

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

High School Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School Overview

Principal/Administrator : Ms. Rhonda K. Rickard
Schedule : 07:45 AM to 04:00 PM
Grades : 6-12
Web Address : www.susd.org
Phone Number : (480) 484-7900
Fax Number : (480) 484-7901
E-mail : rrickard@susd.org

Mission

Sierra Vista Academy will provide unique opportunities to meet the various needs of a diverse student population by fostering a learning environment that promotes a sense of future, integrity, curiosity for learning, and social responsibility. Additionally, we implement a classroom atmosphere that addresses academic, social and emotional needs, motivating all students to develop a positive attitude towards themselves, their community, and their education.

School / Academic Goals

- ü To provide a positive, respectful, and safe learning environment.
- ü To increase students' achievement and personal growth.

Enrollment

October 1, 2005 School Year Student Enrollment : 75
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- Ü Integrated Curriculum
- Ü Differentiated Instruction
- Ü Special Education
- Ü Language Acquisition
- Ü At risk programs
- Ü Career Transition

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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.

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

6th 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	2048	79327	NC	100	98	NC	547	518	NC	8	19	NC	11	20	NC	53	46	NC	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	996	38961	NC	100	98	NC	547	520	NC	6	16	NC	11	20	NC	54	48	NC	28	16
Male	NC	1052	40295	NC	99	97	NC	547	516	NC	9	21	NC	10	19	NC	51	44	NC	30	16
African American	--	61	4247	--	98	98	--	516	499	--	16	27	--	16	24	--	59	41	--	8	8
Hispanic	--	301	32327	--	100	98	--	514	499	--	19	27	--	21	25	--	47	41	--	12	8
Asian/Pacific Islander	--	70	1939	--	100	99	--	562	556	--	3	6	--	11	10	--	49	47	--	37	36
American Indian/Alaskan Native	--	33	4391	--	100	96	--	498	489	--	27	32	--	18	27	--	52	36	--	3	4
White	NC	1583	36373	NC	100	98	NC	555	538	NC	5	10	NC	8	14	NC	54	52	NC	33	25
Students with Disabilities	--	243	9321	--	100	87	--	490	467	--	35	54	--	23	22	--	33	21	--	8	3
Students without Disabilities	NC	1805	70006	NC	100	100	NC	554	524	NC	4	14	NC	9	19	NC	55	49	NC	32	18
Limited English Proficient Students	--	95	9431	--	99	95	--	474	466	--	42	53	--	29	27	--	28	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	401	37097	NC	99	97	NC	509	498	NC	20	27	NC	22	25	NC	48	41	NC	9	7
Non-Economically Disadvantaged	--	1647	42230	--	100	99	--	556	535	--	5	11	--	8	15	--	54	50	--	34	24

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	2047	79501	NC	100	98	NC	520	497	NC	4	10	NC	14	25	NC	73	60	NC	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	995	39062	NC	100	99	NC	526	502	NC	2	8	NC	11	23	NC	75	64	NC	11	5
Male	NC	1052	40368	NC	99	98	NC	514	491	NC	6	13	NC	16	27	NC	71	57	NC	7	3
African American	--	61	4279	--	98	99	--	501	485	--	5	14	--	26	30	--	66	54	--	3	2
Hispanic	--	302	32389	--	100	98	--	488	478	--	15	16	--	27	34	--	54	48	--	4	1
Asian/Pacific Islander	--	70	1936	--	100	99	--	521	519	--	1	3	--	13	14	--	76	73	--	10	9
American Indian/Alaskan Native	--	33	4401	--	100	96	--	479	473	--	12	17	--	39	40	--	48	43	--	NA	1
White	NC	1581	36446	NC	99	99	NC	528	516	NC	2	4	NC	10	15	NC	78	73	NC	10	7
Students with Disabilities	--	244	9411	--	100	88	--	470	453	--	23	36	--	34	36	--	41	26	--	1	1
Students without Disabilities	NC	1803	70090	NC	100	100	NC	527	502	NC	2	7	NC	11	24	NC	78	65	NC	10	5
Limited English Proficient Students	--	95	9401	--	99	94	--	447	443	--	37	40	--	44	46	--	19	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	401	37183	NC	99	97	NC	487	479	NC	13	16	NC	30	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	--	1646	42318	--	100	99	--	528	513	--	2	5	--	10	17	--	78	70	--	11	7

