

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

(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	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 Overview

Principal/Administrator : Mrs. Marilee McCracken  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-5  
 Web Address : [www.susd.org/schools/elem/sequoya/](http://www.susd.org/schools/elem/sequoya/)  
 Phone Number : (480) 484-3200  
 Fax Number : (480) 484-3201  
 E-mail : [mmccracken@susd.org](mailto: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.

### 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, 2005 School Year Student Enrollment : 610  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 71

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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. 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	101	1919	80010	100	99	99	499	473	447	NA	5	10	7	10	18	39	48	53	54	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	919	38935	100	99	99	493	471	447	NA	5	9	5	12	19	44	49	55	51	35	17
Male	46	1000	40974	100	99	98	507	474	448	NA	6	11	9	9	18	33	47	52	59	38	19
African American	--	48	4201	--	98	99	--	438	430	--	10	17	--	25	23	--	52	51	--	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	--	43	3979	--	100	96	--	421	424	--	19	17	--	33	30	--	44	47	--	5	6
White	86	1436	35142	100	99	99	505	481	465	NA	3	5	6	7	11	36	48	56	58	42	28
Students with Disabilities	12	297	10161	100	96	93	468	448	419	NA	19	28	25	18	28	33	42	36	42	21	8
Students without Disabilities	89	1622	69849	100	100	100	504	477	451	NA	3	7	4	9	17	39	49	56	56	40	19
Limited English Proficient Students	10	169	14013	100	99	97	NA	418	413	NA	23	24	NA	30	34	NA	42	39	NA	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	93	1506	40981	100	99	100	504	482	462	NA	3	6	6	7	13	35	47	54	58	43	27

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	101	1921	79438	100	99	98	490	472	451	3	6	9	9	13	24	58	61	56	30	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	919	38775	100	99	99	486	477	457	2	4	7	9	11	22	64	61	58	25	23	13
Male	46	1002	40560	100	99	97	494	469	446	4	7	12	9	14	25	52	61	54	35	18	9
African American	--	48	4178	--	98	98	--	445	439	--	17	13	--	19	29	--	58	52	--	6	6
Hispanic	NC	301	34297	NC	100	99	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	--	43	3940	--	100	95	--	426	429	--	16	14	--	33	36	--	49	47	--	2	3
White	86	1438	34887	100	99	98	494	481	471	2	3	4	8	10	15	58	64	63	31	24	18
Students with Disabilities	12	297	9588	100	96	88	455	441	416	8	20	30	42	23	32	25	46	34	25	11	5
Students without Disabilities	89	1624	69850	100	100	100	494	478	456	2	3	7	4	11	23	63	63	59	30	22	12
Limited English Proficient Students	10	169	13856	100	99	96	NA	406	407	NA	31	27	NA	37	43	NA	31	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	93	1507	40753	100	99	99	493	482	467	2	3	5	9	9	16	57	64	62	32	24	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	101	1922	79971	100	99	99	456	439	423	2	4	8	22	35	41	67	55	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	921	38974	100	99	99	457	452	437	4	3	5	18	27	33	65	63	57	13	7	4
Male	46	1001	40895	100	99	98	455	427	410	NA	5	10	26	43	47	70	48	41	4	3	2
African American	--	48	4203	--	98	99	--	421	411	--	10	11	--	44	45	--	46	43	--	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	--	43	3995	--	100	96	--	408	409	--	9	10	--	58	47	--	33	42	--	NA	1
White	86	1439	35150	100	99	99	464	446	437	1	3	5	19	31	35	70	60	56	10	6	5
Students with Disabilities	12	301	10258	100	97	94	436	403	377	NA	14	23	33	50	51	58	33	25	8	3	1
Students without Disabilities	89	1621	69713	100	100	100	459	445	429	2	2	5	20	33	39	69	59	52	9	6	3
Limited English Proficient Students	10	169	13985	100	99	97	NA	378	382	NA	20	18	NA	59	54	NA	21	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	93	1507	40977	100	99	100	457	448	437	2	2	5	20	31	34	69	61	56	9	6	5

