

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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

Sierra Vista Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

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

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 R
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 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, 2005 School Year Student Enrollment : 2750
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 54

Instructional Programs

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

Calendar Information

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

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	2005
ü One National Merit Scholarship Finalist	2005
ü Airforce Academy Appointment & Army Academy Appointment	2005
ü Odyssey of the Mind World Competition First Place	2005

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	694	694	71130	98	98	95	702	702	701	21	21	23	12	12	13	55	55	51	13	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	369	369	35465	98	98	96	703	703	702	18	18	21	13	13	13	58	58	53	11	11	13
Male	325	325	35648	98	98	94	701	701	701	24	24	24	11	11	12	51	51	50	14	14	14
African American	81	81	3868	100	100	95	692	692	686	27	27	33	16	16	17	52	52	45	5	5	6
Hispanic	173	173	25103	99	99	95	686	686	685	32	32	34	16	16	16	45	45	45	7	7	5
Asian/Pacific Islander	33	33	1805	100	100	98	703	703	731	12	12	9	18	18	7	61	61	50	9	9	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	401	401	36075	97	97	95	711	711	715	15	15	12	9	9	9	59	59	58	17	17	21
Students with Disabilities	79	79	5862	93	93	71	652	652	658	76	76	63	10	10	15	14	14	20	NA	NA	2
Students without Disabilities	615	615	65268	99	99	98	707	707	705	13	13	19	12	12	12	60	60	54	14	14	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	194	194	22957	97	97	93	684	684	685	37	37	34	15	15	17	42	42	44	6	6	5
Non-Economically Disadvantaged	500	500	48173	99	99	96	709	709	709	14	14	17	11	11	11	60	60	55	15	15	18

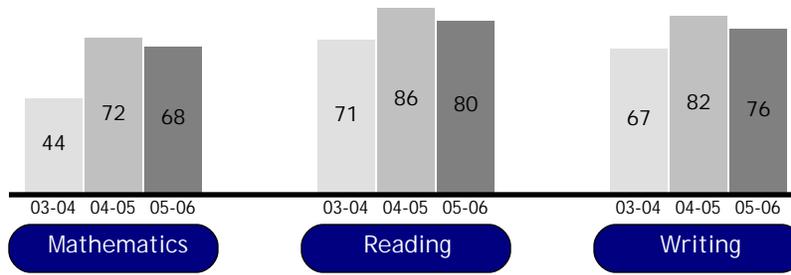
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	705	705	73018	99	99	97	716	716	703	4	4	6	16	16	23	68	68	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	374	374	36181	99	99	97	721	721	708	2	2	4	14	14	21	70	70	65	14	14	9
Male	331	331	36816	99	99	96	711	711	699	5	5	7	19	19	24	65	65	62	11	11	7
African American	81	81	3976	99	99	96	711	711	689	1	1	8	21	21	29	67	67	59	11	11	3
Hispanic	174	174	25801	99	99	96	697	697	683	7	7	10	26	26	34	61	61	53	6	6	3
Asian/Pacific Islander	33	33	1812	100	100	98	713	713	722	NA	NA	3	21	21	15	76	76	66	3	3	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	410	410	37024	99	99	97	726	726	721	2	2	2	11	11	12	70	70	73	16	16	13
Students with Disabilities	83	83	7170	95	95	85	658	658	654	18	18	23	51	51	47	31	31	29	NA	NA	1
Students without Disabilities	622	622	65848	100	100	98	723	723	708	2	2	4	12	12	20	73	73	67	14	14	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	198	198	23912	99	99	94	695	695	681	6	6	10	31	31	36	58	58	52	6	6	2
Non-Economically Disadvantaged	507	507	49106	99	99	98	724	724	714	3	3	4	11	11	16	72	72	69	15	15	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	703	703	72810	99	99	96	697	697	685	5	5	6	19	19	30	68	68	58	8	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	373	373	36111	99	99	97	708	708	695	3	3	4	13	13	23	75	75	65	10	10	8
Male	330	330	36678	99	99	95	685	685	674	8	8	9	25	25	36	62	62	52	5	5	3
African American	82	82	3962	100	100	96	688	688	675	5	5	8	22	22	33	70	70	55	4	4	3
Hispanic	172	172	25735	98	98	96	681	681	669	8	8	10	27	27	41	60	60	48	4	4	2
Asian/Pacific Islander	33	33	1809	100	100	97	706	706	704	3	3	4	12	12	19	76	76	65	9	9	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	409	409	36915	98	98	97	705	705	697	4	4	3	15	15	21	71	71	67	10	10	8
Students with Disabilities	80	80	7071	92	92	84	627	627	634	29	29	24	56	56	53	15	15	21	NA	NA	1
Students without Disabilities	623	623	65739	100	100	98	705	705	689	2	2	4	14	14	27	75	75	62	9	9	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	195	195	23814	97	97	94	677	677	667	9	9	10	32	32	41	57	57	47	3	3	2
Non-Economically Disadvantaged	508	508	48996	99	99	97	704	704	693	4	4	4	14	14	24	73	73	64	9	9	7

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
9	Reading	84	54	NA	42	86	62	62	51	94	61	61	52
	Language	86	53	53	42	86	59	59	50	94	58	58	50
	Mathematics	83	70	70	63	85	56	56	50	94	58	58	50

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

- 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 Student Discipline
- Ü Selection of Instructional Material
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	142.00
Other Professional Staff	1.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	6	0	1
4 to 6 years	12	7	0	0
7 to 9 years	15	16	0	0
10 or more years	28	42	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	397
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	1%

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 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	90	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

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

61

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	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	Jill Japan	(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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 200 Copies = \$58.00

** 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.