

# Sierra Vista Academy

## ARIZONA SCHOOL REPORT CARD 2003-04

1201 N. 85th Place, Scottsdale, AZ, AZ 85257

Scottsdale 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Alternative School\*\*

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

High School  
Achievement Profile \*

Alternative School\*\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mrs. Nancy S. Hudson  
Schedule : 7:45 AM to 4:15 PM  
Grades : 3-12  
2003 Enrollment : 45  
Web Address : www.susd.org  
Phone Number : (480) 421-0634  
Fax Number : (480) 421-1875  
E-mail : nhudson@susd.org

### Mission

We commit and maintain a proactive environment where students are valued, feel secure and respected. The classrooms address academic, social, and academic needs, motivating all students to develop positive attitudes toward themselves and community.

### School / Academic Goals

ü To provide a positive, respectful, and safe learning environment.

ü To increase students' achievement and personal growth.

### Instructional Programs

ü Integrated Curriculum  
ü Differentiated Instruction  
ü Special Education  
ü Language Acquisition

### Enrollment

October 1, 2002 School Year Student Enrollment : 74  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup> : No  
Number of Students Attending Under Open Enrollment in 2002-03 : 0

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 30 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/25/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator/Community Relations
- Ü Facility Standards
- Ü School Safety Issues
- Ü Curriculum/Instruction

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	2.20	Teacher Aide	3.00

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

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

Shared Responsibilities

School

The faculty and staff at Sierra Vista Academy are committed to providing a safe, stimulating and challenging learning environment that includes the parents in partnership.

Parents

Inquire about student's school work and day. Make sure my child arrives at school alert and on time. When absent, I will call the school. Keep all appointments. Be available for regular contact with Sierra Vista Academy staff.

Resources Available at School Site

Special Facilities

- Ü Nova Net Lab
- Ü Computer Lab

Extracurricular Activities

- Ü Power Paws
- Ü Service Learning

Social Services

- Ü Scottsdale Prevention Institute
- Ü Boys and Girls Club
- Ü Outreach, Youth and Family Services
- Ü Jewish Family Services

Transportation Policy

Students from all of Scottsdale's boundaries attend our school. Thus, public transportation bus passes are issued to each student. School has a later start to accommodate the necessary flexibility needed with public transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Linked the school with the surrounding community.

ü Promoted a positive image of the school, its students and staff with the outreach community.

School Honors

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

Award/Honor	Year
ü Teacher of the Year Nominee	2001
ü Student Power Paws School Rep. for Community Service	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	91	95	94	96
Transfers Out <sup>3</sup>	52	20	20	20
Transfers In <sup>4</sup> (Within District)	62	2	2	2
Transfers In <sup>5</sup> (Out of District)	5	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	13			8
Status Unknown <sup>9</sup>	6			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

