

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7501 E. Oak Street, Scottsdale, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Nancy S. Hudson
Schedule : 8:00 AM to 4:30 PM
Grades : 4-12
2004 Enrollment : 144
Web Address :
Phone Number : (480) 484-7900
Fax Number : (480) 484-7901
E-mail : nhudson@susd.org

Mission

We are an alternative educational facility that provides academic equivalency credit and courses for students who have unsuccessfully maintained enrollment in a traditional school.

School / Academic Goals

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

ü To increase students' achievement and personal growth.

Enrollment

October 1, 2003 School Year Student Enrollment : 46
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 15

Instructional Programs

- Ü Integrated Curriculum
- Ü Differentiated Instruction
- Ü Special Education
- Ü Language Acquisition

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/24/2005

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. Work in partnership with the school staff to ensure a successful school experience for your child.

Transportation Policy

Students from all of Scottsdale's boundaries attend our school. Thus, public transportation bus passes are issued to each student. Some parents chose to provide their own transportation. Elementary students have school district provided transportation.

School Honors

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

Award/Honor	Year
Ü Teacher of the Year Nominee--Charros	2004
Ü Power Paws Program Graduated Three Service Dogs	2004
Ü Teacher of the Year Nominee--Charros	2003
Ü Teacher of the Year Nominee--Charros	2002

