



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1000 Wilcox Drive, Sierra Vista, AZ 85635

Sierra Vista Charter School, Inc., dba Chancellor Charter School at Sierra Vista

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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.

School Overview

Principal/Administrator : Mr. Ken King
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 450
 Web Address :
 Phone Number : (520) 224-2500
 Fax Number : (520) 224-2511
 E-mail : kenking-svce@imagineschools.com

Mission

Chancellor Charter School at Sierra Vista strives to offer the students and parents of this community a nurturing and challenging educational experience that will allow each student to fulfill their full potential in a safe environment.

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 Ninety-three percent of all regular education students who take both the pre and post Stanford 9 test will advance one year's grade level equivalent in reading and math.
- ü The school will maintain 96% attendance throughout the school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 382
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 450

Instructional Programs

- Interdisciplinary Thematic Units
- Full-Day Kindergarten
- On-Site Special Education
- Character Education
- Before and After Care Program

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Chancellor Charter School at Sierra Vista will strive to help parents get the best available education for their children

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, adherence to school policies, and wearing the school uniform.

Transportation Policy

Chancellor provides limited bus transportation for students in certain areas. Parents provide am/pm transportation for those not riding the bus.

School Honors

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

Award/Honor	Year
• Two 2st Place, One 3rd Place Award Cowboy Poetry Asso.	2005
• Two 1st Place, One Second Awards at CountyScience Fair	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	56	69	79306	0	0	99	439	439	445	11	11	10	28	28	18	47	47	51	15	15	20
All Students (Prior Year)	43	51	75509	100	100	100	518	514	521	7	10	13	26	28	23	38	34	33	29	28	31
Female	27	35	38691	0	0	99	436	436	446	5	5	10	36	36	18	45	45	52	14	14	20
Male	29	34	40583	0	0	99	441	441	445	16	16	11	20	20	18	48	48	50	16	16	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	24	24	32869	0	0	99	431	431	429	5	5	15	35	35	25	55	55	51	5	5	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	28	39	36197	0	0	99	450	450	463	9	9	5	26	26	11	39	39	53	26	26	31
Students with Disabilities	11	11	10321	0	0	100	426	426	389	20	20	30	40	40	27	30	30	34	10	10	9
Students without Disabilities	45	58	69060	0	0	98	442	442	454	8	8	7	24	24	17	51	51	54	16	16	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	10	39415	0	0	96	416	416	431	10	10	15	50	50	25	40	40	50	0	0	10
Non-Economically Disadvantaged	46	59	39966	0	0	100	445	445	459	11	11	6	22	22	12	49	49	52	19	19	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	57	70	79395	0	0	99	458	458	446	9	9	9	17	17	25	64	64	55	11	11	11
All Students (Prior Year)	43	51	75492	100	100	100	529	529	519	7	8	12	7	6	16	57	54	47	29	32	24
Female	27	35	38743	0	0	100	462	462	451	5	5	7	9	9	24	77	77	57	9	9	12
Male	30	35	40618	0	0	99	454	454	440	12	12	11	24	24	27	52	52	53	12	12	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	25	25	32915	0	0	99	452	452	426	10	10	15	15	15	35	70	70	47	5	5	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	28	39	36221	0	0	99	466	466	465	4	4	4	17	17	15	65	65	63	13	13	17
Students with Disabilities	11	11	10331	0	0	100	437	437	388	20	20	25	30	30	37	40	40	34	10	10	4
Students without Disabilities	46	59	69139	0	0	99	464	464	454	5	5	7	14	14	24	70	70	58	11	11	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	10	39484	0	0	96	451	451	429	10	10	14	20	20	35	70	70	47	0	0	4
Non-Economically Disadvantaged	47	60	39986	0	0	100	460	460	461	8	8	4	16	16	16	62	62	63	14	14	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	57	70	78869	0	0	99	453	453	442	6	6	6	15	15	21	70	70	63	9	9	10
All Students (Prior Year)	43	51	75053	100	100	99	642	617	597	5	12	7	5	4	12	76	72	72	14	12	9
