

Skyview School

ARIZONA SCHOOL REPORT CARD 2003-04

125 S. Rush Street, Prescott, AZ 86303

Skyview School, Inc.

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 *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Janet L. Bicknese
Schedule : 7:30 AM to 4:30 PM
Grades : K-8
2003 Enrollment : 117
Web Address : www.skyviewschool.org
Phone Number : (928) 776-1730
Fax Number : (928) 776-1742
E-mail : admin@skyview.k12.az.us

Mission

Our mission is to enrich the lives of students ensuring that future generations are well-prepared to live their lives with meaning, dignity, and the ability to work together for a better world. Respect and responsibility are our guiding principles.

School / Academic Goals

- ü Skyview offers a learning environment that leads to improved student achievement by giving academic content meaning, value, and relevance supported by development of the emotional intelligences (intrapersonal and interpersonal intelligences).
- ü Through our gifted model of education students develop critical thinking skills necessary to identify, synthesize, and communicate in problem solving settings, and apply these skills in service to the greater community.

Instructional Programs

- ü Gifted Model of Education
- ü Multiple Intelligences Instruction
- ü Interdisciplinary, Multiage Classrooms
- ü Place Based & Project Based Curriculum

Enrollment

October 1, 2002 School Year Student Enrollment : 136
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 117

Calendar Information

Number of Instruction Days : 153
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 7/28/2003
Last Day of School : 6/2/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	7.50
Other Professional Staff	1.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

Skyview School is a community school of choice responsible for providing multiple intelligences, multiage, project/thematic-based instruction in a safe and harmonious learning environment. We provide students with the best practices in education.

Parents

Skyview School parents are partners in education, committing to regular attendance; ensuring that children come ready to learn; and participating in the ongoing design and operations of the school through a commitment of involvement and volunteerism.

Resources Available at School Site

Special Facilities

- ü Art Studio/Science Lab
- ü Computer Lab

Extracurricular Activities

- ü Literature Alive Touring Troupe
- ü Band
- ü Eighth Grade Mentorship Program
- ü Friday Arts & Community Service Projects

Social Services

Transportation Policy

Skyview School is centrally located in Prescott with easy access from Prescott Valley and Chino Valley. Parents are responsible for transporting their children to and from school. Volunteer organized carpools are available.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We have work study programs, teaching internships, & classroom collaborations with Yavapai College, Northern AZ Univ., & Prescott College. We are working with Sharlot Hall Museum and the Yavapai Indian Nation on an experiential place-based project.
- ü Skyview School hosted a national math institute, recieved a grant from the Acker Music Assoc., and has been invited to enter into a partnership grant with the Prescott Public Library.

School Honors

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

Award/Honor	Year
ü 2 Faculty Serve as VPs on AATM Board	2003
ü 1 Faculty Math Trainer for YC AZ RSC	2003
ü Sixth Grade County Math Contest - 1st Place Team	2003
ü Memorial Tile Project Tours United Nations	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	32	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	90	90
Grades 6-7	NC	NC
Grades 7-8	69	69

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 2002-03. 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 2003. 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. 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).

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	13	13	75372	100	100	101	521	521	523	23	23	9	0	0	25	46	46	36	31	31	30
All Students (Prior Year)	14	14	70809	NA	NA	NA	527	527	518	0	0	11	29	29	27	36	36	35	36	36	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	--	--	29103	--	--	99	--	--	510	--	--	12	--	--	31	--	--	36	--	--	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	--	--	34597	--	--	98	--	--	535	--	--	4	--	--	20	--	--	38	--	--	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	13	13	67315	118	118	101	521	521	525	23	23	8	0	0	24	46	46	37	31	31	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	13	13	49047	--	--		521	521	530	23	23	6	0	0	21	46	46	37	31	31	35

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	13	13	75221	100	100	101	535	535	523	23	23	8	0	0	16	46	46	56	31	31	21
All Students (Prior Year)	14	14	70860	NA	NA	NA	550	550	524	0	0	9	7	7	17	29	29	45	64	64	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	--	--	29019	--	--	99	--	--	513	--	--	12	--	--	21	--	--	55	--	--	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	--	--	34543	--	--	97	--	--	531	--	--	4	--	--	12	--	--	58	--	--	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	13	13	67215	118	118	101	535	535	524	23	23	7	0	0	16	46	46	56	31	31	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	13	13	48965	--	--		535	535	528	23	23	5	0	0	13	46	46	58	31	31	24

