



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7241 Rose Garden Lane, Glendale, AZ 85308

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Kathi Humble
 Schedule : 7:30 AM to 4:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 928
 Web Address : sierraverde.dvusd.org/
 Phone Number : (623) 376-4800
 Fax Number : (623) 376-4880
 E-mail : khumble@sv.dvusd.org

Mission

Sierra Verde School is committed to developing confident, lifelong learners who are academically and technologically prepared for the future, and who exhibit a strong sense of self, leadership skills and social consciousness. Teachers, parents and community members work together to support the needs of our school and students so each child will become a productive member of the community.

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 / Academic Goals

- ü Students will meet or exceed the standards in math.
- ü Students will meet or exceed the standards in writing.

Enrollment

October 1, 2003 School Year Student Enrollment : 926
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 49

Instructional Programs

- Ü Gifted Education
- Ü Special Education Preschool
- Ü Kindergarten Enrichment
- Ü Supplemental Reading Program
- Ü ELL
- Ü Middle School Honors Math and LA
- Ü Speech
- Ü Band

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Regular communication will consist of handbooks, newsletters, memorandums, conferences, parent meetings, phone calls and E-mail. We will provide programs to showcase student progress. The staff will work with and support PTSA activities. We offer Honors classes, Sage classes and special education services for qualifying students. We are responsible for providing a safe school environment through a consistent discipline plan and planned safety procedures.

Parents

Parents provide for regular attendance, proper grooming and nourishment, and time and space for homework. They maintain open communication with the school, attend conferences, and involve themselves in school committees and activities.

Transportation Policy

Kindergarten students living beyond a half mile, grades one through six living beyond a mile, and seventh and eighth graders living beyond a mile and a half are provided with bus service. Special needs students are transported in compliance with their IEP.