Female	27	35	38536	0	0	99	477	477	458	0	0	4	14	14	15	82	82	67	5	5	14
Male	30	35	40302	0	0	99	433	433	428	12	12	8	16	16	26	60	60	60	12	12	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	25	25	32606	0	0	98	458	458	426	5	5	8	15	15	27	75	75	60	5	5	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	28	39	36078	0	0	99	452	452	459	9	9	4	13	13	16	65	65	66	13	13	14
Students with Disabilities	11	11	10246	0	0	100	409	409	367	20	20	18	30	30	39	40	40	40	10	10	4
Students without Disabilities	46	59	68697	0	0	98	466	466	454	3	3	4	11	11	18	78	78	67	8	8	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	10	10	39106	0	0	95	447	447	427	10	10	8	10	10	28	80	80	59	0	0	5
Non-Economically Disadvantaged	47	60	39837	0	0	100	455	455	457	5	5	4	16	16	14	68	68	67	11	11	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	46	67	78906	0	0	99	513	513	498	0	0	13	20	20	19	55	55	48	25	25	20
All Students (Prior Year)	26	33	76019	100	97	100	483	482	499	27	21	14	23	36	39	23	21	14	27	21	33
Female	23	28	38644	0	0	99	510	510	500	0	0	12	25	25	19	45	45	49	30	30	19
Male	23	39	40236	0	0	99	517	517	497	0	0	15	15	15	19	65	65	46	20	20	20
African American	NC	11	4087	NC	0	99	NC	487	481	NC	0	20	NC	50	24	NC	33	45	NC	17	11
Hispanic	10	11	31938	0	0	99	496	496	481	0	0	19	33	33	25	44	44	46	22	22	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	25	42	36483	0	0	99	526	526	517	0	0	7	9	9	13	64	64	51	27	27	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	40	59	68310	0	0	98	521	521	509	0	0	9	12	12	18	59	59	51	29	29	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	43	64	40295	0	0	100	515	515	513	0	0	7	22	22	13	50	50	50	28	28	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	47	68	78908	0	0	99	505	505	484	2	2	10	17	17	23	63	63	58	17	17	9
All Students (Prior Year)	26	33	76020	100	97	100	499	498	503	27	24	25	18	28	23	36	34	40	18	14	12
Female	24	29	38648	0	0	99	508	508	489	0	0	8	19	19	22	67	67	61	14	14	10
Male	23	39	40233	0	0	99	503	503	479	5	5	12	15	15	25	60	60	55	20	20	8
African American	NC	11	4092	NC	0	99	NC	497	473	NC	0	12	NC	17	28	NC	83	54	NC	0	5
Hispanic	10	11	31940	0	0	99	481	481	465	11	11	16	44	44	32	33	33	49	11	11	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	26	43	36502	0	0	99	514	514	502	0	0	4	9	9	14	70	70	67	22	22	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	41	60	68312	0	0	98	515	515	493	0	0	7	9	9	21	71	71	62	20	20	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	44	65	40315	0	0	100	510	510	498	3	3	5	11	11	15	68	68	66	19	19	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	47	68	78750	0	0	99	515	515	500	0	0	6	32	32	29	66	66	63	2	2	2
All Students (Prior Year)	26	33	75673	100	97	100	468	476	530	14	14	12	64	52	25	23	34	58	0	0	4
Female	24	29	38586	0	0	99	529	529	515	0	0	4	24	24	22	76	76	71	0	0	3
Male	23	39	40135	0	0	99	502	502	486	0	0	8	40	40	35	55	55	56	5	5	1
African American	NC	11	4081	NC	0	99	NC	515	488	NC	0	8	NC	17	32	NC	83	59	NC	0	2
Hispanic	10	11	31841	0	0	99	492	492	483	0	0	8	44	44	36	56	56	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	26	43	36440	0	0	99	518	518	516	0	0	3	35	35	22	61	61	71	4	4	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	41	60	68196	0	0	98	528	528	513	0	0	3	20	20	25	77	77	69	3	3	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	44	65	40260	0	0	100	521	521	514	0	0	3	30	30	21	68	68	72	3	3	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	25	49	78250	0	0	99	535	535	548	22	21	21	30	29	18	43	46	48	4	4	13
All Students (Prior Year)	26	44	75001	100	96	99	471	465	468	19	27	37	65	57	36	15	14	16	0	2	10
Female	12	22	38071	0	0	99	537	537	549	10	10	20	50	50	19	40	40	49	0	0	12
Male	13	27	40126	0	0	99	533	535	547	31	29	23	15	14	17	46	50	46	8	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	13	29129	NC	0	99	NC	514	527	NC	38	32	NC	50	23	NC	13	40	NC	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	12	30	38320	0	0	99	539	540	568	17	15	12	25	23	14	58	62	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	22	43	68996	0	0	99	539	539	561	15	14	16	35	33	18	45	48	52	5	5	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	17	41	44937	0	0	100	549	549	561	7	6	13	27	25	15	60	63	54	7	6	18