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	--	2037	76019	--	99	100	--	535	499	--	4	14	--	22	39	--	15	14	--	60	33
All Students (Prior Year)	NC	2110	76230	NC	98	100	NC	521	498	NC	4	12	NC	28	38	NC	14	12	NC	54	37
Female	--	964	37207	--	99	100	--	536	499	--	3	12	--	21	41	--	16	14	--	59	33
Male	--	1072	38677	--	100	100	--	534	498	--	4	15	--	23	38	--	13	13	--	60	34
African American	--	41	3817	--	100	100	--	494	475	--	15	23	--	37	47	--	20	11	--	29	18
Hispanic	--	227	29458	--	99	100	--	495	480	--	18	20	--	37	48	--	14	12	--	31	20
Asian/Pacific Islander	--	65	1673	--	100	99	--	556	531	--	2	4	--	17	29	--	5	14	--	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	--	1677	35880	--	99	100	--	540	515	--	2	7	--	20	32	--	15	16	--	63	45
Students with Disabilities	--	238	9786	--	100	100	--	502	457	--	11	39	--	40	40	--	11	7	--	38	13
Students without Disabilities	--	1799	66233	--	99	99	--	537	503	--	3	11	--	21	39	--	15	14	--	61	35
Limited English Proficient Students	--	152	15206	--	100	100	--	463	459	--	30	31	--	55	53	--	6	7	--	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	332	35714				--	494	480	--	17	20	--	40	47	--	10	12	--	33	20
Non-Economically Disadvantaged	--	1705	40266				--	541	513	--	2	9	--	19	33	--	15	15	--	64	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	--	2037	76020	--	99	100	--	519	503	--	9	25	--	14	23	--	52	40	--	26	12
All Students (Prior Year)	NC	2103	76202	NC	98	100	NC	516	505	NC	8	19	NC	17	24	NC	55	46	NC	20	11
Female	--	966	37213	--	99	100	--	521	504	--	7	22	--	13	23	--	52	42	--	28	13
Male	--	1070	38666	--	100	100	--	517	501	--	10	29	--	14	22	--	52	38	--	24	12
African American	--	41	3819	--	100	100	--	504	494	--	18	37	--	28	26	--	35	31	--	20	6
Hispanic	--	227	29442	--	99	99	--	499	494	--	31	37	--	18	26	--	39	31	--	12	6
Asian/Pacific Islander	--	65	1672	--	100	99	--	523	513	--	5	12	--	15	19	--	47	49	--	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	--	1678	35890	--	99	100	--	522	511	--	6	15	--	13	20	--	54	48	--	27	18
Students with Disabilities	--	238	9784	--	100	100	--	511	485	--	22	58	--	19	19	--	40	19	--	19	4
Students without Disabilities	--	1799	66236	--	99	99	--	520	504	--	8	23	--	13	23	--	53	42	--	26	13
Limited English Proficient Students	--	151	15198	--	100	100	--	484	483	--	53	59	--	25	25	--	22	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	332	35703				--	501	494	--	29	37	--	22	26	--	37	31	--	13	6
Non-Economically Disadvantaged	--	1705	40274				--	522	509	--	5	17	--	12	20	--	54	47	--	28	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	--	2034	75673	--	99	100	--	577	530	--	5	12	--	16	25	--	69	58	--	10	4
All Students (Prior Year)	NC	2048	74692	NC	95	99	NC	529	502	NC	6	18	NC	18	27	NC	57	47	NC	18	8
Female	--	963	37099	--	99	100	--	598	548	--	3	8	--	12	22	--	70	64	--	14	6
Male	--	1070	38441	--	100	99	--	558	513	--	7	16	--	19	29	--	68	52	--	6	3
African American	--	41	3791	--	100	99	--	518	506	--	10	18	--	32	29	--	59	50	--	0	3
Hispanic	--	225	29305	--	98	99	--	518	507	--	13	16	--	31	31	--	50	51	--	5	2
Asian/Pacific Islander	--	65	1665	--	100	99	--	611	573	--	3	6	--	12	16	--	67	67	--	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	--	1678	35760	--	99	99	--	584	550	--	4	9	--	14	21	--	71	64	--	11	6
Students with Disabilities	--	237	9706	--	100	100	--	526	462	--	19	36	--	18	32	--	58	31	--	5	1
Students without Disabilities	--	1797	65967	--	99	99	--	581	536	--	4	10	--	16	25	--	70	60	--	10	5
Limited English Proficient Students	--	151	15115	--	100	100	--	473	471	--	24	26	--	42	38	--	34	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	330	35541				--	511	504	--	14	17	--	31	31	--	53	50	--	2	2
Non-Economically Disadvantaged	--	1704	40091				--	588	550	--	4	9	--	13	21	--	72	64	--	11	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	2214	75001	82	99	99	422	486	468	61	23	37	39	37	36	0	23	16	0	17	10
All Students (Prior Year)	24	2261	71167	100	100	99	428	477	463	67	25	38	29	43	41	5	22	14	0	10	7
Female	NC	1093	36846	NC	99	99	NC	488	468	NC	22	36	NC	37	38	NC	24	16	NC	17	10
Male	12	1116	37974	80	99	99	413	485	467	75	24	39	25	36	34	0	23	16	0	17	11
African American	--	59	3720	--	97	98	--	456	446	--	43	53	--	43	33	--	7	9	--	7	4
Hispanic	NC	249	26675	NC	99	98	NC	446	448	NC	56	52	NC	29	34	NC	11	10	NC	5	4
Asian/Pacific Islander	--	58	1575	--	97	99	--	514	504	--	11	18	--	38	33	--	15	20	--	36	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	448	438	NC	46	61	NC	50	30	NC	4	7	NC	0	2
White	NC	1815	37785	NC	99	99	NC	492	482	NC	19	25	NC	37	39	NC	26	21	NC	18	15
Students with Disabilities	NC	155	8802	NC	100	100	NC	431	418	NC	67	79	NC	25	16	NC	8	3	NC	0	1
Students without Disabilities	17	2059	66199	89	99	99	425	490	472	59	20	34	41	37	38	0	24	17	0	18	11
Limited English Proficient Students	NC	115	11710	NC	98	100	NC	406	429	NC	89	70	NC	11	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	300	29814				NC	445	448	NC	55	53	NC	32	33	NC	9	10	NC	5	4
Non-Economically Disadvantaged	NC	1914	45170				NC	492	479	NC	18	28	NC	37	38	NC	25	20	NC	19	14