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	2045	80000	NC	100	99	NC	592	564	NC	1	3	NC	5	11	NC	70	75	NC	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	996	39288	NC	100	99	NC	608	579	NC	1	2	NC	2	6	NC	65	77	NC	32	16
Male	NC	1049	40644	NC	99	98	NC	577	549	NC	1	4	NC	7	15	NC	75	74	NC	16	7
African American	--	61	4307	--	98	99	--	576	551	--	NA	4	--	8	13	--	80	75	--	11	7
Hispanic	--	302	32672	--	100	99	--	563	548	--	3	4	--	11	14	--	76	76	--	10	6
Asian/Pacific Islander	--	70	1945	--	100	99	--	600	592	--	NA	1	--	3	4	--	67	69	--	30	25
American Indian/Alaskan Native	--	32	4424	--	97	97	--	576	549	--	NA	3	--	3	14	--	81	77	--	16	5
White	NC	1580	36602	NC	99	99	NC	598	579	NC	1	2	NC	3	7	NC	69	75	NC	27	16
Students with Disabilities	--	239	9919	--	98	93	--	544	505	--	3	9	--	22	35	--	71	54	--	4	2
Students without Disabilities	NC	1806	70081	NC	100	100	NC	598	571	NC	1	2	NC	2	7	NC	70	79	NC	27	12
Limited English Proficient Students	--	94	9571	--	98	96	--	513	502	--	9	10	--	28	29	--	64	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	403	37534	NC	100	98	NC	562	547	NC	2	4	NC	11	15	NC	79	76	NC	8	5
Non-Economically Disadvantaged	--	1642	42466	--	100	100	--	600	578	--	1	2	--	3	7	--	68	75	--	28	16

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

7th 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	2078	78546	NC	99	97	NC	571	543	NC	7	15	NC	9	18	NC	55	52	NC	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	982	38645	--	100	98	--	574	545	--	6	13	--	8	18	--	55	54	--	31	15
Male	NC	1096	39792	NC	99	97	NC	568	542	NC	8	17	NC	10	17	NC	56	50	NC	27	15
African American	--	44	4205	--	100	97	--	534	524	--	16	22	--	23	22	--	48	49	--	14	7
Hispanic	NC	259	31177	NC	100	97	NC	527	524	NC	22	22	NC	19	23	NC	50	48	NC	9	7
Asian/Pacific Islander	--	68	1940	--	100	99	--	600	580	--	NA	5	--	4	9	--	53	53	--	43	33
American Indian/Alaskan Native	--	32	4689	--	97	95	--	523	515	--	22	28	--	22	25	--	50	43	--	6	4
White	NC	1675	36450	NC	99	97	NC	579	563	NC	4	7	NC	7	12	NC	56	57	NC	32	23
Students with Disabilities	--	199	8093	--	98	82	--	504	489	--	39	50	--	26	24	--	29	23	--	6	2
Students without Disabilities	NC	1879	70453	NC	100	100	NC	578	549	NC	3	11	NC	8	17	NC	58	56	NC	31	16
Limited English Proficient Students	NC	102	9323	NC	100	94	NC	498	491	NC	44	47	NC	25	28	NC	25	24	NC	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	340	34694	NC	99	96	NC	528	524	NC	22	23	NC	19	23	NC	51	48	NC	8	7
Non-Economically Disadvantaged	--	1738	43852	--	100	99	--	579	559	--	4	10	--	8	13	--	56	56	--	33	22

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	2081	79045	NC	100	98	NC	535	512	NC	4	10	NC	14	25	NC	67	58	NC	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	982	38860	--	100	98	--	544	519	--	3	7	--	11	22	--	68	62	--	18	8
Male	NC	1099	40075	NC	100	97	NC	528	505	NC	6	12	NC	17	28	NC	67	54	NC	10	6
African American	--	44	4250	--	100	98	--	505	500	--	14	12	--	16	31	--	68	54	--	2	3
Hispanic	NC	258	31314	NC	100	98	NC	496	493	NC	16	16	NC	31	34	NC	50	48	NC	3	2
Asian/Pacific Islander	--	68	1949	--	100	99	--	547	536	--	3	4	--	7	15	--	72	66	--	18	15
American Indian/Alaskan Native	--	33	4719	--	100	96	--	495	489	--	15	15	--	30	39	--	55	45	--	NA	2
White	NC	1678	36730	NC	100	98	NC	543	532	NC	2	4	NC	11	16	NC	70	68	NC	16	12
Students with Disabilities	--	202	8552	--	99	87	--	476	463	--	27	35	--	36	40	--	35	23	--	2	1
Students without Disabilities	NC	1879	70493	NC	100	100	NC	541	517	NC	2	7	NC	12	24	NC	71	62	NC	15	8
Limited English Proficient Students	NC	101	9355	NC	100	95	NC	460	456	NC	35	37	NC	47	48	NC	18	15	NC	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	341	34922	NC	99	96	NC	498	493	NC	13	15	NC	33	34	NC	51	48	NC	4	3
Non-Economically Disadvantaged	--	1740	44123	--	100	99	--	543	527	--	3	6	--	11	18	--	71	66	--	16	11