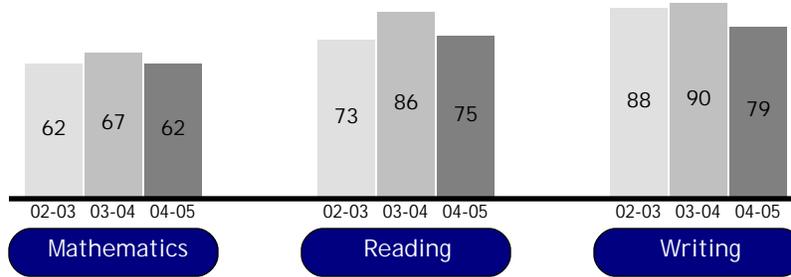
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	49	78302	0	0	99	511	514	512	9	8	11	30	29	25	52	54	57	9	8	7
All Students (Prior Year)	26	43	74918	100	93	99	517	515	497	8	14	32	38	35	19	31	28	35	23	23	15
Female	12	22	38082	0	0	99	516	516	518	0	0	8	30	30	24	60	60	61	10	10	7
Male	13	27	40166	0	0	99	508	512	507	15	14	14	31	29	26	46	50	54	8	7	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	13	29152	NC	0	99	NC	505	492	NC	13	17	NC	50	34	NC	25	46	NC	13	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	12	30	38347	0	0	99	515	520	531	8	8	5	17	15	17	67	69	68	8	8	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	22	43	69024	0	0	99	515	517	524	5	5	7	30	29	23	55	57	62	10	10	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	17	41	44979	0	0	100	515	518	525	7	6	6	20	19	18	67	69	66	7	6	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	25	48	78094	0	0	99	533	535	545	0	0	3	30	29	18	70	71	77	0	0	2
All Students (Prior Year)	26	43	74503	100	93	99	528	515	491	8	7	9	19	26	32	73	63	51	0	5	8
Female	12	22	38025	0	0	99	560	560	558	0	0	2	10	10	13	90	90	82	0	0	2
Male	13	26	40013	0	0	99	512	518	534	0	0	5	46	43	23	54	57	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	13	29068	NC	0	99	NC	508	523	NC	0	5	NC	63	27	NC	38	67	NC	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	12	29	38265	0	0	99	551	554	564	0	0	2	8	8	11	92	92	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	22	43	68892	0	0	98	537	539	559	0	0	2	30	29	14	70	71	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	17	40	44871	0	0	100	548	550	559	0	0	2	20	19	12	80	81	84	0	0	3

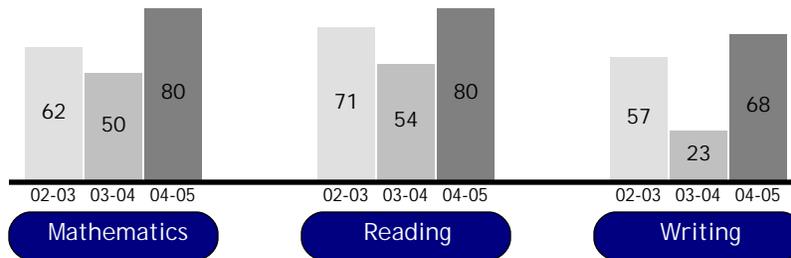
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