School Honors

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

Award/Honor	Year
Ü PTSA Membership award	2002
Ü Community Service Volunteer Award	2003
Ü Girl's Basketball Team - Championship	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	84	2528	75509	100	99	100	557	532	521	8	7	13	6	19	23	33	38	33	53	36	31
All Students (Prior Year)	111	2543	75372	99	100	100	550	538	523	5	2	9	12	19	25	36	40	36	48	39	30
Female	37	1212	37013	100	99	100	554	530	522	6	7	12	3	19	24	36	39	33	56	35	31
Male	47	1311	38430	100	99	99	560	533	521	9	7	14	9	18	22	30	37	33	51	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	10	90	1780	100	97	98	563	542	549	13	3	5	0	14	13	50	44	33	38	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	63	1956	35192	98	99	99	553	534	534	8	6	8	8	18	19	33	38	35	51	38	39
Students with Disabilities	10	347	9708	100	100	100	536	499	489	30	24	32	10	26	27	10	29	24	50	21	17
Students without Disabilities	74	2181	65801	97	99	98	560	535	525	4	5	11	6	18	23	36	39	34	54	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	604	36411				NC	513	503	NC	16	19	NC	25	29	NC	32	32	NC	27	20
Non-Economically Disadvantaged	80	1924	39040				559	537	534	8	5	8	7	17	19	31	40	34	55	39	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	84	2538	75492	100	100	100	535	528	519	3	7	12	10	12	16	51	52	47	37	30	24
All Students (Prior Year)	111	2540	75221	99	100	100	532	532	523	5	2	8	10	11	16	61	60	56	24	27	21
Female	37	1215	37014	100	99	100	541	531	523	3	6	10	0	10	15	47	52	48	50	33	27
Male	47	1317	38400	100	99	99	530	525	516	2	8	14	19	13	17	53	53	47	26	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	10	90	1773	100	97	98	558	532	534	0	1	4	13	11	10	38	65	50	50	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	63	1956	35177	98	99	99	531	529	528	3	6	8	11	11	13	51	52	49	34	31	31
Students with Disabilities	10	347	9707	100	100	100	518	502	495	20	25	33	30	25	21	20	36	33	30	14	13
Students without Disabilities	74	2191	65785	97	99	98	537	530	522	0	5	10	7	11	16	55	53	49	38	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	606	36302				NC	515	507	NC	15	18	NC	17	21	NC	48	46	NC	20	14
Non-Economically Disadvantaged	80	1932	39164				536	531	528	3	4	8	11	10	13	48	53	48	39	32	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	84	2525	75053	100	99	99	666	625	597	3	4	7	8	8	12	67	76	72	23	12	9
All Students (Prior Year)	110	2511	73654	98	99	99	542	542	530	5	3	9	5	7	13	79	79	70	10	11	7
Female	37	1212	36872	100	99	99	705	651	621	3	3	5	6	6	9	64	75	74	28	16	12
Male	47	1310	38109	100	99	99	633	600	573	2	6	10	9	9	14	70	76	69	19	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	10	89	1768	100	96	98	704	663	651	0	0	3	0	1	5	63	79	72	38	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	63	1948	35028	98	99	99	652	626	613	3	5	6	10	8	10	69	75	73	18	12	11
Students with Disabilities	10	343	9625	100	100	100	562	551	530	10	12	21	30	21	21	60	63	55	0	4	4
Students without Disabilities	74	2182	65428	97	99	98	681	631	604	1	4	6	4	6	11	68	77	73	26	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	601	36077				NC	590	566	NC	8	10	NC	13	16	NC	70	69	NC	8	5
Non-Economically Disadvantaged	80	1924	38950				672	634	618	3	4	5	7	6	9	67	77	73	24	13	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	113	2572	76019	100	100	100	537	517	499	3	5	14	22	33	39	20	18	14	55	44	33
All Students (Prior Year)	93	2489	76230	96	100	100	529	516	498	3	4	12	15	32	38	16	14	12	65	50	37
Female	59	1284	37207	100	100	100	529	515	499	2	5	12	25	36	41	30	18	14	44	41	33
Male	54	1284	38677	100	100	100	547	519	498	4	5	15	19	30	38	9	18	13	68	47	34
African American	NC	73	3817	NC	97	100	NC	494	475	NC	10	23	NC	41	47	NC	25	11	NC	24	18