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

4th 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	108	1948	80147	100	99	99	528	505	482	5	6	11	4	10	17	30	44	49	62	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	974	39281	100	99	99	528	506	483	4	7	9	2	9	17	33	44	50	62	41	24
Male	53	973	40780	100	99	98	527	504	482	6	6	12	6	10	17	26	44	48	62	39	24
African American	--	53	4249	--	100	99	--	464	464	--	25	17	--	11	22	--	49	48	--	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	95	1490	36122	100	99	99	530	514	501	3	4	5	2	6	10	31	44	50	64	46	35
Students with Disabilities	21	282	10295	100	96	92	497	464	443	19	27	33	10	19	26	33	37	33	38	17	8
Students without Disabilities	87	1666	69852	100	100	100	535	512	488	1	3	7	2	8	16	29	45	51	68	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	104	1565	41776	100	99	100	531	516	498	3	3	6	3	7	11	30	43	49	64	47	33

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	108	1946	79686	100	99	98	510	493	470	3	5	11	6	13	24	61	65	57	30	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	973	39163	100	99	99	512	497	475	2	4	9	5	12	22	60	65	60	33	19	10
Male	53	972	40438	100	99	97	507	490	465	4	6	13	8	14	25	62	64	54	26	16	7
African American	--	52	4228	--	98	98	--	465	458	--	13	15	--	23	28	--	62	53	--	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	95	1489	35914	100	99	98	513	502	489	2	3	5	5	9	15	60	68	67	33	20	14
Students with Disabilities	21	279	9808	100	95	87	482	457	432	10	19	35	24	30	32	48	42	30	19	9	3
Students without Disabilities	87	1667	69878	100	100	100	516	499	475	1	3	8	2	10	23	64	69	61	32	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	104	1562	41591	100	99	99	513	503	486	2	3	6	5	8	16	63	68	65	31	21	13

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	108	1954	80372	100	100	99	507	495	475	NA	2	4	14	19	30	81	76	64	6	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	976	39452	100	100	99	516	505	488	NA	1	3	9	13	22	80	80	72	11	6	3
Male	53	977	40836	100	99	98	497	485	464	NA	3	6	19	24	37	81	71	56	NA	2	1
African American	--	53	4264	--	100	99	--	462	465	--	6	5	--	36	35	--	58	59	--	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	95	1496	36213	100	100	99	509	501	489	NA	1	2	13	15	22	82	79	72	5	4	3
Students with Disabilities	21	288	10526	100	98	94	484	453	427	NA	8	15	38	46	53	62	46	31	NA	1	1
Students without Disabilities	87	1666	69846	100	100	100	512	502	482	NA	1	3	8	14	26	85	81	69	7	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	104	1568	41851	100	100	100	509	503	489	NA	1	3	13	15	22	82	80	72	6	4	4

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	121	2007	79306	100	100	99	529	536	504	6	6	13	12	9	20	47	47	49	36	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	966	38845	100	100	99	534	536	505	4	5	11	7	9	20	50	48	50	39	39	18
Male	65	1041	40383	100	100	98	525	535	504	8	6	14	15	10	19	45	46	47	32	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	10	83	2147	100	100	99	NA	550	539	NA	4	5	NA	2	10	NA	41	46	NA	53	40
American Indian/Alaskan Native	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	99	1554	36234	100	100	99	527	544	523	5	3	6	13	7	13	48	47	52	33	43	28
Students with Disabilities	25	270	10286	100	99	91	501	492	462	16	24	41	32	22	27	24	38	27	28	16	5
Students without Disabilities	96	1737	69020	100	100	100	536	542	510	3	3	9	6	7	18	53	48	52	38	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	117	1613	41869	100	100	100	530	545	521	5	3	7	12	7	14	47	46	51	36	44	27

