

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5225 E. Buena School Blvd., Sierra Vista, AZ 85635

Sierra Vista Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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

School Overview

Principal/Administrator : Mr. Tad Bloss
 Schedule : 6:45 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 2618
 Web Address : www.sierravistapublicschools.com
 Phone Number : (520) 515-2800
 Fax Number : (520) 515-2877
 E-mail : tad.bloss@svps.k12.az.us

Mission

By involving students, parents and the Sierra Vista district community, Buena High School provides a positive educational experience in which all students and staff will seek challenge, experience respect, develop self-worth and achieve success.

School / Academic Goals

- ü Every graduate can read, write and reason at the 10th grade level or higher, starting with the graduating class of 2000.
- ü Starting with the graduating class of 2000, Buena High School will maintain the graduation rate of at least 90 percent.

Enrollment

October 1, 2003 School Year Student Enrollment : 2653
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 544

Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü Career & Technical Education Programs
- ü On-Site Special Education
- ü Alternative

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 5 hours 25 minutes
First Day of School : 8/11/2004
Last Day of School : 5/26/2005

Shared Responsibilities

School

Maintain communication between parents and the school through official notifications of the following: Progress Reports issued at the 4 1/2 weeks period, report cards, parent/teacher conferences, insecticide use, discipline code, attendance policy.

Parents

Parents should interact with educators to communicate high expectations. The SVPS recognize that parents play significant roles in the total learning process of students. Educators/parents should serve as role models.

Transportation Policy

The district provides school buses as a courtesy and as a safety precaution for the students of the district.

School Honors

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

Award/Honor	Year
ü Five Full ROTC Scholarships	2004
ü Onr National Merit Scholarship Semi-Finalist	2004

10th 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	599	599	65934	88	88	100	503	503	492	30	30	43	26	26	18	25	25	24	19	19	15
All Students (Prior Year)	481	481	57534	77	77	91	490	490	491	46	46	46	20	20	16	22	22	23	11	11	15
Female	328	328	32586	93	93	100	497	497	491	35	35	44	27	27	19	24	24	24	15	15	14
Male	267	267	33226	82	82	99	511	511	493	25	25	42	25	25	18	26	26	24	24	24	16
African American	64	64	3042	82	82	98	483	483	478	57	57	58	30	30	19	10	10	17	3	3	6
Hispanic	117	117	21740	83	83	100	486	486	475	55	55	63	19	19	17	16	16	15	10	10	5
Asian/Pacific Islander	43	43	1643	88	88	99	510	510	519	21	21	23	19	19	13	29	29	30	31	31	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	361	361	34819	90	90	99	511	511	505	19	19	27	28	28	20	29	29	31	23	23	22
Students with Disabilities	47	47	6507	84	84	100	465	465	456	71	71	83	29	29	9	0	0	6	0	0	2
Students without Disabilities	552	552	59427	89	89	100	504	504	494	30	30	41	26	26	19	25	25	25	19	19	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	102	102	18745				488	488	475	52	52	64	20	20	16	22	22	15	6	6	5
Non-Economically Disadvantaged	497	497	47182				506	506	499	26	26	35	27	27	19	25	25	27	22	22	19