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	13	13	73654	100	100	99	538	538	530	15	15	9	8	8	13	77	77	70	0	0	7
All Students (Prior Year)	13	13	68592	NA	NA	NA	560	560	542	0	0	9	23	23	12	54	54	63	23	23	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	--	--	28348	--	--	96	--	--	520	--	--	13	--	--	17	--	--	65	--	--	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	--	--	33924	--	--	96	--	--	537	--	--	5	--	--	10	--	--	75	--	--	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	13	13	66348	118	118	100	538	538	531	15	15	8	8	8	13	77	77	71	0	0	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	13	13	47943	--	--		538	538	535	15	15	7	8	8	11	77	77	74	0	0	9

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	13	13	76230	100	100	101	508	508	498	8	8	12	23	23	38	23	23	12	46	46	37
All Students (Prior Year)	15	15	72888	NA	NA	NA	509	509	494	7	7	14	33	33	40	27	27	12	33	33	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	--	--	28100	--	--	98	--	--	482	--	--	18	--	--	47	--	--	11	--	--	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	12	12	35389	92	92	96	511	511	514	8	8	6	17	17	32	25	25	14	50	50	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	13	13	67208	108	108	100	508	508	500	8	8	12	23	23	38	23	23	12	46	46	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	NC	25037				NC	NC	477	NC	NC	21	NC	NC	47	NC	NC	11	NC	NC	21
Non-Economically Disadvantaged	12	12	51193				509	509	507	8	8	9	25	25	35	17	17	13	50	50	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	12	12	76202	92	92	101	514	514	505	0	0	19	33	33	24	25	25	46	42	42	11
All Students (Prior Year)	15	15	72779	NA	NA	NA	521	521	505	13	13	21	7	7	20	33	33	43	47	47	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	--	--	28090	--	--	98	--	--	497	--	--	28	--	--	30	--	--	37	--	--	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	11	11	35371	85	85	96	516	516	512	0	0	10	36	36	20	18	18	54	45	45	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	12	12	67105	100	100	100	514	514	506	0	0	18	33	33	24	25	25	47	42	42	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	NC	24961				NC	NC	495	NC	NC	32	NC	NC	30	NC	NC	34	NC	NC	4
Non-Economically Disadvantaged	11	11	51241				516	516	509	0	0	14	27	27	22	27	27	51	45	45	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	12	12	74692	92	92	99	518	518	502	0	0	18	33	33	27	58	58	47	8	8	8
All Students (Prior Year)	15	15	70710	NA	NA	NA	534	534	512	7	7	17	27	27	26	40	40	42	27	27	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	--	--	27492	--	--	96	--	--	486	--	--	27	--	--	32	--	--	38	--	--	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	11	11	34785	85	85	94	522	522	517	0	0	10	27	27	23	64	64	56	9	9	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	12	12	66264	100	100	99	518	518	503	0	0	17	33	33	27	58	58	48	8	8	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	NC	24507				NC	NC	480	NC	NC	31	NC	NC	33	NC	NC	33	NC	NC	3
Non-Economically Disadvantaged	11	11	50185				519	519	511	0	0	13	36	36	24	55	55	53	9	9	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71167	100	100	99	482	482	463	12	12	38	71	71	41	6	6	14	12	12	7
All Students (Prior Year)	10	10	66213	NA	NA	NA	477	477	459	40	40	39	30	30	40	20	20	14	10	10	7
Female	NC	NC	34825	NC	NC	99	NC	NC	462	NC	NC	38	NC	NC	42	NC	NC	14	NC	NC	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	15	15	35245	88	88	95	484	484	476	7	7	26	73	73	45	7	7	19	13	13	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	17	17	63072	100	100	99	482	482	464	12	12	37	71	71	41	6	6	15	12	12	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614	--	--		--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--		--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	17	17	54110	--	--		482	482	468	12	12	33	71	71	43	6	6	16	12	12	8