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

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2032	75372	NC	98	101	NC	547	523	NC	2	9	NC	14	25	NC	36	36	NC	47	30
All Students (Prior Year)	NC	1994	70809	NC	NA	NA	NC	545	518	NC	3	11	NC	14	27	NC	36	35	NC	47	27
Female	--	988	36901	--	98	101	--	545	524	--	3	8	--	15	25	--	37	36	--	45	31
Male	NC	1044	38385	NC	99	101	NC	549	523	NC	2	9	NC	14	24	NC	35	36	NC	50	30
African American	--	40	3589	--	89	96	--	522	501	--	8	18	--	25	33	--	36	33	--	31	16
Hispanic	--	275	29103	--	93	99	--	519	510	--	9	12	--	28	31	--	38	36	--	25	20
Asian/Pacific Islander	--	58	1574	--	89	96	--	564	549	--	0	3	--	9	14	--	28	34	--	64	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	528	491	--	13	22	--	13	38	--	31	28	--	44	12
White	NC	1570	34597	NC	96	98	NC	550	535	NC	1	4	NC	13	20	NC	36	38	NC	50	38
Students with Disabilities	--	189	8057	--	69	99	--	522	496	--	10	23	--	22	31	--	41	28	--	27	17
Students without Disabilities	NC	1843	67315	NC	103	101	NC	548	525	NC	2	8	NC	14	24	NC	36	37	NC	48	31
Limited English Proficient Students	--	188	16925	--	106	112	--	462	482	--	45	27	--	40	40	--	15	26	--	0	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325	--	--	--	--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	NC	1886	49047	NC	--	--	NC	548	530	NC	2	6	NC	13	21	NC	36	37	NC	48	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2023	75221	NC	98	101	NC	540	523	NC	2	8	NC	8	16	NC	56	56	NC	34	21
All Students (Prior Year)	NC	1998	70860	NC	NA	NA	NC	543	524	NC	3	9	NC	9	17	NC	42	45	NC	46	30
Female	--	987	36833	--	98	100	--	543	526	--	2	6	--	8	15	--	53	56	--	38	23
Male	NC	1036	38319	NC	98	101	NC	536	520	NC	3	9	NC	9	17	NC	59	56	NC	30	18
African American	--	42	3597	--	93	97	--	518	510	--	3	14	--	21	22	--	67	53	--	10	11
Hispanic	--	268	29019	--	90	99	--	522	513	--	12	12	--	16	21	--	52	55	--	20	13
Asian/Pacific Islander	--	58	1572	--	89	95	--	551	536	--	0	2	--	4	9	--	44	57	--	51	31
American Indian/Alaskan Native	--	19	5071	--	70	114	--	518	502	--	0	20	--	21	27	--	79	46	--	0	8
White	NC	1566	34543	NC	96	97	NC	542	531	NC	1	4	NC	7	12	NC	56	58	NC	35	26
Students with Disabilities	--	184	8006	--	68	99	--	526	505	--	5	22	--	17	23	--	55	42	--	23	13
Students without Disabilities	NC	1839	67215	NC	103	101	NC	540	524	NC	2	7	NC	8	16	NC	56	56	NC	34	21
Limited English Proficient Students	--	180	16853	--	102	112	--	477	489	--	47	29	--	42	36	--	11	32	--	0	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256	--	--	--	--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	NC	1879	48965	NC	--	--	NC	541	528	NC	2	5	NC	8	13	NC	56	58	NC	35	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1992	73654	NC	96	99	NC	554	530	NC	2	9	NC	6	13	NC	73	70	NC	19	7
All Students (Prior Year)	--	1949	68592	--	NA	NA	--	571	542	--	3	9	--	6	12	--	61	63	--	31	16
Female	--	972	36239	--	97	99	--	561	537	--	2	7	--	4	11	--	70	72	--	24	10
Male	NC	1020	37301	NC	96	98	NC	547	523	NC	2	12	NC	8	15	NC	76	68	NC	14	5
African American	--	40	3488	--	89	94	--	533	515	--	6	16	--	6	18	--	75	62	--	14	4
Hispanic	--	261	28348	--	88	96	--	531	520	--	11	13	--	13	17	--	66	65	--	9	5
Asian/Pacific Islander	--	58	1558	--	89	95	--	572	547	--	0	3	--	0	8	--	72	76	--	28	13
American Indian/Alaskan Native	--	17	4947	--	63	111	--	546	507	--	0	22	--	14	22	--	71	53	--	14	3
White	NC	1547	33924	NC	95	96	NC	556	537	NC	1	5	NC	5	10	NC	73	75	NC	20	9
Students with Disabilities	--	171	7306	--	63	90	--	533	506	--	11	24	--	8	20	--	71	52	--	11	4
Students without Disabilities	NC	1821	66348	NC	102	100	NC	555	531	NC	2	8	NC	6	13	NC	73	71	NC	20	8
