

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7241 West 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)

2004-05 Excelling
2003-04 Performing
2002-03 New School

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

School Overview

Principal/Administrator : Ms. Kathi Humble
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-8
2005 Enrollment : 866
Web Address : sierraverde.dvUSD.org/
Phone Number : (623) 376-4800
Fax Number : (623) 376-4880
E-mail : kathi.humble@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)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 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.
- ü Students will meet or exceed the standards in reading.

Enrollment

October 1, 2004 School Year Student Enrollment : 910
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 57

Instructional Programs

- Ü Gifted Education
- Ü Special Education; resource, preschool
- Ü Kindergarten Enrichment
- Ü Supplemental Reading Program
- Ü ELL
- Ü Middle School Honors Math and LA
- Ü Chorus
- Ü Band

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 2004 and 2005 / Boy's Volleyball 2005	2005
Ü All State Honor Band for Elementary and Junior High	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2698	79306	100	99	99	489	462	445	2	6	10	7	12	18	43	54	51	48	29	20
All Students (Prior Year)	84	2528	75509	100	99	100	557	532	521	8	7	13	6	19	23	33	38	33	53	36	31
Female	50	1299	38691	100	99	99	496	462	446	2	5	10	10	12	18	34	55	52	54	28	20
Male	51	1398	40583	100	99	99	483	462	445	2	6	11	4	12	18	52	52	50	42	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	12	110	1935	100	100	99	529	477	474	0	2	3	0	6	9	17	53	48	83	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	81	2110	36197	99	99	99	487	465	463	1	5	5	6	10	11	46	53	53	46	31	31
Students with Disabilities	13	411	10321	100	100	100	461	411	389	8	24	30	23	24	27	38	39	34	31	13	9
Students without Disabilities	88	2289	69060	97	98	98	493	471	454	1	2	7	5	10	17	44	56	54	51	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	99	2443	39966	100	100	100	491	463	459	2	5	6	6	11	12	43	54	52	49	30	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2697	79395	100	0	99	484	465	446	2	4	9	7	17	25	58	63	55	33	17	11
All Students (Prior Year)	84	2538	75492	100	100	100	535	528	519	3	7	12	10	12	16	51	52	47	37	30	24
Female	50	1298	38743	100	0	100	494	471	451	2	3	7	10	14	24	44	64	57	44	20	12
Male	51	1395	40618	100	0	99	474	459	440	2	5	11	4	19	27	73	62	53	21	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	12	110	1936	100	0	99	525	473	468	0	1	3	0	11	14	33	68	63	67	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	81	2108	36221	99	0	99	482	468	465	3	3	4	5	14	15	63	64	63	29	18	17
Students with Disabilities	13	412	10331	100	0	100	450	413	388	15	16	25	15	38	37	54	37	34	15	8	4
Students without Disabilities	88	2287	69139	97	0	99	489	474	454	0	2	7	6	13	24	59	67	58	35	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	99	2441	39986	100	0	100	486	466	461	1	4	4	7	16	16	58	63	63	33	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2692	78869	100	99	99	481	460	442	0	3	6	9	15	21	76	67	63	15	14	10
All Students (Prior Year)	84	2525	75053	100	99	99	666	625	597	3	4	7	8	8	12	67	76	72	23	12	9
Female	50	1299	38536	100	99	99	502	476	458	0	2	4	4	10	15	70	68	67	26	20	14
Male	51	1392	40302	100	99	99	460	445	428	0	4	8	15	20	26	81	67	60	4	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	12	110	1925	100	100	99	517	477	471	0	2	3	0	8	11	58	69	64	42	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	81	2106	36078	99	99	99	477	462	459	0	3	4	9	14	16	79	68	66	12	15	14
Students with Disabilities	13	409	10246	100	100	100	459	392	367	0	12	18	23	38	39	69	46	40	8	4	4
Students without Disabilities	88	2285	68697	97	98	98	484	472	454	0	2	4	7	11	18	76	71	67	16	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	99	2439	39837	100	100	100	483	461	457	0	3	4	7	15	14	77	68	67	16	14	15