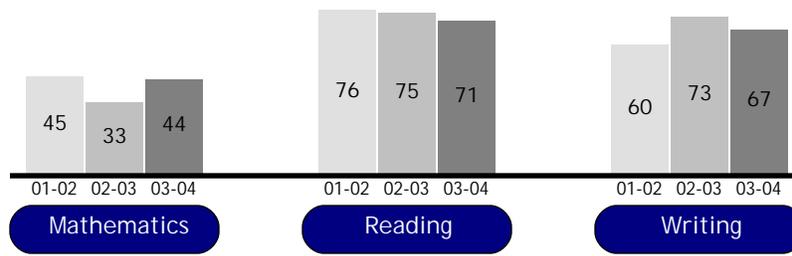
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	630	630	68162	92	92	100	520	520	509	8	8	18	20	20	24	62	62	51	9	9	8
All Students (Prior Year)	478	478	56700	76	76	89	521	521	512	6	6	15	18	18	23	67	67	52	8	8	10
Female	340	340	33509	96	96	100	521	521	513	8	8	15	21	21	23	62	62	52	9	9	9
Male	288	288	34521	87	87	100	519	519	505	9	9	20	20	20	24	63	63	49	9	9	7
African American	65	65	3163	83	83	99	503	503	497	6	6	22	34	34	30	57	57	46	3	3	3
Hispanic	127	127	22624	87	87	100	501	501	487	16	16	32	32	32	31	46	46	35	6	6	2
Asian/Pacific Islander	45	45	1666	94	94	100	509	509	523	11	11	11	22	22	17	64	64	60	2	2	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	374	374	35727	92	92	100	532	532	526	6	6	7	13	13	17	69	69	64	12	12	12
Students with Disabilities	40	40	6845	73	73	100	462	462	468	57	57	53	25	25	29	18	18	18	0	0	1
Students without Disabilities	590	590	61317	93	93	100	523	523	512	6	6	15	20	20	23	64	64	53	9	9	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	106	106	19528				501	501	487	17	17	31	30	30	32	48	48	34	5	5	2
Non-Economically Disadvantaged	524	524	48595				524	524	518	6	6	13	19	19	20	65	65	57	10	10	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	623	623	67629	91	91	100	534	534	524	14	14	22	19	19	16	66	66	59	1	1	3
All Students (Prior Year)	494	494	55090	79	79	87	483	483	479	9	9	16	18	18	13	73	73	70	0	0	0
Female	336	336	33347	95	95	100	537	537	537	12	12	17	18	18	15	68	68	64	2	2	4
Male	284	284	34151	86	86	99	531	531	512	17	17	27	20	20	18	62	62	54	1	1	2
African American	65	65	3150	83	83	99	518	518	515	15	15	24	22	22	19	63	63	56	0	0	2
Hispanic	124	124	22313	85	85	100	518	518	493	24	24	34	20	20	19	54	54	46	2	2	1
Asian/Pacific Islander	43	43	1659	90	90	100	554	554	564	12	12	11	10	10	12	79	79	68	0	0	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	370	370	35593	91	91	99	540	540	547	10	10	13	19	19	14	69	69	69	1	1	4
Students with Disabilities	38	38	6712	69	69	100	444	444	445	64	64	61	16	16	18	20	20	21	0	0	0
Students without Disabilities	585	585	60917	93	93	100	538	538	530	12	12	19	19	19	16	68	68	61	2	2	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	103	103	19310				515	515	489	26	26	35	21	21	20	52	52	44	1	1	1
Non-Economically Disadvantaged	520	520	48278				538	538	538	12	12	17	19	19	15	68	68	65	2	2	4

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)

10th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	44	44	37	97	51	51	41	84	54	NA	42
	Language	100	47	47	38	96	50	50	42	86	53	53	42
	Mathematics	100	65	65	56	96	69	69	60	83	70	70	63

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

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Budget Priorities
- Ü Selection of Instructional Material
- Ü Parent/Educator Relations
- Ü Facility Utilization

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	132.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	6	0	1
4 to 6 years	12	7	0	0
7 to 9 years	13	10	0	0
10 or more years	28	39	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	90
Core academic classes taught by Highly Qualified (NCLB) teachers.	411
Teachers with Emergency Certificaton.	4.0

Resources Available at School Site

Special Facilities

- Ü Buena High School Career Center
- Ü Buena High School Performing Arts Center

Extracurricular Activities

- Ü National Honor Society
- Ü FBLA/DECA/FCCLA/Skills USA VICA
- Ü Student Council
- Ü High School Music Society
- Ü National Art Honor Society
- Ü National History Day
- Ü Peer support
- Ü ARMY JROTC

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Substance and Drug Abuse
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü State reading and writing standards have been integrated across the curriculum, including academic and elective areas.

ü Academic performance goal to improve student writing was achieved as noted in 2003 AIMS writing scores.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	80			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Buena has an excellent Discipline Code which helps ensure a safe school. Additionally we have/offer an on-site SRO and JPO; five security guards and four counselors; a Peer Mediation Program; a Peer Support Program.

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

130

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.

Contacts

	Name	Phone Number
School Site Council	Tad Bloss	(520) 515-2800
Transportation Policy	William Roach	(520) 515-2738
Community Resources	Mark Boggie	(520) 515-2800
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Rick Nienhagen	(520) 378-3617
Student Health/Nurse	Betty Williams	(520) 515-2800

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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