Limited English Proficient Students	--	177	16422	--	100	109	--	476	495	--	53	30	--	26	27	--	21	43	--	0	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711	--	--	--	--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	NC	1855	47943	NC	--	--	NC	555	535	NC	2	7	NC	5	11	NC	73	74	NC	20	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2110	76230	NC	98	101	NC	521	498	NC	4	12	NC	28	38	NC	14	12	NC	54	37
All Students (Prior Year)	NC	2193	72888	NC	NA	NA	NC	523	494	NC	5	14	NC	26	40	NC	13	12	NC	56	34
Female	--	1048	37247	--	99	100	--	522	500	--	3	11	--	29	40	--	14	13	--	55	37
Male	NC	1060	38725	NC	98	101	NC	521	497	NC	4	14	NC	27	37	NC	15	12	NC	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	--	239	28100	--	93	98	--	489	482	--	11	18	--	49	47	--	11	11	--	28	24
Asian/Pacific Islander	--	56	1447	--	77	95	--	534	527	--	0	5	--	16	26	--	14	11	--	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	NC	1571	35389	NC	90	96	NC	526	514	NC	3	6	NC	25	32	NC	15	14	NC	58	48
Students with Disabilities	--	171	9022	--	80	105	--	467	465	--	29	31	--	38	43	--	16	8	--	16	17
Students without Disabilities	NC	1939	67208	NC	100	100	NC	523	500	NC	3	12	NC	28	38	NC	14	12	NC	55	38
Limited English Proficient Students	--	157	14826	--	101	113	--	470	460	--	15	31	--	65	51	--	9	8	--	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	NC	1985	51193				NC	523	507	NC	3	9	NC	27	35	NC	14	13	NC	55	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	NC	2103	76202	NC	98	101	NC	516	505	NC	8	19	NC	17	24	NC	55	46	NC	20	11
All Students (Prior Year)	10	2198	72779	NA	NA	NA	448	518	505	56	9	21	0	12	20	44	48	43	0	31	15
Female	--	1037	37231	--	98	100	--	519	507	--	5	16	--	15	24	--	56	48	--	23	13
Male	NC	1064	38718	NC	98	101	NC	514	503	NC	10	22	NC	18	24	NC	55	44	NC	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	--	237	28090	--	92	98	--	500	497	--	19	28	--	36	30	--	37	37	--	8	5
Asian/Pacific Islander	--	55	1443	--	75	95	--	524	515	--	2	9	--	6	19	--	65	53	--	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	NC	1566	35371	NC	90	96	NC	518	512	NC	6	10	NC	14	20	NC	58	54	NC	22	16
Students with Disabilities	--	173	9097	--	80	106	--	490	493	--	39	39	--	30	27	--	30	29	--	2	5
Students without Disabilities	NC	1930	67105	NC	100	100	NC	517	506	NC	7	18	NC	17	24	NC	56	47	NC	21	12
Limited English Proficient Students	--	158	14780	--	102	113	--	489	486	--	36	50	--	45	32	--	17	18	--	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	NC	1980	51241				NC	517	509	NC	6	14	NC	16	22	NC	57	51	NC	21	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	NC	2048	74692	NC	95	99	NC	529	502	NC	6	18	NC	18	27	NC	57	47	NC	18	8
All Students (Prior Year)	NC	2146	70710	NC	NA	NA	NC	550	512	NC	5	17	NC	14	26	NC	47	42	NC	34	16
Female	--	1020	36710	--	96	99	--	538	509	--	4	14	--	16	26	--	58	50	--	23	10
Male	NC	1026	37742	NC	95	98	NC	520	495	NC	9	22	NC	21	28	NC	57	44	NC	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	NC	232	27492	NC	90	96	NC	501	486	NC	17	27	NC	28	32	NC	45	38	NC	9	4
Asian/Pacific Islander	--	54	1428	--	74	94	--	554	528	--	4	8	--	6	20	--	55	54	--	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	NC	1523	34785	NC	88	94	NC	533	517	NC	5	10	NC	18	23	NC	59	56	NC	19	11
Students with Disabilities	--	152	8428	--	71	98	--	481	472	--	23	38	--	42	30	--	32	29	--	3	3
Students without Disabilities	NC	1896	66264	NC	98	99	NC	530	503	NC	6	17	NC	18	27	NC	58	48	NC	18	8
Limited English Proficient Students	NC	151	14363	NC	97	109	NC	474	459	NC	33	47	NC	41	34	NC	25	19	NC	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	NC	1929	50185				NC	531	511	NC	6	13	NC	17	24	NC	59	53	NC	18	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	2261	71167	114	101	99	428	477	463	67	25	38	29	43	41	5	22	14	0	10	7