Hispanic	11	299	29458	100	100	100	522	502	480	11	10	20	22	40	48	22	23	12	44	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	92	2080	35880	100	99	100	537	518	515	2	4	7	23	33	32	18	17	16	57	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	106	2234	66233	99	99	99	540	519	503	1	4	11	22	33	39	20	18	14	57	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	532	35714	--	--	--	NC	495	480	NC	10	20	NC	45	47	NC	20	12	NC	26	20
Non-Economically Disadvantaged	109	2040	40266	--	--	--	539	522	513	3	4	9	21	31	33	20	17	15	57	48	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	113	2572	76020	100	100	100	519	510	503	10	14	25	15	21	23	55	50	40	20	15	12
All Students (Prior Year)	94	2490	76202	97	100	100	515	510	505	5	10	19	18	21	24	61	57	46	15	12	11
Female	59	1284	37213	100	100	100	511	510	504	5	12	22	23	22	23	61	52	42	11	15	13
Male	54	1284	38666	100	100	100	528	510	501	15	17	29	6	19	22	49	49	38	30	15	12
African American	NC	74	3819	NC	99	100	NC	500	494	NC	24	37	NC	28	26	NC	41	31	NC	7	6
Hispanic	11	298	29442	100	100	99	516	500	494	0	19	37	33	26	26	22	48	31	44	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	92	2081	35890	100	100	100	521	511	511	11	14	15	14	20	20	56	51	48	19	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	106	2233	66236	99	99	99	521	511	504	8	12	23	15	21	23	57	52	42	20	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	533	35703	--	--	--	NC	499	494	NC	25	37	NC	26	26	NC	42	31	NC	7	6
Non-Economically Disadvantaged	109	2039	40274	--	--	--	520	512	509	10	12	17	13	19	20	56	52	47	21	16	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	113	2565	75673	100	100	100	590	553	530	1	7	12	14	20	25	75	66	58	11	6	4
All Students (Prior Year)	94	2460	74692	97	100	99	538	518	502	3	8	18	19	23	27	58	59	47	19	10	8
Female	59	1281	37099	100	100	100	605	570	548	0	5	8	14	15	22	70	71	64	16	8	6
Male	54	1280	38441	100	100	99	575	536	513	2	10	16	13	25	29	79	60	52	6	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	11	298	29305	100	100	99	564	537	507	0	8	16	11	27	31	89	61	51	0	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	92	2074	35760	100	99	99	590	556	550	1	7	9	14	19	21	74	67	64	11	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	106	2226	65967	99	98	99	600	558	536	0	6	10	12	19	25	77	68	60	12	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	532	35541	--	--	--	NC	519	504	NC	14	17	NC	26	31	NC	57	50	NC	4	2
Non-Economically Disadvantaged	109	2033	40091	--	--	--	591	561	550	1	6	9	14	19	21	74	68	64	11	7	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	117	2538	75001	100	100	99	493	482	468	14	24	37	43	43	36	21	19	16	23	14	10
All Students (Prior Year)	69	2430	71167	97	100	99	475	476	463	26	24	38	45	49	41	20	19	14	9	8	7
Female	57	1205	36846	100	99	99	489	482	468	14	23	36	45	44	38	23	20	16	18	13	10
Male	60	1328	37974	100	100	99	497	483	467	14	24	39	41	42	34	19	18	16	27	16	11
African American	NC	73	3720	NC	97	98	NC	467	446	NC	35	53	NC	40	33	NC	19	9	NC	5	4
Hispanic	11	282	26675	100	99	98	466	468	448	30	33	52	30	47	34	40	13	10	0	8	4
Asian/Pacific Islander	NC	75	1575	NC	95	99	NC	500	504	NC	17	18	NC	36	33	NC	21	20	NC	26	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	455	438	NC	33	61	NC	54	30	NC	8	7	NC	4	2
White	96	2074	37785	100	100	99	493	484	482	14	22	25	44	43	39	19	19	21	23	15	15
Students with Disabilities	NC	332	8802	NC	100	100	NC	430	418	NC	67	79	NC	29	16	NC	3	3	NC	1	1
Students without Disabilities	109	2206	66199	100	99	99	498	486	472	9	21	34	45	44	38	21	20	17	24	15	11
Limited English Proficient Students	NC	69	11710	NC	81	100	NC	436	429	NC	61	70	NC	39	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	464	29814				NC	466	448	NC	34	53	NC	45	33	NC	15	10	NC	7	4
Non-Economically Disadvantaged	112	2074	45170				493	485	479	15	22	28	40	43	38	22	19	20	24	16	14

