

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11808 N. 64th St., Scottsdale, AZ 85254

Scottsdale 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)

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

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

School Overview

Principal/Administrator : Mrs. Marilee McCracken
 Schedule : 7:00 AM to 3:00 PM
 Grades : K-5
 2004 Enrollment : 655
 Web Address : www.susd.org/schools/elem/sequoya/
 Phone Number : (480) 484-3200
 Fax Number : (480) 484-3201
 E-mail : mmccracken@susd.org

Mission

Our mission is to meet the unique needs of each of our children through positive learning experiences which are academically challenging, child-centered and wide in scope.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	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.

School / Academic Goals

- ü Students will improve their reading skills and performance by using a variety of approaches.
- ü Students will participate in grade level selected safety and/or character education programs.
- ü Students will demonstrate proficiency by achieving a specified grade level competency consistent with the Scottsdale core curriculum technology standards.
- ü Teachers will participate in a minimum of 6 hours of professional development.

Enrollment

October 1, 2003 School Year Student Enrollment : 661
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 61

Instructional Programs

- Ü Learning Resource Centers
- Ü English Immersion Studies
- Ü Extended-day Kindergarten
- Ü After School Enrichment
- Ü Gifted Program
- Ü Spanish Club
- Ü After School Tutoring
- Ü Art Masterpiece & Music Memory

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school.

Parents

Parents are urged to provide a supportive home environment conducive to study and learning; motivate their children; value education and participate in the activities of the school and parent organization.

Transportation Policy

Transportation is provided for K-5 students one mile from school. Mid-day transportation is provided for eligible kindergarten students. Service is provided for special education students whose IEP's require it.

School Honors

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

Award/Honor	Year
Ü National Blue Ribbon/Arizona A+ School	1992
Ü Arizona A+ School	2000
Ü National Blue Ribbon/School of Excellence	2001
Ü Math Olympiad Outstanding School	2004

3rd 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	128	1952	75509	99	99	100	557	548	521	3	6	13	9	13	23	29	31	33	59	49	31
All Students (Prior Year)	104	2032	75372	99	98	100	549	547	523	0	2	9	13	14	25	36	36	36	52	47	30
Female	57	930	37013	100	100	100	565	549	522	2	5	12	7	13	24	30	31	33	61	51	31
Male	71	1020	38430	99	99	99	549	546	521	4	6	14	10	14	22	28	32	33	57	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	10	287	30486	100	100	99	551	526	505	0	13	18	0	19	29	43	31	32	57	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	111	1518	35192	99	99	99	557	551	534	4	4	8	8	12	19	30	32	35	59	51	39
Students with Disabilities	25	311	9708	100	100	100	523	528	489	17	13	32	21	18	27	21	36	24	42	33	17
Students without Disabilities	103	1641	65801	95	97	98	565	550	525	0	5	11	6	13	23	31	31	34	63	52	33
Limited English Proficient Students	NC	195	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	432	36411				NC	516	503	NC	18	19	NC	18	29	NC	34	32	NC	30	20
Non-Economically Disadvantaged	120	1520	39040				557	553	534	3	4	8	9	12	19	28	31	34	59	53	39

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	128	1954	75492	99	99	100	543	537	519	3	4	12	5	9	16	41	47	47	51	40	24
All Students (Prior Year)	105	2023	75221	100	98	100	543	540	523	2	2	8	6	8	16	52	56	56	40	34	21
Female	57	933	37014	100	100	100	548	541	523	0	3	10	5	7	15	37	45	48	58	45	27
Male	71	1019	38400	99	99	99	538	533	516	6	5	14	4	11	17	45	49	47	45	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	10	286	30438	100	100	99	543	522	508	0	10	17	0	13	21	57	50	47	43	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	111	1521	35177	99	99	99	543	539	528	4	3	8	4	8	13	41	47	49	52	42	31
Students with Disabilities	25	313	9707	100	100	100	518	524	495	13	7	33	13	14	21	50	53	33	25	27	13
Students without Disabilities	103	1641	65785	95	97	98	549	539	522	1	4	10	3	8	16	39	46	49	57	42	26
Limited English Proficient Students	NC	194	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	430	36302				NC	518	507	NC	13	18	NC	18	21	NC	44	46	NC	26	14
Non-Economically Disadvantaged	120	1524	39164				544	540	528	3	3	8	4	7	13	40	47	48	52	43	31