All Students (Prior Year)	22	2147	66213	NA	NA	NA	435	478	459	59	24	39	29	44	40	12	21	14	0	11	7
Female	NC	1100	34825	NC	101	99	NC	475	462	NC	26	38	NC	45	42	NC	21	14	NC	8	6
Male	22	1160	36047	110	101	99	430	480	464	63	24	38	32	42	39	5	22	15	0	12	8
African American	NC	44	3225	NC	90	95	NC	443	441	NC	49	57	NC	46	34	NC	6	6	NC	0	2
Hispanic	NC	223	23643	NC	98	97	NC	437	445	NC	59	53	NC	29	37	NC	9	8	NC	2	2
Asian/Pacific Islander	--	64	1503	--	110	100	--	511	493	--	10	18	--	35	40	--	28	23	--	27	19
American Indian/Alaskan Native	--	27	5161	--	87	103	--	432	435	--	61	63	--	35	30	--	4	5	--	0	2
White	10	1725	35245	71	92	95	457	482	476	40	20	26	50	46	45	10	23	19	0	11	10
Students with Disabilities	--	158	8095	--	84	104	--	430	426	--	65	69	--	30	25	--	6	5	--	0	1
Students without Disabilities	24	2103	63072	120	103	99	428	479	464	67	24	37	29	44	41	5	22	15	0	11	7
Limited English Proficient Students	NC	121	10317	NC	95	111	NC	406	426	NC	91	72	NC	8	25	NC	2	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	24	2241	54110				428	478	468	67	24	33	29	44	43	5	22	16	0	10	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	2237	71100	119	100	99	493	518	502	27	14	25	14	15	21	50	48	40	9	24	15
All Students (Prior Year)	23	2140	66144	NA	NA	NA	496	524	504	44	12	24	11	14	20	28	45	40	17	29	16
Female	NC	1093	34801	NC	100	99	NC	521	505	NC	11	21	NC	15	22	NC	49	42	NC	24	15
Male	23	1143	36010	115	100	99	493	516	499	30	16	28	10	14	20	50	46	38	10	24	14
African American	NC	44	3219	NC	90	95	NC	486	486	NC	37	38	NC	23	24	NC	29	31	NC	11	7
Hispanic	NC	220	23630	NC	96	96	NC	490	485	NC	38	37	NC	20	25	NC	32	32	NC	9	6
Asian/Pacific Islander	--	65	1509	--	112	100	--	535	522	--	7	12	--	11	14	--	48	46	--	34	28
American Indian/Alaskan Native	--	27	5144	--	87	102	--	478	478	--	39	46	--	26	24	--	35	25	--	0	5
White	11	1711	35198	79	92	95	507	522	515	18	10	15	18	14	18	45	50	47	18	26	21
Students with Disabilities	--	151	8121	--	80	105	--	471	470	--	45	55	--	34	20	--	19	21	--	2	4
Students without Disabilities	25	2086	62979	125	102	99	493	520	503	27	13	23	14	14	21	50	48	41	9	25	15
Limited English Proficient Students	NC	120	10304	NC	94	110	NC	454	462	NC	68	63	NC	23	23	NC	8	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	25	2217	54060				493	519	507	27	13	20	14	14	20	50	48	43	9	24	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	25	2206	69001	119	99	96	460	505	490	38	8	17	43	28	37	19	63	45	0	1	1
All Students (Prior Year)	21	2055	63579	NA	NA	NA	486	513	493	19	5	15	38	30	42	44	60	41	0	5	2
Female	NC	1081	34086	NC	99	97	NC	511	496	NC	5	13	NC	25	36	NC	69	51	NC	1	1
Male	23	1124	34644	115	98	95	459	499	484	42	12	22	37	31	39	21	56	38	0	1	0
African American	NC	43	3115	NC	88	92	NC	481	478	NC	21	25	NC	44	44	NC	35	31	NC	0	0
Hispanic	NC	216	22656	NC	95	92	NC	476	476	NC	27	27	NC	40	43	NC	33	30	NC	0	0
Asian/Pacific Islander	--	65	1472	--	112	98	--	521	507	--	2	8	--	20	30	--	74	60	--	5	2
American Indian/Alaskan Native	--	25	4940	--	81	98	--	480	469	--	17	34	--	57	43	--	26	23	--	0	0
White	11	1690	34501	79	90	93	462	509	500	45	6	10	27	26	34	27	67	55	0	1	1
Students with Disabilities	NC	137	7386	NC	73	95	NC	470	459	NC	34	46	NC	41	37	NC	25	17	NC	0	0
Students without Disabilities	24	2069	61615	120	101	97	460	506	491	38	8	16	43	28	37	19	63	45	0	1	1
Limited English Proficient Students	NC	116	9662	NC	91	104	NC	451	454	NC	52	51	NC	41	40	NC	7	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	25	2188	52618				460	506	494	38	8	14	43	28	36	19	63	49	0	1	1

