

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1460 S. Horne, Mesa, AZ 85204

Sequoia School for the Deaf & Hard of Hearing, LLC

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	Performing
2002-03	Not Evaluated
2001-02	N/A

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	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 Overview

Principal/Administrator : Mr. Curt Lynn Radford
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-12
 2004 Enrollment : 45
 Web Address : www.sequoia.k12.az.us
 Phone Number : (480) 649-7737
 Fax Number : (480) 649-0711
 E-mail : curtr@sequoia.k12.az.us

Mission

The mission of Sequoia School for the Deaf and Hard of Hearing (SSDHH) is to provide a safe, challenging and motivating educational environment, which promotes development of wholesome social skills, academic growth, and independence through the bi-lingual and bicultural (Bi-Bi) approach.

School / Academic Goals

- ü Students will have an average growth of over one year on AIMS or the Stanford 9 Standardized Test administered in the spring.
- ü Students will complete and exceed the Arizona Academic Standards at all levels, K-12, pertaining to their IEPs.

Enrollment

October 1, 2003 School Year Student Enrollment : 36
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 44

Instructional Programs

- Ü Full day Kindergarten
- Ü Elementary: ASL/Eng Transition
- Ü H.S. Deaf Studies Curriculum
- Ü H.S. ASL/Eng. Transition
- Ü H.S. Job Training Program
- Ü Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

One of the major advantages of charter schools are the choices made available to meet different needs. Students can mainstream, attend training programs, participate in dual enrollment college classes and take technology-assisted individual studies. We provide a safe and challenging learning environment, motivating the students to achieve their potential.

Parents

Parents assist the school by acting as chaperones or leaders for activities and field trips, by helping in classrooms with special projects, by speaking/presenting in classes, by communicating with their children's teacher.

Transportation Policy

Transportation is available.