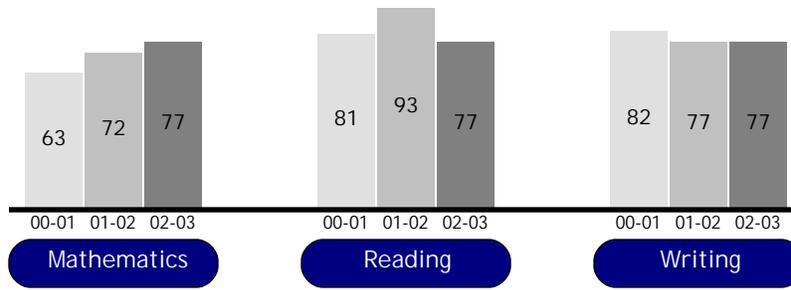
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71100	100	100	99	537	537	502	0	0	25	12	12	21	47	47	40	41	41	15
All Students (Prior Year)	10	10	66144	NA	NA	NA	533	533	504	0	0	24	40	40	20	20	20	40	40	40	16
Female	NC	NC	34801	NC	NC	99	NC	NC	505	NC	NC	21	NC	NC	22	NC	NC	42	NC	NC	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	15	15	35198	88	88	95	536	536	515	0	0	15	13	13	18	47	47	47	40	40	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	17	17	62979	100	100	99	537	537	503	0	0	23	12	12	21	47	47	41	41	41	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623	--	--		--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--		--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	17	17	54060	--	--		537	537	507	0	0	20	12	12	20	47	47	43	41	41	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	16	16	69001	94	94	96	514	514	490	0	0	17	25	25	37	75	75	45	0	0	1
All Students (Prior Year)	10	10	63579	NA	NA	NA	509	509	493	10	10	15	40	40	42	40	40	41	10	10	2
Female	NC	NC	34086	NC	NC	97	NC	NC	496	NC	NC	13	NC	NC	36	NC	NC	51	NC	NC	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	14	14	34501	82	82	93	516	516	500	0	0	10	21	21	34	79	79	55	0	0	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	16	16	61615	94	94	97	514	514	491	0	0	16	25	25	37	75	75	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590	--	--		--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--		--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	16	16	52618	--	--		514	514	494	0	0	14	25	25	36	75	75	49	0	0	1

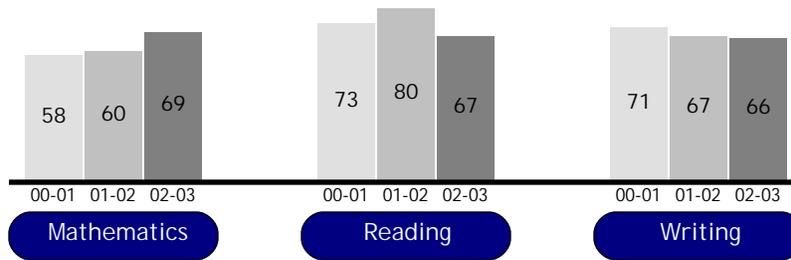
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

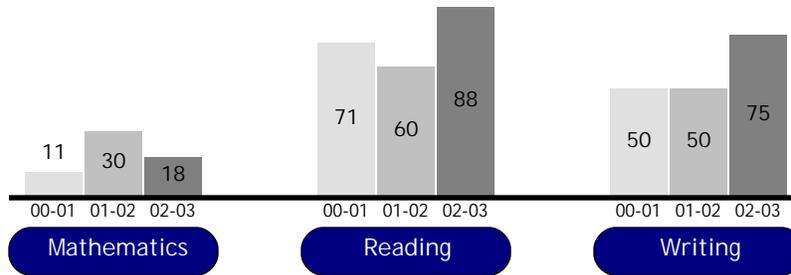
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	57	57	53	100	39	39	44	NC	NC	NC	50
	Language	100	56	56	45	100	53	53	39	NC	NC	NC	43
	Mathematics	100	54	54	56	100	50	50	52	NC	NC	NC	57
3	Reading	100	72	72	50	100	60	60	43	100	57	57	47
	Language	100	70	70	55	100	61	61	50	92	57	57	54
	Mathematics	100	53	53	53	100	55	55	50	100	52	52	54
4	Reading	100	77	77	55	100	78	78	47	100	67	67	52
	Language	100	66	66	50	92	67	67	45	100	53	53	48
	Mathematics	100	63	63	56	100	63	63	52	100	48	48	57
5	Reading	94	74	74	51	100	77	77	46	100	72	72	50
	Language	100	50	50	46	100	58	58	43	100	49	49	46
	Mathematics	94	62	62	56	100	59	59	54	100	56	56	57
6	Reading	100	79	79	54	94	74	74	49	100	73	73	53
	Language	100	64	64	46	89	57	57	42	100	58	58	45
	Mathematics	100	74	74	61	89	55	55	58	100	73	73	62
7	Reading	100	64	64	53	100	77	77	48	100	80	80	51
	Language	100	61	61	55	100	80	80	51	100	76	76	54
	Mathematics	100	61	61	57	100	64	64	54	100	77	77	58
8	Reading	100	58	58	55	NC	NC	NC	49	100	77	77	53
	Language	100	51	51	50	100	67	67	46	100	71	71	49
	Mathematics	100	46	46	57	100	68	68	54	100	69	69	58

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 Safety

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

Skyview School has adopted respect and responsibility as the basis for promoting self- and peer-regulated discipline and a safe school environment. Students know that they can learn and play in a zero-tolerance environment free from threat or harm.

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		
Transportation Policy	Claudia Thomason	(928) 776-1730
Community Resources	Janet Bicknese	(928) 776-1730
School Nutrition Programs		
Parent Organization	Claudia Thomason	(928) 776-1730
Student Health/Nurse		

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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