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

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1791	57534	NC	90	91	NC	507	491	NC	25	46	NC	18	16	NC	36	23	NC	21	15
All Students (Prior Year)	NC	1760	51010	NC	NA	NA	NC	501	483	NC	24	45	NC	25	20	NC	35	23	NC	15	11
Female	--	913	28155	--	91	90	--	504	491	--	25	47	--	20	16	--	38	24	--	18	14
Male	NC	874	28932	NC	87	89	NC	510	491	NC	24	46	NC	16	15	NC	35	23	NC	25	16
African American	--	35	2558	--	85	86	--	487	475	--	50	64	--	25	15	--	16	16	--	9	6
Hispanic	NC	159	17547	NC	87	86	NC	482	475	NC	56	64	NC	15	15	NC	21	15	NC	7	6
Asian/Pacific Islander	--	63	1395	--	94	96	--	518	519	--	16	22	--	14	16	--	40	28	--	30	35
American Indian/Alaskan Native	--	11	3794	--	79	91	--	512	468	--	9	72	--	27	13	--	45	12	--	18	3
White	NC	1368	29790	NC	81	86	NC	509	501	NC	21	34	NC	18	17	NC	38	29	NC	23	20
Students with Disabilities	NC	99	5562	NC	69	93	NC	468	461	NC	65	79	NC	24	10	NC	12	8	NC	0	3
Students without Disabilities	NC	1692	51972	NC	91	90	NC	507	492	NC	24	45	NC	18	16	NC	37	24	NC	22	15
Limited English Proficient Students	NC	80	5467	NC	75	111	NC	467	458	NC	76	87	NC	11	7	NC	11	5	NC	3	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	NC	1791	47088				NC	507	495	NC	25	42	NC	18	16	NC	36	26	NC	21	17

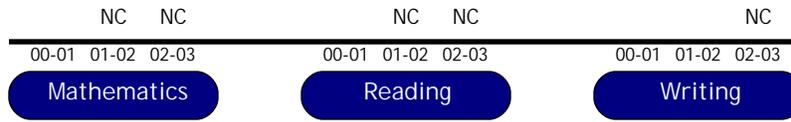
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1773	56700	NC	89	89	NC	534	512	NC	5	15	NC	12	23	NC	64	52	NC	19	10
All Students (Prior Year)	NC	1755	50525	NC	NA	NA	NC	543	517	NC	2	12	NC	10	22	NC	59	51	NC	28	15
Female	--	892	27862	--	89	89	--	540	517	--	3	12	--	9	22	--	65	54	--	22	12
Male	NC	878	28398	NC	88	88	NC	527	507	NC	8	19	NC	14	24	NC	62	49	NC	16	9
African American	--	37	2529	--	90	85	--	509	495	--	15	24	--	12	31	--	65	41	--	9	4
Hispanic	NC	153	17305	NC	84	85	NC	506	494	NC	16	24	NC	28	31	NC	50	41	NC	6	4
Asian/Pacific Islander	--	61	1382	--	91	95	--	537	530	--	2	6	--	14	17	--	63	59	--	21	17
American Indian/Alaskan Native	--	12	3815	--	86	91	--	515	489	--	18	29	--	18	35	--	36	35	--	27	2
White	NC	1359	29209	NC	80	84	NC	537	525	NC	4	9	NC	11	17	NC	64	59	NC	21	15
Students with Disabilities	NC	108	5215	NC	76	87	NC	488	478	NC	30	43	NC	28	29	NC	42	25	NC	0	2
Students without Disabilities	NC	1665	51485	NC	90	89	NC	535	513	NC	5	15	NC	11	23	NC	64	52	NC	20	11
Limited English Proficient Students	NC	73	5378	NC	71	109	NC	474	471	NC	39	48	NC	45	36	NC	16	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	NC	1773	46342				NC	534	516	NC	5	13	NC	12	21	NC	64	54	NC	19	12

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	10	1887	55090	83	94	87	448	500	479	33	5	16	22	7	13	44	88	70	0	1	0
All Students (Prior Year)	NC	1816	50572	NC	NA	NA	NC	505	481	NC	4	14	NC	13	23	NC	82	63	NC	1	1
Female	NC	954	27752	NC	95	89	NC	505	483	NC	3	13	NC	5	12	NC	92	75	NC	1	0
Male	NC	926	26842	NC	92	83	NC	495	474	NC	7	20	NC	10	15	NC	83	65	NC	0	0
African American	--	37	2336	--	90	78	--	480	464	--	14	25	--	6	14	--	80	62	--	0	0
Hispanic	NC	188	16391	NC	103	81	NC	464	458	NC	22	28	NC	10	16	NC	68	56	NC	0	0
Asian/Pacific Islander	--	59	1356	--	88	93	--	511	499	--	4	7	--	7	9	--	87	83	--	2	2
American Indian/Alaskan Native	--	14	3731	--	100	89	--	490	446	--	8	37	--	8	16	--	85	47	--	0	0
White	NC	1428	29053	NC	84	84	NC	504	492	NC	3	8	NC	7	12	NC	90	79	NC	1	0
Students with Disabilities	NC	107	4141	NC	75	69	NC	446	436	NC	27	47	NC	27	18	NC	46	35	NC	0	0
Students without Disabilities	NC	1780	50949	NC	96	89	NC	501	479	NC	4	16	NC	7	13	NC	88	71	NC	1	0
Limited English Proficient Students	NC	93	4711	NC	90	96	NC	425	422	NC	58	61	NC	16	13	NC	27	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	10	1887	44922				448	500	484	33	5	13	22	7	13	44	88	73	0	1	0