School Honors

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

Award/Honor

Year

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	NC	NC	75509	NC	NC	100	NC	NC	521	NC	NC	13	NC	NC	23	NC	NC	33	NC	NC	31
All Students (Prior Year)	NC	NC	75372	NC	NC	100	NC	NC	523	NC	NC	9	NC	NC	25	NC	NC	36	NC	NC	30
Female	NC	NC	37013	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	24	NC	NC	33	NC	NC	31
Male	NC	NC	38430	NC	NC	99	NC	NC	521	NC	NC	14	NC	NC	22	NC	NC	33	NC	NC	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	--	30486	--	--	99	--	--	505	--	--	18	--	--	29	--	--	32	--	--	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	NC	NC	65801	NC	NC	98	NC	NC	525	NC	NC	11	NC	NC	23	NC	NC	34	NC	NC	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	--	36411	--	--		--	--	503	--	--	19	--	--	29	--	--	32	--	--	20
Non-Economically Disadvantaged	NC	NC	39040	NC	NC		NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	34	NC	NC	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	NC	NC	75492	NC	NC	100	NC	NC	519	NC	NC	12	NC	NC	16	NC	NC	47	NC	NC	24
All Students (Prior Year)	NC	NC	75221	NC	NC	100	NC	NC	523	NC	NC	8	NC	NC	16	NC	NC	56	NC	NC	21
Female	NC	NC	37014	NC	NC	100	NC	NC	523	NC	NC	10	NC	NC	15	NC	NC	48	NC	NC	27
Male	NC	NC	38400	NC	NC	99	NC	NC	516	NC	NC	14	NC	NC	17	NC	NC	47	NC	NC	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	--	30438	--	--	99	--	--	508	--	--	17	--	--	21	--	--	47	--	--	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	NC	NC	65785	NC	NC	98	NC	NC	522	NC	NC	10	NC	NC	16	NC	NC	49	NC	NC	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	--	36302	--	--		--	--	507	--	--	18	--	--	21	--	--	46	--	--	14
Non-Economically Disadvantaged	NC	NC	39164	NC	NC		NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	48	NC	NC	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	NC	NC	75053	NC	NC	99	NC	NC	597	NC	NC	7	NC	NC	12	NC	NC	72	NC	NC	9
All Students (Prior Year)	NC	NC	73654	NC	NC	99	NC	NC	530	NC	NC	9	NC	NC	13	NC	NC	70	NC	NC	7
Female	NC	NC	36872	NC	NC	99	NC	NC	621	NC	NC	5	NC	NC	9	NC	NC	74	NC	NC	12
Male	NC	NC	38109	NC	NC	99	NC	NC	573	NC	NC	10	NC	NC	14	NC	NC	69	NC	NC	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	--	30235	--	--	98	--	--	575	--	--	9	--	--	14	--	--	70	--	--	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	NC	NC	65428	NC	NC	98	NC	NC	604	NC	NC	6	NC	NC	11	NC	NC	73	NC	NC	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	--	36077	--	--		--	--	566	--	--	10	--	--	16	--	--	69	--	--	5
Non-Economically Disadvantaged	NC	NC	38950	NC	NC		NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	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	--	--	76019	--	--	100	--	--	499	--	--	14	--	--	39	--	--	14	--	--	33
All Students (Prior Year)	NC	NC	76230	NC	NC	100	NC	NC	498	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	37
Female	--	--	37207	--	--	100	--	--	499	--	--	12	--	--	41	--	--	14	--	--	33
Male	--	--	38677	--	--	100	--	--	498	--	--	15	--	--	38	--	--	13	--	--	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	--	--	29458	--	--	100	--	--	480	--	--	20	--	--	48	--	--	12	--	--	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	--	--	35880	--	--	100	--	--	515	--	--	7	--	--	32	--	--	16	--	--	45
Students with Disabilities	--	--	9786	--	--	100	--	--	457	--	--	39	--	--	40	--	--	7	--	--	13
Students without Disabilities	--	--	66233	--	--	99	--	--	503	--	--	11	--	--	39	--	--	14	--	--	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	--	35714	--	--		--	--	480	--	--	20	--	--	47	--	--	12	--	--	20
Non-Economically Disadvantaged	--	--	40266	--	--		--	--	513	--	--	9	--	--	33	--	--	15	--	--	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	--	--	76020	--	--	100	--	--	503	--	--	25	--	--	23	--	--	40	--	--	12
All Students (Prior Year)	NC	NC	76202	NC	NC	100	NC	NC	505	NC	NC	19	NC	NC	24	NC	NC	46	NC	NC	11
Female	--	--	37213	--	--	100	--	--	504	--	--	22	--	--	23	--	--	42	--	--	13
Male	--	--	38666	--	--	100	--	--	501	--	--	29	--	--	22	--	--	38	--	--	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	--	--	29442	--	--	99	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	--	--	35890	--	--	100	--	--	511	--	--	15	--	--	20	--	--	48	--	--	18
Students with Disabilities	--	--	9784	--	--	100	--	--	485	--	--	58	--	--	19	--	--	19	--	--	4
Students without Disabilities	--	--	66236	--	--	99	--	--	504	--	--	23	--	--	23	--	--	42	--	--	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	--	35703	--	--		--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Non-Economically Disadvantaged	--	--	40274	--	--		--	--	509	--	--	17	--	--	20	--	--	47	--	--	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	--	--	75673	--	--	100	--	--	530	--	--	12	--	--	25	--	--	58	--	--	4
All Students (Prior Year)	NC	NC	74692	NC	NC	99	NC	NC	502	NC	NC	18	NC	NC	27	NC	NC	47	NC	NC	8
Female	--	--	37099	--	--	100	--	--	548	--	--	8	--	--	22	--	--	64	--	--	6
Male	--	--	38441	--	--	99	--	--	513	--	--	16	--	--	29	--	--	52	--	--	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	--	--	29305	--	--	99	--	--	507	--	--	16	--	--	31	--	--	51	--	--	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	--	--	35760	--	--	99	--	--	550	--	--	9	--	--	21	--	--	64	--	--	6
Students with Disabilities	--	--	9706	--	--	100	--	--	462	--	--	36	--	--	32	--	--	31	--	--	1
Students without Disabilities	--	--	65967	--	--	99	--	--	536	--	--	10	--	--	25	--	--	60	--	--	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	--	35541	--	--		--	--	504	--	--	17	--	--	31	--	--	50	--	--	2
Non-Economically Disadvantaged	--	--	40091	--	--		--	--	550	--	--	9	--	--	21	--	--	64	--	--	6