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	2877	78906	100	100	99	525	510	498	5	6	13	8	14	19	55	58	48	32	22	20
All Students (Prior Year)	113	2572	76019	100	100	100	537	517	499	3	5	14	22	33	39	20	18	14	55	44	33
Female	61	1429	38644	100	100	99	532	511	500	3	4	12	5	14	19	53	60	49	38	22	19
Male	52	1450	40236	100	100	99	516	509	497	6	7	15	12	14	19	57	56	46	25	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	11	402	31938	100	99	99	507	492	481	0	10	19	18	22	25	64	56	46	18	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	90	2268	36483	98	100	99	526	513	517	6	5	7	6	12	13	56	59	51	33	24	30
Students with Disabilities	13	412	10664	100	100	100	480	442	430	31	28	42	15	27	27	46	39	26	8	6	5
Students without Disabilities	100	2467	68310	99	98	98	530	522	509	1	2	9	7	12	18	56	61	51	36	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	109	2644	40295	100	100	100	526	511	513	5	6	7	7	13	13	55	59	50	33	23	30

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	2878	78908	100	0	99	511	497	484	3	4	10	14	16	23	64	69	58	20	11	9
All Students (Prior Year)	113	2572	76020	100	100	100	519	510	503	10	14	25	15	21	23	55	50	40	20	15	12
Female	61	1429	38648	100	0	99	517	502	489	3	3	8	12	13	22	60	71	61	25	13	10
Male	52	1451	40233	100	0	99	504	492	479	2	5	12	16	19	25	69	67	55	14	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	11	403	31940	100	0	99	498	478	465	0	9	16	9	25	32	91	61	49	0	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	90	2268	36502	98	0	99	511	501	502	3	3	4	14	14	14	63	71	67	20	12	15
Students with Disabilities	13	412	10665	100	0	100	454	432	423	23	17	30	38	40	36	38	39	31	0	3	2
Students without Disabilities	100	2468	68312	99	0	98	519	508	493	0	2	7	10	12	21	67	74	62	22	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	109	2646	40315	100	0	100	513	498	498	3	4	5	12	15	15	65	69	66	20	12	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	111	2869	78750	98	100	99	553	514	500	0	3	6	6	23	29	84	70	63	9	4	2
All Students (Prior Year)	113	2565	75673	100	100	100	590	553	530	1	7	12	14	20	25	75	66	58	11	6	4
Female	60	1424	38586	98	100	99	564	530	515	0	2	4	3	14	22	83	78	71	14	6	3
Male	51	1447	40135	98	99	99	540	498	486	0	5	8	10	32	35	86	62	56	4	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	11	402	31841	100	99	99	544	493	483	0	8	8	0	34	36	100	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	89	2261	36440	97	100	99	553	517	516	0	3	3	8	21	22	83	72	71	9	4	4
Students with Disabilities	12	408	10622	100	100	100	506	432	415	0	14	21	33	47	50	67	37	28	0	2	1
Students without Disabilities	99	2463	68196	98	98	98	559	528	513	0	2	3	3	19	25	87	75	69	10	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	107	2637	40260	98	100	100	553	516	514	0	3	3	7	22	21	84	71	72	9	4	4

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	97	2785	78250	99	100	99	593	566	548	3	13	21	9	13	18	50	55	48	38	19	13
All Students (Prior Year)	117	2538	75001	100	100	99	493	482	468	14	24	37	43	43	36	21	19	16	23	14	10
Female	39	1375	38071	100	100	99	594	566	549	5	11	20	5	13	19	46	58	49	44	18	12
Male	58	1409	40126	98	100	99	593	566	547	2	14	23	12	13	17	53	53	46	33	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	13	343	29129	100	100	99	560	541	527	8	25	32	25	15	23	58	50	40	8	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	--	20	4996	--	100	100	--	558	518	--	12	36	--	12	25	--	65	36	--	12	4
White	76	2232	38320	99	100	99	595	570	568	3	11	12	8	12	14	51	56	55	38	20	19
Students with Disabilities	NC	402	9329	NC	100	100	NC	475	454	NC	58	64	NC	20	18	NC	19	16	NC	3	2
Students without Disabilities	92	2385	68996	100	99	99	598	582	561	1	5	16	8	12	18	52	61	52	40	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	95	2590	44937	99	100	100	593	568	561	3	12	13	10	12	15	50	56	54	37	20	18