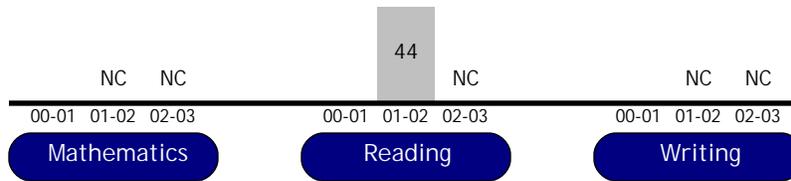
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

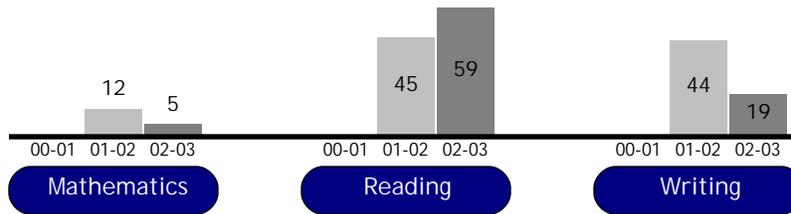
3rd Grade Proficiency



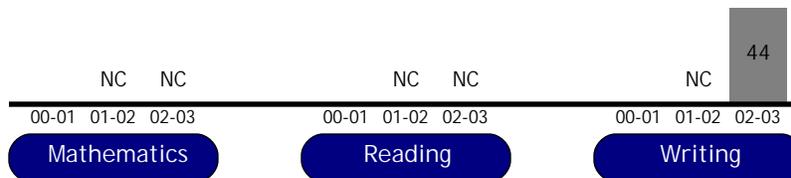
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



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

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

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

Glossary:

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

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

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

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

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

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	--	--	72	50	NC	NC	67	43	NC	NC	70	47
	Language	--	--	76	55	NC	NC	72	50	NC	NC	75	54
	Mathematics	--	--	76	53	NC	NC	72	50	NC	NC	73	54
4	Reading	--	--	77	55	NC	NC	71	47	NC	NC	75	52
	Language	--	--	69	50	NC	NC	65	45	NC	NC	68	48
	Mathematics	--	--	77	56	NC	NC	74	52	NC	NC	78	57
5	Reading	--	--	72	51	NC	NC	69	46	NC	NC	70	50
	Language	--	--	66	46	NC	NC	64	43	NC	NC	65	46
	Mathematics	--	--	78	56	NC	NC	76	54	NC	NC	77	57
6	Reading	--	--	72	54	NC	NC	72	49	NC	NC	72	53
	Language	--	--	66	46	NC	NC	66	42	NC	NC	67	45
	Mathematics	--	--	80	61	NC	NC	78	58	NC	NC	78	62
7	Reading	--	--	74	53	100	33	70	48	100	16	70	51
	Language	--	--	76	55	100	23	74	51	100	10	75	54
	Mathematics	--	--	76	57	100	30	74	54	100	15	74	58
8	Reading	--	--	74	55	83	41	71	49	100	34	71	53
	Language	--	--	74	50	83	29	71	46	95	19	70	49
	Mathematics	--	--	74	57	83	30	73	54	100	27	72	58
9	Reading	--	--	61	43	94	16	54	37	78	34	58	41
	Language	--	--	60	41	94	12	54	38	72	15	59	42
	Mathematics	--	--	75	59	94	23	71	56	83	18	76	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

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

Staff are trained in non-violent crisis intervention (CPI). We have a full-time SRO and security guard. Also, the principal has extensive training in school safety. We promote individual social responsibility and recognize those efforts.

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) :

16
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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	Nancy S. Hudson	(480) 421-0634
Transportation Policy	Dan Shearer	(480) 391-2012
Community Resources	Nancy S. Hudson	(480) 421-0634
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization		
Student Health/Nurse	Tori Trahan	(480) 484-6209

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

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

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

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

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

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

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)