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	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
All Students (Prior Year)	NC	NC	71167	NC	NC	99	NC	NC	463	NC	NC	38	NC	NC	41	NC	NC	14	NC	NC	7
Female	NC	NC	36846	NC	NC	99	NC	NC	468	NC	NC	36	NC	NC	38	NC	NC	16	NC	NC	10
Male	--	--	37974	--	--	99	--	--	467	--	--	39	--	--	34	--	--	16	--	--	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	--	--	66199	--	--	99	--	--	472	--	--	34	--	--	38	--	--	17	--	--	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	--	--	45170				--	--	479	--	--	28	--	--	38	--	--	20	--	--	14

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	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
All Students (Prior Year)	NC	NC	71100	NC	NC	99	NC	NC	502	NC	NC	25	NC	NC	21	NC	NC	40	NC	NC	15
Female	NC	NC	36805	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Male	--	--	37936	--	--	99	--	--	493	--	--	35	--	--	18	--	--	33	--	--	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	--	--	66117	--	--	99	--	--	501	--	--	28	--	--	19	--	--	37	--	--	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	--	--	45115				--	--	508	--	--	23	--	--	18	--	--	39	--	--	20

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	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
All Students (Prior Year)	NC	NC	69001	NC	NC	96	NC	NC	490	NC	NC	17	NC	NC	37	NC	NC	45	NC	NC	1
Female	NC	NC	36686	NC	NC	99	NC	NC	506	NC	NC	5	NC	NC	29	NC	NC	57	NC	NC	9
Male	--	--	37644	--	--	98	--	--	476	--	--	13	--	--	36	--	--	45	--	--	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	--	--	65841	--	--	98	--	--	499	--	--	7	--	--	32	--	--	53	--	--	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	--	--	44898				--	--	507	--	--	7	--	--	28	--	--	55	--	--	10

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

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	65934	NC	NC	100	NC	NC	492	NC	NC	43	NC	NC	18	NC	NC	24	NC	NC	15
All Students (Prior Year)	NC	NC	57534	NC	NC	91	NC	NC	491	NC	NC	46	NC	NC	16	NC	NC	23	NC	NC	15
Female	NC	NC	32586	NC	NC	100	NC	NC	491	NC	NC	44	NC	NC	19	NC	NC	24	NC	NC	14
Male	NC	NC	33226	NC	NC	99	NC	NC	493	NC	NC	42	NC	NC	18	NC	NC	24	NC	NC	16
African American	--	--	3042	--	--	98	--	--	478	--	--	58	--	--	19	--	--	17	--	--	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	NC	NC	34819	NC	NC	99	NC	NC	505	NC	NC	27	NC	NC	20	NC	NC	31	NC	NC	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	--	--	59427	--	--	100	--	--	494	--	--	41	--	--	19	--	--	25	--	--	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708	--	--		--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	NC	NC	47182				NC	NC	499	NC	NC	35	NC	NC	19	NC	NC	27	NC	NC	19