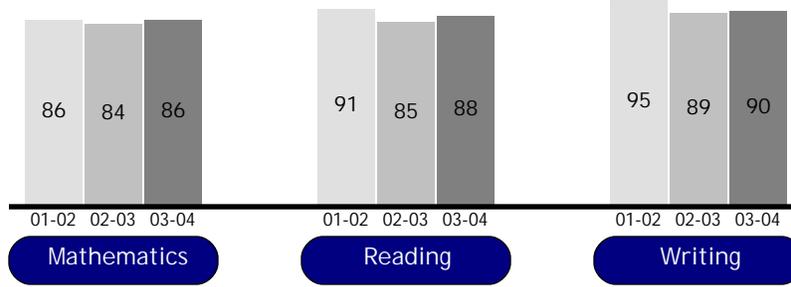
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2537	74918	100	100	99	528	509	497	7	21	32	13	20	19	53	40	35	27	19	15
All Students (Prior Year)	68	2423	71100	96	99	99	517	514	502	16	14	25	18	18	21	40	49	40	26	19	15
Female	57	1205	36805	100	99	99	522	512	501	7	17	28	20	20	19	50	44	37	23	20	16
Male	60	1327	37936	100	100	99	535	506	493	7	25	35	7	20	18	56	38	33	31	18	14
African American	NC	73	3719	NC	97	98	NC	501	481	NC	29	43	NC	16	21	NC	43	29	NC	13	7
Hispanic	11	282	26645	100	99	98	502	496	478	20	29	46	30	26	20	50	35	27	0	10	6
Asian/Pacific Islander	NC	75	1571	NC	95	99	NC	518	521	NC	9	18	NC	26	15	NC	41	38	NC	24	30
American Indian/Alaskan Native	NC	27	4729	NC	100	98	NC	481	468	NC	48	57	NC	22	19	NC	22	19	NC	9	4
White	96	2074	37773	100	100	99	531	511	511	5	20	20	13	19	18	54	41	41	28	20	21
Students with Disabilities	NC	333	8801	NC	100	100	NC	460	448	NC	64	75	NC	23	13	NC	10	10	NC	3	2
Students without Disabilities	109	2204	66117	100	99	99	533	512	501	3	18	28	13	20	19	56	43	37	28	20	16
Limited English Proficient Students	NC	69	11706	NC	81	100	NC	455	454	NC	76	71	NC	24	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	465	29785				NC	493	477	NC	30	47	NC	26	20	NC	33	26	NC	11	6
Non-Economically Disadvantaged	112	2072	45115				530	512	508	7	19	23	12	19	18	53	42	39	28	20	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	117	2525	74503	100	99	99	509	515	491	3	3	9	24	29	32	66	56	51	7	11	8
All Students (Prior Year)	69	2388	69001	97	98	96	504	499	490	9	9	17	36	36	37	55	54	45	0	1	1
Female	57	1202	36686	100	99	99	507	532	506	2	2	5	23	22	29	68	62	57	7	14	9
Male	60	1318	37644	100	99	98	510	499	476	3	5	13	25	36	36	64	51	45	7	8	6
African American	NC	73	3677	NC	97	97	NC	513	475	NC	2	12	NC	35	36	NC	54	46	NC	10	5
Hispanic	11	281	26500	100	99	97	480	498	467	0	3	13	40	41	39	60	48	44	0	8	4
Asian/Pacific Islander	NC	75	1566	NC	95	99	NC	535	537	NC	2	5	NC	24	23	NC	59	55	NC	15	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	475	464	NC	13	14	NC	33	39	NC	46	44	NC	8	3
White	96	2062	37606	100	99	99	513	517	508	3	3	6	21	28	28	67	57	56	8	11	10
Students with Disabilities	NC	327	8662	NC	100	100	NC	447	409	NC	18	37	NC	48	42	NC	31	20	NC	3	1
Students without Disabilities	109	2198	65841	100	99	98	517	519	499	0	3	7	23	28	32	69	58	53	7	12	8
Limited English Proficient Students	NC	69	11608	NC	81	100	NC	423	430	NC	18	23	NC	65	47	NC	18	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	461	29587				NC	502	465	NC	6	14	NC	37	40	NC	47	43	NC	11	4
Non-Economically Disadvantaged	112	2064	44898				508	517	507	3	3	7	25	28	28	65	58	55	7	11	10