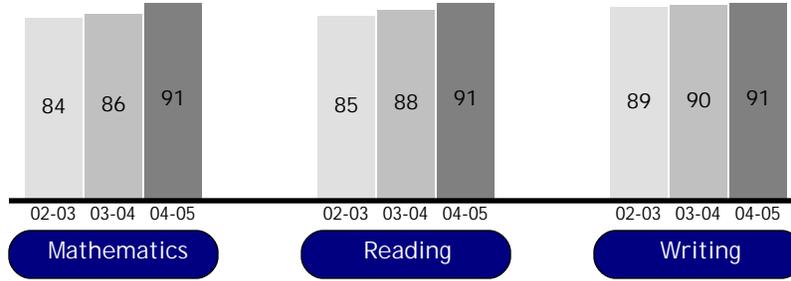
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2792	78302	99	0	99	559	526	512	0	6	11	8	19	25	68	67	57	24	9	7
All Students (Prior Year)	117	2537	74918	100	100	99	528	509	497	7	21	32	13	20	19	53	40	35	27	19	15
Female	39	1377	38082	100	0	99	565	530	518	0	4	8	5	16	24	74	71	61	21	9	7
Male	58	1414	40166	98	0	99	555	523	507	0	7	14	11	21	26	63	63	54	26	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	13	343	29152	100	0	99	533	502	492	0	15	17	8	24	34	83	58	46	8	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	505	484	--	6	19	--	47	38	--	41	42	--	6	1
White	76	2237	38347	99	0	99	563	530	531	0	4	5	9	18	17	64	68	68	26	9	10
Students with Disabilities	NC	407	9353	NC	0	100	NC	450	429	NC	26	40	NC	46	38	NC	27	22	NC	1	1
Students without Disabilities	92	2387	69024	100	0	99	563	539	524	0	3	7	5	14	23	69	74	62	25	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	95	2597	44979	99	0	100	558	527	525	0	6	6	9	18	18	68	68	66	23	9	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	96	2785	78094	98	100	99	585	560	545	1	2	3	1	14	18	95	81	77	3	3	2
All Students (Prior Year)	117	2525	74503	100	99	99	509	515	491	3	3	9	24	29	32	66	56	51	7	11	8
Female	39	1374	38025	100	100	99	596	572	558	0	1	2	0	9	13	95	86	82	5	3	2
Male	57	1410	40013	97	100	99	577	549	534	2	3	5	2	19	23	95	76	71	2	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	13	342	29068	100	100	99	570	527	523	0	5	5	0	24	27	100	70	67	0	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	550	526	--	0	4	--	12	25	--	88	70	--	0	0
White	75	2232	38265	97	100	99	584	564	564	1	2	2	1	13	11	93	83	84	4	3	3
Students with Disabilities	NC	403	9275	NC	100	100	NC	466	444	NC	11	14	NC	42	46	NC	47	39	NC	0	1
Students without Disabilities	91	2384	68892	99	99	98	589	576	559	1	1	2	0	9	14	96	87	82	3	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	94	2592	44871	98	100	100	584	561	559	1	2	2	1	13	12	96	82	84	2	3	3

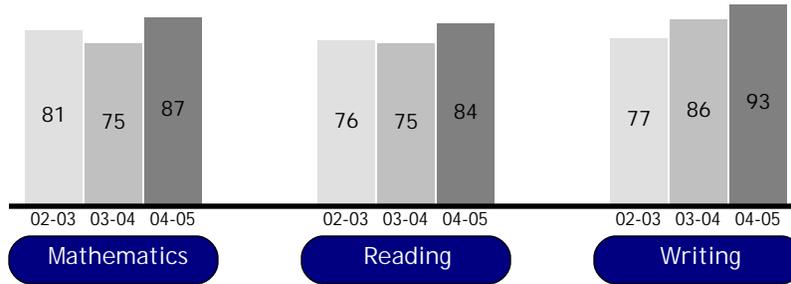
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