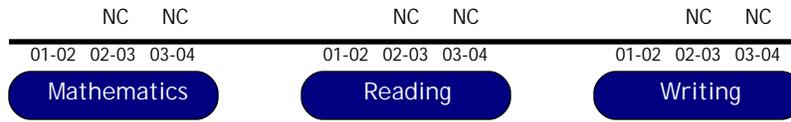
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	68162	NC	NC	100	NC	NC	509	NC	NC	18	NC	NC	24	NC	NC	51	NC	NC	8
All Students (Prior Year)	NC	NC	56700	NC	NC	89	NC	NC	512	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	10
Female	NC	NC	33509	NC	NC	100	NC	NC	513	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	9
Male	NC	NC	34521	NC	NC	100	NC	NC	505	NC	NC	20	NC	NC	24	NC	NC	49	NC	NC	7
African American	--	--	3163	--	--	99	--	--	497	--	--	22	--	--	30	--	--	46	--	--	3
Hispanic	NC	NC	22624	NC	NC	100	NC	NC	487	NC	NC	32	NC	NC	31	NC	NC	35	NC	NC	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	--	--	4592	--	--	100	--	--	484	--	--	32	--	--	37	--	--	30	--	--	1
White	NC	NC	35727	NC	NC	100	NC	NC	526	NC	NC	7	NC	NC	17	NC	NC	64	NC	NC	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	--	--	61317	--	--	100	--	--	512	--	--	15	--	--	23	--	--	53	--	--	8
Limited English Proficient Students	--	--	7152	--	--	100	--	--	464	--	--	57	--	--	31	--	--	12	--	--	0
Migrant Students	--	--	745	--	--		--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	NC	19528				NC	NC	487	NC	NC	31	NC	NC	32	NC	NC	34	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48595				NC	NC	518	NC	NC	13	NC	NC	20	NC	NC	57	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	67629	NC	NC	100	NC	NC	524	NC	NC	22	NC	NC	16	NC	NC	59	NC	NC	3
All Students (Prior Year)	NC	NC	55090	NC	NC	87	NC	NC	479	NC	NC	16	NC	NC	13	NC	NC	70	NC	NC	0
Female	NC	NC	33347	NC	NC	100	NC	NC	537	NC	NC	17	NC	NC	15	NC	NC	64	NC	NC	4
Male	NC	NC	34151	NC	NC	99	NC	NC	512	NC	NC	27	NC	NC	18	NC	NC	54	NC	NC	2
African American	--	--	3150	--	--	99	--	--	515	--	--	24	--	--	19	--	--	56	--	--	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	--	--	4528	--	--	99	--	--	492	--	--	35	--	--	21	--	--	42	--	--	1
White	NC	NC	35593	NC	NC	99	NC	NC	547	NC	NC	13	NC	NC	14	NC	NC	69	NC	NC	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	--	--	60917	--	--	100	--	--	530	--	--	19	--	--	16	--	--	61	--	--	3
Limited English Proficient Students	--	--	6994	--	--	100	--	--	442	--	--	58	--	--	18	--	--	23	--	--	0
Migrant Students	--	--	732	--	--		--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	19310				NC	NC	489	NC	NC	35	NC	NC	20	NC	NC	44	NC	NC	1
Non-Economically Disadvantaged	NC	NC	48278				NC	NC	538	NC	NC	17	NC	NC	15	NC	NC	65	NC	NC	4

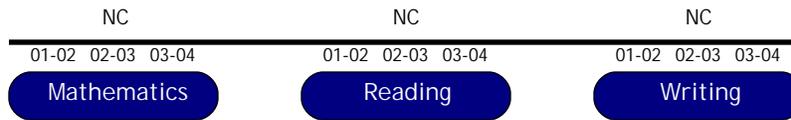
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