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	2212	74918	82	99	99	453	519	497	67	17	32	11	13	19	22	43	35	0	27	15
All Students (Prior Year)	25	2237	71100	100	100	99	493	518	502	27	14	25	14	15	21	50	48	40	9	24	15
Female	NC	1092	36805	NC	99	99	NC	523	501	NC	15	28	NC	13	19	NC	44	37	NC	29	16
Male	12	1115	37936	80	99	99	449	515	493	67	20	35	17	13	18	17	42	33	0	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	NC	249	26645	NC	99	98	NC	481	478	NC	45	46	NC	15	20	NC	29	27	NC	10	6
Asian/Pacific Islander	--	58	1571	--	97	99	--	538	521	--	11	18	--	19	15	--	32	38	--	38	30
American Indian/Alaskan Native	NC	28	4729	NC	100	98	NC	477	468	NC	52	57	NC	16	19	NC	20	19	NC	12	4
White	NC	1812	37773	NC	99	99	NC	524	511	NC	13	20	NC	13	18	NC	45	41	NC	29	21
Students with Disabilities	NC	153	8801	NC	99	100	NC	460	448	NC	64	75	NC	15	13	NC	18	10	NC	3	2
Students without Disabilities	16	2059	66117	84	99	99	463	522	501	63	15	28	13	13	19	25	44	37	0	28	16
Limited English Proficient Students	NC	115	11706	NC	98	100	NC	438	454	NC	89	71	NC	6	16	NC	3	12	NC	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	300	29785				NC	480	477	NC	46	47	NC	18	20	NC	26	26	NC	10	6
Non-Economically Disadvantaged	10	1912	45115				474	525	508	50	13	23	20	12	18	30	45	39	0	29	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	2201	74503	82	99	99	444	522	491	28	6	9	39	24	32	22	54	51	11	15	8
All Students (Prior Year)	25	2206	69001	100	99	96	460	505	490	38	8	17	43	28	37	19	63	45	0	1	1
Female	NC	1091	36686	NC	99	99	NC	544	506	NC	4	5	NC	18	29	NC	58	57	NC	21	9
Male	12	1105	37644	80	98	98	392	500	476	42	8	13	42	31	36	17	51	45	0	10	6
African American	--	58	3677	--	95	97	--	494	475	--	10	12	--	29	36	--	52	46	--	9	5
Hispanic	NC	248	26500	NC	98	97	NC	470	467	NC	19	13	NC	34	39	NC	40	44	NC	7	4
Asian/Pacific Islander	--	58	1566	--	97	99	--	584	537	--	4	5	--	15	23	--	53	55	--	28	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	494	464	NC	12	14	NC	28	39	NC	52	44	NC	8	3
White	NC	1804	37606	NC	99	99	NC	528	508	NC	4	6	NC	23	28	NC	56	56	NC	16	10
Students with Disabilities	NC	150	8662	NC	97	100	NC	422	409	NC	22	37	NC	56	42	NC	22	20	NC	1	1
Students without Disabilities	17	2051	65841	89	99	98	453	528	499	24	5	7	41	23	32	24	56	53	12	16	8
Limited English Proficient Students	NC	114	11608	NC	97	100	NC	399	430	NC	46	23	NC	38	47	NC	14	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	295	29587				NC	469	465	NC	18	14	NC	36	40	NC	40	43	NC	6	4
Non-Economically Disadvantaged	NC	1906	44898				NC	530	507	NC	4	7	NC	23	28	NC	56	55	NC	17	10

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

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	2007	65934	79	99	100	460	512	492	73	20	43	14	18	18	14	35	24	0	27	15
All Students (Prior Year)	NC	1791	57534	NC	90	91	NC	507	491	NC	25	46	NC	18	16	NC	36	23	NC	21	15
Female	NC	957	32586	NC	99	100	NC	511	491	NC	21	44	NC	19	19	NC	35	24	NC	26	14
Male	14	1050	33226	93	98	99	464	513	493	64	19	42	21	17	18	14	35	24	0	28	16
African American	NC	35	3042	NC	88	98	NC	494	478	NC	38	58	NC	25	19	NC	28	17	NC	9	6
Hispanic	NC	202	21740	NC	98	100	NC	480	475	NC	55	63	NC	18	17	NC	21	15	NC	5	5
Asian/Pacific Islander	NC	80	1643	NC	100	99	NC	534	519	NC	16	23	NC	16	13	NC	24	30	NC	44	34
American Indian/Alaskan Native	--	22	4351	--	100	99	--	474	472	--	70	68	--	10	16	--	15	13	--	5	4
White	12	1662	34819	80	98	99	467	516	505	58	15	27	25	18	20	17	38	31	0	29	22
Students with Disabilities	NC	159	6507	NC	94	100	NC	478	456	NC	61	83	NC	13	9	NC	18	6	NC	7	2
Students without Disabilities	17	1848	59427	89	99	100	468	513	494	65	18	41	18	18	19	18	36	25	0	28	16
Limited English Proficient Students	NC	109	6793	NC	100	100	NC	469	464	NC	69	79	NC	20	11	NC	7	8	NC	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	151	18745				NC	480	475	NC	58	64	NC	21	16	NC	15	15	NC	6	5
Non-Economically Disadvantaged	13	1856	47182				471	514	499	62	17	35	15	18	19	23	37	27	0	29	19

