBM Computer Labs
- Ü Library w/8 Computers for Student Use
- Ü One Mobile Computer Lab (w/laptops)

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Hands Across the Border
- Ü Chess Club; Robotics Club;
- Ü Athletics: Football, Cross Country (B&G)
- Ü Volleyball (G), Basketball (B&G),
- Ü Softball, Wrestling, Soccer (B&G),
- Ü Track (B&G), Baseball.
- Ü National History Day

Social Services

- Ü Breakfast/Lunch Programs
- Ü After school learning lab
- Ü Counseling Services
- Ü Parent Assistance
- Ü Law Related Education Classes by J.P.O.
- Ü District Crisis Response Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Expanded availability of Accelerated Reader to more students. Increased number of AR materials (tests and books) in library.

- ü 1. Reader's Digest Vocabulary Challenge State qualifiers.
- 2. 1st Place state winner in Polly Rosenbaum Writing Contest.
- 3.
- ü Placed first, second, and third in Arizona Teachers of Math Tri-County competition.

- ü First place in Math/Computer Science category at SARSEF (Southern Arizona Regional Science and Engineering Fair). Student was nominated to participate in Discovery Channel Young Scientist Challenge.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SVMS provides regular fire and safety drills for our students; has visible safety monitors on campus; and requires that visitors sign in with the office. The J.P.O. on campus provides lessons on bullying and sexual harassment to our students. We have an active P.O.P. (Parents on Patrol) program that provides additional adult presence on campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Jim Sprigg	(520) 515-2933
Transportation Policy	Tia Faulconer	(520) 515-2770
Community Resources	Martie Bangle	(520) 515-2935
School Nutrition Programs	Dawn Marino	(520) 515-2781
Parent Organization	Diane Jones	(520) 515-2930
Student Health/Nurse	Lara Berentz	(520) 515-2937

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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