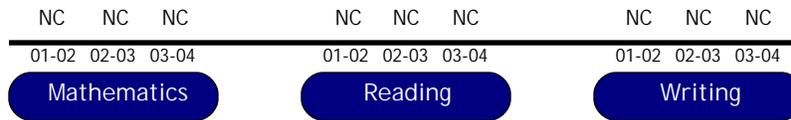
3rd Grade Proficiency



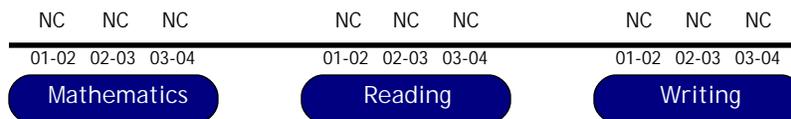
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



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

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?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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	NC	NC	NC	44	--	--	--	50	NC	NC	NC	58
	Language	NC	NC	NC	39	--	--	--	43	NC	NC	NC	50
	Mathematics	NC	NC	NC	52	--	--	--	57	NC	NC	NC	64
3	Reading	NC	NC	NC	43	NC	NC	NC	47	NC	NC	NC	55
	Language	NC	NC	NC	50	NC	NC	NC	54	NC	NC	NC	61
	Mathematics	NC	NC	NC	50	NC	NC	NC	54	NC	NC	NC	61
4	Reading	NC	NC	NC	47	--	--	--	52	NC	NC	NC	56
	Language	NC	NC	NC	45	--	--	--	48	NC	NC	NC	52
	Mathematics	NC	NC	NC	52	--	--	--	57	NC	NC	NC	61
5	Reading	--	--	--	46	NC	NC	NC	50	--	--	--	55
	Language	--	--	--	43	NC	NC	NC	46	--	--	--	49
	Mathematics	--	--	--	54	NC	NC	NC	57	--	--	--	63
6	Reading	--	--	--	49	--	--	--	53	NC	NC	NC	56
	Language	--	--	--	42	--	--	--	45	NC	NC	NC	48
	Mathematics	--	--	--	58	--	--	--	62	NC	NC	NC	66
7	Reading	NC	NC	NC	48	--	--	--	51	NC	NC	NC	54
	Language	NC	NC	NC	51	--	--	--	54	NC	NC	NC	58
	Mathematics	NC	NC	NC	54	--	--	--	58	NC	NC	NC	62
8	Reading	--	--	--	49	NC	NC	NC	53	NC	NC	NC	55
	Language	--	--	--	46	NC	NC	NC	49	NC	NC	NC	52
	Mathematics	--	--	--	54	NC	NC	NC	58	NC	NC	NC	61
9	Reading	--	--	--	37	--	--	--	41	NC	NC	NC	42
	Language	--	--	--	38	--	--	--	42	NC	NC	NC	42
	Mathematics	--	--	--	56	--	--	--	60	NC	NC	NC	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."

Sequoia School for the Deaf and Hard of Hearing

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Staff Training
- Ü Plan/Implement Instructional Programs
- Ü Monitor Quality
- Ü Recruitment
- Ü Community Referrals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
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	3	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	2
Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Computers in All Classrooms
- Ü 36-computer Media Center

Extracurricular Activities

- Ü Volleyball, Basketball, Soccer
- Ü Track & Cross Country
- Ü Jr. NAD
- Ü Kenpo Club

Social Services

- Ü East Valley Institute of Technology
- Ü Vocational Rehabilitation

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Hearing students integrated in Deaf classes.

Ü Differentiate ASL and English languages. Students have access to learning about their own language, and how to interact in a hearing environment.

Student Activity Rates for School Year 2003-04

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

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

We are dedicated to providing a safe, nurturing atmosphere. Students are to respect the law, property of others, individual differences and the privilege of education. Our Behavior and Zero Tolerance Policies and Dress Code are strictly enforced.

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) :

1

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	Curt Radford	(480) 649-7737
Transportation Policy	Marge Salow	(480) 649-7737
Community Resources	Priscilla Goodwin	(480) 649-7737
School Nutrition Programs	Marge Salow	(480) 649-7737
Parent Organization	Jeff Millett	(480) 649-7737
Student Health/Nurse	Marjorie Smith	(480) 649-7737

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.