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	128	1952	75053	99	99	99	687	649	597	3	3	7	2	6	12	66	72	72	28	18	9
All Students (Prior Year)	102	1992	73654	97	96	99	561	554	530	0	2	9	3	6	13	76	73	70	21	19	7
Female	57	933	36872	100	100	99	723	675	621	2	2	5	2	4	9	56	70	74	40	24	12
Male	71	1017	38109	99	99	99	656	623	573	4	5	10	3	9	14	75	74	69	18	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	10	286	30235	100	100	98	708	618	575	0	8	9	14	10	14	57	66	70	29	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	111	1518	35028	99	99	99	689	654	613	4	3	6	1	6	10	66	73	73	30	19	11
Students with Disabilities	25	314	9625	100	100	100	641	608	530	8	5	21	8	11	21	58	72	55	25	11	4
Students without Disabilities	103	1638	65428	95	97	98	698	655	604	2	3	6	1	6	11	68	72	73	29	19	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	429	36077				NC	587	566	NC	8	10	NC	13	16	NC	70	69	NC	9	5
Non-Economically Disadvantaged	120	1523	38950				687	661	618	3	3	5	3	5	9	66	73	73	28	20	12

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

5th 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	136	2037	76019	99	99	100	541	535	499	1	4	14	17	22	39	15	15	14	67	60	33
All Students (Prior Year)	113	2110	76230	94	98	100	533	521	498	3	4	12	15	28	38	17	14	12	65	54	37
Female	64	964	37207	98	99	100	541	536	499	2	3	12	16	21	41	15	16	14	67	59	33
Male	72	1072	38677	99	100	100	541	534	498	0	4	15	18	23	38	15	13	13	66	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	NC	227	29458	NC	99	100	NC	495	480	NC	18	20	NC	37	48	NC	14	12	NC	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	128	1677	35880	98	99	100	541	540	515	1	2	7	18	20	32	15	15	16	66	63	45
Students with Disabilities	20	238	9786	100	100	100	534	502	457	0	11	39	17	40	40	8	11	7	75	38	13
Students without Disabilities	116	1799	66233	98	99	99	542	537	503	1	3	11	18	21	39	16	15	14	66	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	332	35714				NC	494	480	NC	17	20	NC	40	47	NC	10	12	NC	33	20
Non-Economically Disadvantaged	129	1705	40266				542	541	513	1	2	9	16	19	33	15	15	15	68	64	43

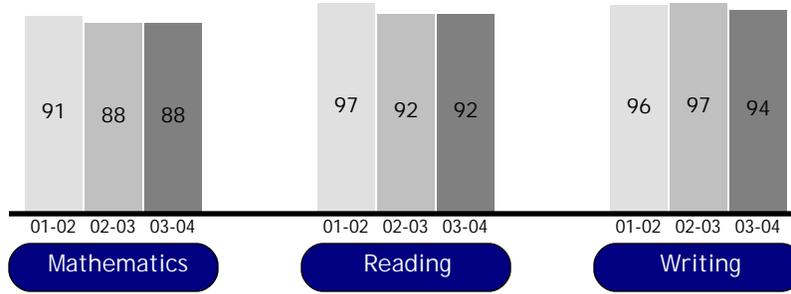
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2037	76020	98	99	100	522	519	503	4	9	25	10	14	23	61	52	40	25	26	12
All Students (Prior Year)	114	2103	76202	95	98	100	527	516	505	2	8	19	8	17	24	63	55	46	27	20	11
Female	64	966	37213	98	99	100	525	521	504	5	7	22	10	13	23	59	52	42	26	28	13
Male	71	1070	38666	97	100	100	519	517	501	3	10	29	11	14	22	63	52	38	23	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	NC	227	29442	NC	99	99	NC	499	494	NC	31	37	NC	18	26	NC	39	31	NC	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	127	1678	35890	98	99	100	523	522	511	4	6	15	9	13	20	62	54	48	25	27	18
Students with Disabilities	20	238	9784	100	100	100	532	511	485	8	22	58	0	19	19	50	40	19	42	19	4
Students without Disabilities	115	1799	66236	97	99	99	521	520	504	4	8	23	12	13	23	62	53	42	23	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	332	35703				NC	501	494	NC	29	37	NC	22	26	NC	37	31	NC	13	6
Non-Economically Disadvantaged	128	1705	40274				523	522	509	4	5	17	10	12	20	60	54	47	26	28	17