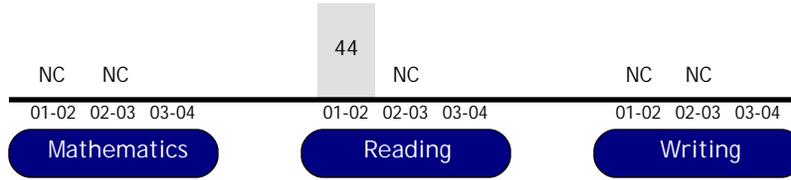
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	2049	68162	90	100	100	464	534	509	59	7	18	15	14	24	26	64	51	0	16	8
All Students (Prior Year)	NC	1773	56700	NC	89	89	NC	534	512	NC	5	15	NC	12	23	NC	64	52	NC	19	10
Female	10	976	33509	91	100	100	470	538	513	60	6	15	10	11	23	30	66	52	0	18	9
Male	17	1073	34521	89	99	100	461	530	505	59	8	20	18	16	24	24	62	49	0	14	7
African American	--	34	3163	--	87	99	--	519	497	--	3	22	--	18	30	--	67	46	--	12	3
Hispanic	NC	214	22624	NC	100	100	NC	490	487	NC	33	32	NC	28	31	NC	35	35	NC	4	2
Asian/Pacific Islander	NC	80	1666	NC	100	100	NC	542	523	NC	10	11	NC	10	17	NC	60	60	NC	20	12
American Indian/Alaskan Native	NC	25	4592	NC	100	100	NC	504	484	NC	22	32	NC	35	37	NC	35	30	NC	9	1
White	17	1687	35727	94	99	100	469	540	526	59	3	7	12	12	17	29	68	64	0	17	12
Students with Disabilities	NC	161	6845	NC	97	100	NC	485	468	NC	29	53	NC	40	29	NC	30	18	NC	1	1
Students without Disabilities	20	1888	61317	91	100	100	475	537	512	55	5	15	10	12	23	35	66	53	0	16	8
Limited English Proficient Students	NC	113	7152	NC	100	100	NC	469	464	NC	54	57	NC	31	31	NC	15	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	11	154	19528				448	489	487	73	29	31	18	30	32	9	37	34	0	4	2
Non-Economically Disadvantaged	16	1895	48595				475	537	518	50	5	13	13	12	20	38	66	57	0	16	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	27	2032	67629	90	99	100	477	566	524	41	9	22	26	11	16	33	73	59	0	7	3
All Students (Prior Year)	10	1887	55090	83	94	87	448	500	479	33	5	16	22	7	13	44	88	70	0	1	0
Female	10	970	33347	91	100	100	499	578	537	30	6	17	30	9	15	40	75	64	0	10	4
Male	17	1062	34151	89	98	99	464	554	512	47	11	27	24	12	18	29	72	54	0	5	2
African American	--	34	3150	--	87	99	--	576	515	--	9	24	--	3	19	--	73	56	--	15	2
Hispanic	NC	209	22313	NC	99	100	NC	495	493	NC	30	34	NC	21	19	NC	48	46	NC	1	1
Asian/Pacific Islander	NC	80	1659	NC	100	100	NC	583	564	NC	8	11	NC	8	12	NC	73	68	NC	13	9
American Indian/Alaskan Native	--	23	4528	--	100	99	--	500	492	--	26	35	--	30	21	--	39	42	--	4	1
White	16	1676	35593	89	99	99	477	575	547	44	6	13	25	9	14	31	77	69	0	8	4
Students with Disabilities	NC	152	6712	NC	92	100	NC	489	445	NC	40	61	NC	21	18	NC	40	21	NC	0	0
Students without Disabilities	22	1880	60917	100	100	100	487	570	530	32	7	19	32	10	16	36	75	61	0	8	3
Limited English Proficient Students	NC	109	6994	NC	96	100	NC	452	442	NC	52	58	NC	20	18	NC	28	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	11	151	19310				462	490	489	45	33	35	27	24	20	27	43	44	0	0	1
Non-Economically Disadvantaged	16	1881	48278				488	572	538	38	7	17	25	9	15	38	76	65	0	8	4