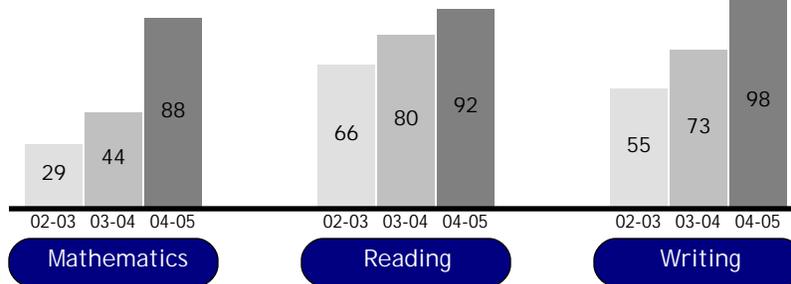
3rd Grade Proficiency



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?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	61	63	50	99	71	NA	58	98	67	57	47
	Language	99	61	58	43	99	67	61	50	98	63	58	47
	Mathematics	100	73	70	57	99	79	72	64	100	67	62	50
3	Reading	99	71	61	47	100	65	NA	55	100	62	55	44
	Language	100	77	67	54	100	77	70	61	100	64	53	44
	Mathematics	100	85	66	54	100	81	69	61	100	72	60	51
4	Reading	100	74	66	52	99	76	NA	56	99	62	57	48
	Language	100	67	61	48	99	67	63	52	99	66	59	49
	Mathematics	100	79	73	57	99	70	74	61	99	70	63	53
5	Reading	100	68	62	50	100	73	NA	55	100	65	60	50
	Language	100	68	57	46	100	71	60	49	100	64	59	50
	Mathematics	100	82	73	57	100	85	75	63	100	63	58	49
6	Reading	100	75	66	53	95	75	NA	56	99	65	61	51
	Language	99	69	60	45	95	70	60	48	99	65	58	47
	Mathematics	100	88	79	62	95	82	79	66	99	74	66	52
7	Reading	99	76	62	51	100	69	NA	54	100	70	59	50
	Language	99	80	66	54	100	76	69	58	100	73	61	52
	Mathematics	99	83	71	58	100	83	76	62	100	72	60	50
8	Reading	98	73	64	53	99	71	NA	55	99	69	58	51
	Language	98	79	63	49	100	70	61	52	99	67	57	50
	Mathematics	97	81	72	58	100	75	70	61	99	73	62	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 2 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.60
Other Professional Staff	2.40	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	11	4	0	0
7 to 9 years	2	8	0	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room/ Stage
- Ü Computer Lab
- Ü Media Center
- Ü Athletic Fields

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
- Ü Technology Club

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
- Ü Tobacco Prevention Program
- Ü D.A.R.E.

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü There will be an increase in the number of alternative funding sources brought into the school through grants, tax credit donations, business partnerships and other sources. We increased the number of donations to the school.

- ü There are groups of eighth graders participating in either a Honors Algebra 1-2 or Geometry class due to their high performance in math.

- ü PTSA Goal was to purchase a sound system for the Drama and Music Department. The sound system was purchased.

- ü There were three teachers at Sierra Verde who were selected for the Teacher of the Year honor in the Deer Valley Unified School District.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 are being implemented. School discipline plan is consistently enforced so students feel safe at school. Our Threat Assessment Team is covered immediately to assess any threat of potential harm made by a student. We have a full-time nurse on staff.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathi Humble	(623) 376-4804
Transportation Policy	Nick Portonova	(602) 467-5072
Community Resources	Barbara Ervin	(623) 445-5019
School Nutrition Programs	Debbie Jaspersen	(623) 376-4818
Parent Organization	Tami Hudson	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.