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	136	2034	75673	99	99	100	582	577	530	2	5	12	13	16	25	76	69	58	9	10	4
All Students (Prior Year)	112	2048	74692	93	95	99	541	529	502	1	6	18	11	18	27	70	57	47	18	18	8
Female	64	963	37099	98	99	100	586	598	548	5	3	8	11	12	22	72	70	64	11	14	6
Male	72	1070	38441	99	100	99	578	558	513	0	7	16	14	19	29	80	68	52	6	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	NC	225	29305	NC	98	99	NC	518	507	NC	13	16	NC	31	31	NC	50	51	NC	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	128	1678	35760	98	99	99	582	584	550	3	4	9	13	14	21	76	71	64	9	11	6
Students with Disabilities	20	237	9706	100	100	100	566	526	462	9	19	36	9	18	32	73	58	31	9	5	1
Students without Disabilities	116	1797	65967	98	99	99	583	581	536	2	4	10	13	16	25	76	70	60	9	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	330	35541				NC	511	504	NC	14	17	NC	31	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	129	1704	40091				584	588	550	2	4	9	12	13	21	77	72	64	9	11	6

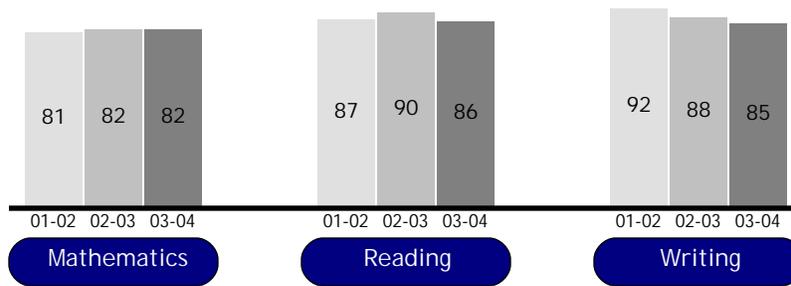
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	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 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
2	Reading	95	75	67	44	96	80	66	50	100	80	NA	58
	Language	97	66	63	39	98	73	61	43	99	73	68	50
	Mathematics	95	84	75	52	100	82	72	57	99	87	79	64
3	Reading	99	81	67	43	98	80	70	47	99	80	NA	55
	Language	98	85	72	50	97	83	75	54	99	84	77	61
	Mathematics	99	87	72	50	97	83	73	54	99	85	76	61
4	Reading	96	81	71	47	97	82	75	52	100	81	NA	56
	Language	96	74	65	45	99	76	68	48	97	72	69	52
	Mathematics	96	86	74	52	97	83	78	57	98	83	79	61
5	Reading	98	81	69	46	99	78	70	50	99	80	NA	55
	Language	98	72	64	43	98	74	65	46	97	73	69	49
	Mathematics	98	86	76	54	98	86	77	57	97	88	83	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Budget
- Ü Revision of By-laws

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	39.00
Other Professional Staff	5.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	2	0	0
4 to 6 years	0	1	1	0
7 to 9 years	1	4	0	0
10 or more years	5	25	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Hands-on Science Lab
- Ü Mac & PC Computer Labs
- Ü Library
- Ü TV Studio

Extracurricular Activities

- Ü Student Council
- Ü After School Athletics
- Ü Peer Mediation
- Ü After School Chess
- Ü Missoula Theatre Production
- Ü Lunch Time Intramural Program

Social Services

- Ü After School Programs
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Aligning the District's newly articulated reading standards to our current reading program resulted in the consolidation of items, and reduction of repetition of standards to better streamline our instruction.
- ü Ninety-five percent or more of all Sequoia students were successful in completing grade level specific programs focused on safety and/or character education.
- ü Ninety-six percent or more of Sequoia students were successful in achieving specific grade level technology goals.
- ü One hundred percent of Sequoia's full-time certified teachers completed at least 6 hours of professional development.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	64	65
Grades 3-4	75	72
Grades 4-5	58	72

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

Specific safety procedures are practiced by students for fire or other serious situations requiring implementation of lockdown and evacuation procedures. Safety rules for the cafeteria, playground, buses and campus are taught campus-wide and implemented. All visitors must sign-in.

Sequoia is committed to following the guidelines set forth in the SUSD's Uniform Code of Student Conduct.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Marilee McCracken	(480) 484-3200
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Marilee McCracken	(480) 484-3200
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Maureen Booth	(480) 948-2496
Student Health/Nurse	Kathy Winfrey	(480) 484-3200

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.