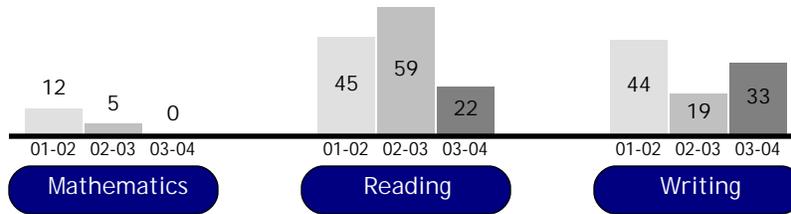
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

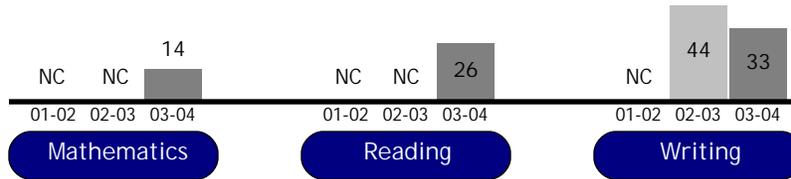
5th Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	NC	NC	71	47	NC	NC	75	52	NC	NC	NA	56
	Language	NC	NC	65	45	NC	NC	68	48	NC	NC	69	52
	Mathematics	NC	NC	74	52	NC	NC	78	57	NC	NC	79	61
5	Reading	NC	NC	69	46	NC	NC	70	50	NC	NC	NA	55
	Language	NC	NC	64	43	NC	NC	65	46	NC	NC	69	49
	Mathematics	NC	NC	76	54	NC	NC	77	57	NC	NC	83	63
6	Reading	NC	NC	72	49	NC	NC	72	53	NC	NC	NA	56
	Language	NC	NC	66	42	NC	NC	67	45	NC	NC	64	48
	Mathematics	NC	NC	78	58	NC	NC	78	62	NC	NC	78	66
7	Reading	100	33	70	48	100	16	70	51	88	15	NA	54
	Language	100	23	74	51	100	10	75	54	88	13	78	58
	Mathematics	100	30	74	54	100	15	74	58	88	18	76	62
8	Reading	83	41	71	49	100	34	71	53	100	28	NA	55
	Language	83	29	71	46	95	19	70	49	100	20	71	52
	Mathematics	83	30	73	54	100	27	72	58	89	26	74	61
9	Reading	94	16	54	37	78	34	58	41	72	18	NA	42
	Language	94	12	54	38	72	15	59	42	56	21	59	42
	Mathematics	94	23	71	56	83	18	76	60	66	29	78	63

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	7
Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Nova Net Lab
- Ü Computer Lab

Extracurricular Activities

- Ü Power Paws
- Ü Service Learning
- Ü Business Partnership with Local Resort

Social Services

- Ü Scottsdale Prevention Institute
- Ü District Psychologist Services
- Ü District Student Advocate
- Ü District Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Linked the school with the surrounding community.

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	0			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	67	36
Grades 7-8	71	38

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

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) :

20

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) 484-7900
Transportation Policy	Dan Shearer	(480) 391-2012
Community Resources	Nancy S. Hudson	(480) 484-7900
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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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