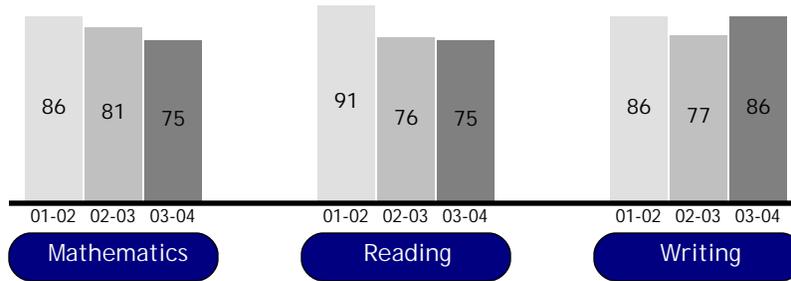
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

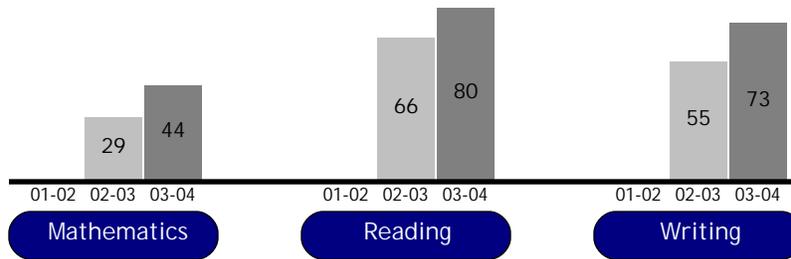
3rd Grade Proficiency



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.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	59	54	44	97	61	63	50	99	71	NA	58
	Language	98	62	54	39	99	61	58	43	99	67	61	50
	Mathematics	98	67	60	52	100	73	70	57	99	79	72	64
3	Reading	100	70	53	43	99	71	61	47	100	65	NA	55
	Language	100	75	61	50	100	77	67	54	100	77	70	61
	Mathematics	100	86	61	50	100	85	66	54	100	81	69	61
4	Reading	97	71	57	47	100	74	66	52	99	76	NA	56
	Language	97	70	54	45	100	67	61	48	99	67	63	52
	Mathematics	97	81	64	52	100	79	73	57	99	70	74	61
5	Reading	95	66	57	46	100	68	62	50	100	73	NA	55
	Language	95	71	52	43	100	68	57	46	100	71	60	49
	Mathematics	96	82	68	54	100	82	73	57	100	85	75	63
6	Reading	98	71	57	49	100	75	66	53	95	75	NA	56
	Language	98	68	52	42	99	69	60	45	95	70	60	48
	Mathematics	96	80	68	58	100	88	79	62	95	82	79	66
7	Reading	100	78	60	48	99	76	62	51	100	69	NA	54
	Language	100	78	65	51	99	80	66	54	100	76	69	58
	Mathematics	100	80	66	54	99	83	71	58	100	83	76	62
8	Reading	--	--	58	49	98	73	64	53	99	71	NA	55
	Language	--	--	58	46	98	79	63	49	100	70	61	52
	Mathematics	--	--	62	54	97	81	72	58	100	75	70	61

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

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

Council Duties

- Ü Raising Academic Expectations
- Ü School Safety Issues
- Ü Professional Development
- Ü Data Analysis
- Ü Community Involvement/Relations
- Ü Positive School Image

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	5	6	0	0
7 to 9 years	4	6	0	0
10 or more years	5	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 37
 Core academic classes taught by Highly Qualified (NCLB) teachers. 118
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Chorus
- Ü Community School Clubs
- Ü 7th and 8th Grade Athletics
- Ü Student Government
- Ü National Junior Honor Society
- Ü Band
- Ü Drama

Social Services

- Ü YMCA--Before/After School Care
- Ü Kindergarten Enrichment
- Ü Summer School
- Ü School Nurse and Counselor
- Ü Fire Safety Program
- Ü Violence Prevention Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Our goal to increase the number of student activities and the use of facilities by the community was attained.

ü A group of eighth graders are participating in a Geometry class due to their high performance in math.

ü PTSA Goal was to purchase bleachers for our gym and that goal was accomplished. The bleachers were installed in April.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	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	--			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	73	72
Grades 3-4	69	46
Grades 4-5	59	80
Grades 5-6	81	78
Grades 6-7	66	74
Grades 7-8	56	63

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

Sierra Verde has developed an Emergency Preparedness Plan. Monthly drills will be conducted to rehearse quick and efficient responses to emergencies. Presentations on bullying, violence prevention and tobacco use were implemented. School discipline plan is consistently enforced so students feel safe at school. The incidents requiring law enforcement support were due to vandalism and theft and all but one occurred after school hours. We have a full-time nurse on staff.

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) :

4

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	Kathi Humble	(623) 376-4804
Transportation Policy	Bill Kohn	(623) 467-5072
Community Resources	Cindy Mills	(623) 376-4804
School Nutrition Programs	Debbie Jaspersen	(623) 376-4818
Parent Organization	Penny Verini	(623) 376-4800
Student Health/Nurse	Bridget Reynolds	(623) 376-4810

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.