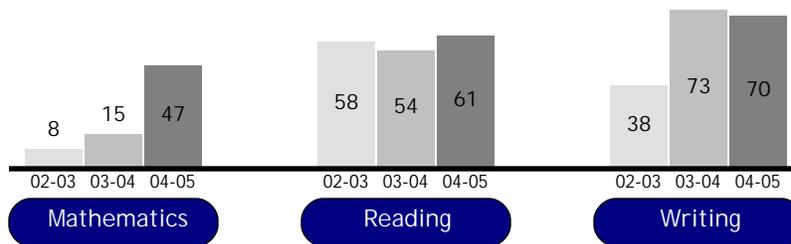
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	56	56	50	57	48	NA	58	100	46	47	47
	Language	100	49	49	43	60	43	41	50	100	37	38	47
	Mathematics	100	58	58	57	60	40	40	64	100	38	40	50
3	Reading	97	67	67	47	98	60	NA	55	100	50	49	44
	Language	100	71	71	54	100	62	60	61	100	44	45	44
	Mathematics	100	59	59	54	100	52	54	61	100	52	49	51
4	Reading	96	60	60	52	98	73	NA	56	100	57	59	48
	Language	100	49	49	48	98	64	62	52	100	54	57	49
	Mathematics	100	58	58	57	98	70	67	61	100	56	58	53
5	Reading	100	69	69	50	100	52	NA	55	96	58	60	50
	Language	100	56	56	46	100	44	41	49	96	61	62	50
	Mathematics	100	65	65	57	100	48	46	63	94	55	58	49
6	Reading	100	54	54	53	--	--	NA	56	100	55	55	51
	Language	100	37	37	45	--	--	47	48	100	49	50	47
	Mathematics	100	37	37	62	--	--	55	66	100	48	48	52
7	Reading	100	58	58	51	--	--	NA	54	100	45	53	50
	Language	100	68	68	54	--	--	54	58	100	48	55	52
	Mathematics	100	51	51	58	--	--	47	62	100	42	45	50
8	Reading	100	54	54	53	96	65	NA	55	100	52	56	51
	Language	96	52	52	49	96	60	57	52	100	50	54	50
	Mathematics	96	47	47	58	96	53	53	61	100	48	51	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."

Chancellor Charter School at Sierra Vista

School Site Council

Council Composition

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

Council Duties

- Ü Public Relations
- Ü Advisory Councils
- Ü Support General Welfare of School
- Ü Communication
- Ü Budget
- Ü Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	2	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
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	5%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü PE, Art, and Spanish

Extracurricular Activities

- Ü Homework Club
- Ü Tutoring
- Ü Technology Club

Social Services

- Ü Before/After School Care Programs
- Ü All-Day Kindergarten
- Ü Summer Camp

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Grades 3-8th showed substantial growth in reading on the AIMS Test over previous years.

ü Grades 2-8th showed substantial growth in math over previous years with 8th grade showing a 40% increase

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	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

At Chancellor Charter School in Sierra Vista, fire, lock-down, and evacuation drills are practiced regularly. We have a school-wide Behavior Management Plan to eliminate/decrease fighting, disrespectful behavior, and other safety violations. School has no tolerance Bullying Policy. Character Education is part of the regular curriculum and is part of Behavior Management Plan.

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) :

2

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	Ken King	(520) 224-2500
Transportation Policy	Ken King	(520) 224-2500
Community Resources		
School Nutrition Programs	Stephanie Lord	(520) 224-2500
Parent Organization	Stacy Hansen	(602) 224-2500
Student Health/Nurse	Teri Hayhurst	(520) 224-2500

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."

ACHIEVEMENT PROFILES

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.