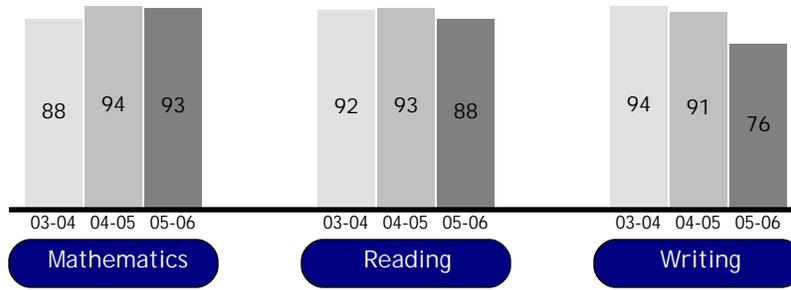
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1994	79000	100	99	98	521	517	489	3	4	10	7	11	24	68	64	58	21	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	963	38774	100	99	99	530	522	494	2	2	7	2	10	22	70	64	61	27	24	10
Male	65	1031	40150	100	99	98	513	512	485	5	5	12	12	13	25	66	63	55	17	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	10	81	2142	100	98	99	NA	523	510	NA	4	4	NA	7	14	NA	70	67	NA	19	16
American Indian/Alaskan Native	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	99	1549	36135	100	99	98	522	525	508	2	2	4	7	7	14	70	66	67	21	25	15
Students with Disabilities	25	258	9991	100	94	88	496	479	449	4	14	33	24	29	36	56	50	29	16	7	2
Students without Disabilities	96	1736	69009	100	100	100	528	522	495	3	2	6	3	8	22	71	66	62	23	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	117	1605	41766	100	99	99	522	526	505	3	1	5	8	8	16	68	66	65	22	25	14

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	120	2007	79611	99	100	99	525	524	496	NA	3	7	23	22	37	78	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	967	39016	100	100	99	541	537	511	NA	2	4	11	14	29	89	81	66	NA	3	1
Male	64	1040	40519	98	100	98	510	511	482	NA	3	10	33	29	44	67	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	10	83	2149	100	100	100	NA	526	519	NA	NA	4	NA	27	24	NA	71	70	NA	2	2
American Indian/Alaskan Native	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	98	1554	36380	99	100	99	525	531	511	NA	2	4	23	19	30	77	78	65	NA	2	1
Students with Disabilities	24	271	10664	96	99	94	499	471	440	NA	13	23	50	49	54	50	36	22	NA	2	1
Students without Disabilities	96	1736	68947	100	100	100	531	532	504	NA	1	4	16	18	34	84	79	61	NA	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	116	1614	41985	99	100	100	525	532	511	NA	1	4	23	19	30	77	78	65	NA	2	1

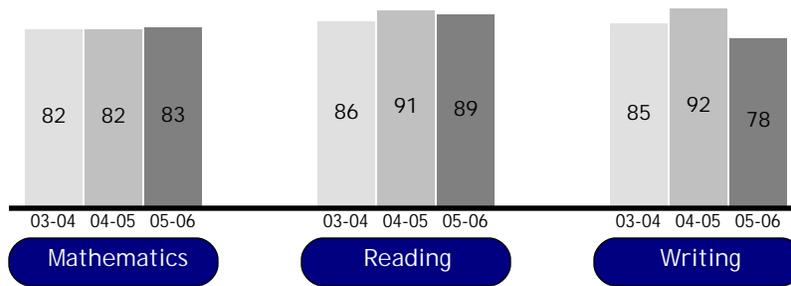
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 2005-06

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
2	Reading	100	80	NA	58	99	71	62	47	100	78	65	46
	Language	99	73	68	50	99	72	64	47	100	80	70	48
	Mathematics	99	87	79	64	99	73	67	50	100	85	72	52
3	Reading	99	80	NA	55	100	66	57	44	100	75	63	46
	Language	99	84	77	61	100	66	57	44	100	68	59	46
	Mathematics	99	85	76	61	100	77	65	51	100	82	70	52
4	Reading	100	81	NA	56	100	67	61	48	100	72	68	52
	Language	97	72	69	52	100	72	64	49	100	79	70	52
	Mathematics	98	83	79	61	100	71	66	53	100	80	70	58
5	Reading	99	80	NA	55	100	63	64	50	100	76	73	56
	Language	97	73	69	49	100	66	65	50	99	76	73	54
	Mathematics	97	88	83	63	100	64	65	49	100	72	72	52

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/](http://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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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	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
- Ü After school art class
- Ü After school explorers club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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-two percent or more of all Sequoia students were successful in completing grade level specific programs focused on safety and/or character education.
  
- ü Ninety percent or more of Sequoia students were succesful 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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

Specific safety procedures are practiced by students for fire or other serious situations requiring implementation of lockdown and evacuation procedures. Safety rules for the cafetorium, 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 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	Marilee McCracken	(480) 484-3200
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Marilee McCracken	(480) 484-3200
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Sandy Kravetz	
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](http://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](http://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](http://www.ade.az.gov/researchpolicy/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.