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	2082	79657	NC	100	99	NC	586	566	NC	1	3	NC	5	8	NC	90	87	NC	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	985	39120	--	100	99	--	599	580	--	0	2	--	2	4	--	91	92	--	6	2
Male	NC	1097	40423	NC	99	98	NC	575	553	NC	2	5	NC	7	12	NC	90	83	NC	2	1
African American	--	44	4290	--	100	99	--	563	560	--	2	4	--	9	9	--	89	86	--	NA	1
Hispanic	NC	260	31642	NC	100	99	NC	555	552	NC	3	5	NC	12	11	NC	84	84	NC	0	0
Asian/Pacific Islander	--	68	1948	--	100	99	--	606	589	--	NA	1	--	1	3	--	90	91	--	9	4
American Indian/Alaskan Native	--	33	4760	--	100	97	--	547	547	--	9	5	--	6	14	--	85	81	--	NA	0
White	NC	1677	36929	NC	99	99	NC	592	579	NC	1	2	NC	3	5	NC	92	91	NC	5	2
Students with Disabilities	--	201	9069	--	99	92	--	525	508	--	6	11	--	25	30	--	68	58	--	0	1
Students without Disabilities	NC	1881	70588	NC	100	100	NC	592	573	NC	0	2	NC	2	5	NC	93	91	NC	4	1
Limited English Proficient Students	NC	100	9521	NC	100	96	NC	519	507	NC	8	13	NC	19	24	NC	73	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	342	35341	NC	99	97	NC	553	551	NC	3	5	NC	14	12	NC	83	83	NC	1	0
Non-Economically Disadvantaged	--	1740	44316	--	100	100	--	593	578	--	1	2	--	3	5	--	92	90	--	5	2

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	13	2187	78400	93	100	97	480	577	554	85	12	21	15	13	19	NA	54	47	NA	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1064	38686	NC	100	98	NC	578	554	NC	11	20	NC	13	20	NC	57	49	NC	19	12
Male	11	1123	39636	92	100	96	476	576	554	82	14	23	18	13	18	NA	51	46	NA	22	13
African American	--	57	4193	--	97	97	--	535	533	--	28	32	--	32	23	--	35	40	--	5	5
Hispanic	NC	299	30732	NC	100	97	NC	530	534	NC	33	31	NC	25	24	NC	37	40	NC	5	5
Asian/Pacific Islander	--	73	1827	--	100	99	--	617	594	--	7	8	--	3	12	--	48	49	--	42	31
American Indian/Alaskan Native	--	35	4536	--	97	95	--	544	528	--	23	35	--	23	25	--	46	37	--	9	4
White	10	1723	37038	100	100	97	NA	586	575	NA	8	11	NA	10	14	NA	58	56	NA	23	19
Students with Disabilities	NC	185	7840	NC	100	81	NC	509	498	NC	54	60	NC	17	18	NC	27	20	NC	2	2
Students without Disabilities	NC	2002	70560	NC	100	99	NC	583	560	NC	9	17	NC	12	19	NC	57	50	NC	22	14
Limited English Proficient Students	NC	97	8956	NC	100	95	NC	492	502	NC	67	56	NC	20	25	NC	13	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	368	33014	NC	100	95	NC	529	534	NC	35	31	NC	24	24	NC	38	40	NC	3	5
Non-Economically Disadvantaged	NC	1819	45386	NC	100	99	NC	587	569	NC	8	15	NC	11	15	NC	57	52	NC	24	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	13	2189	79179	93	100	98	457	542	519	46	6	11	38	15	27	15	69	58	NA	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1064	38974	NC	100	99	NC	549	524	NC	4	8	NC	12	25	NC	73	61	NC	11	5
Male	11	1125	40124	92	100	97	442	535	513	55	9	13	45	17	28	NA	65	54	NA	9	4
African American	--	57	4243	--	97	98	--	509	506	--	21	14	--	25	32	--	49	51	--	5	3
Hispanic	NC	298	30987	NC	100	98	NC	498	498	NC	22	17	NC	29	36	NC	47	45	NC	2	1
Asian/Pacific Islander	--	73	1832	--	100	99	--	560	543	--	3	4	--	8	17	--	78	69	--	11	10
American Indian/Alaskan Native	--	35	4573	--	97	96	--	506	494	--	9	16	--	43	41	--	46	42	--	3	1
White	10	1726	37467	100	100	98	NA	550	539	NA	3	5	NA	11	17	NA	74	70	NA	11	8
Students with Disabilities	NC	187	8567	NC	100	88	NC	479	467	NC	33	39	NC	33	38	NC	33	22	NC	2	1
Students without Disabilities	NC	2002	70612	NC	100	99	NC	547	524	NC	4	7	NC	13	25	NC	72	62	NC	11	5
Limited English Proficient Students	NC	97	9013	NC	100	95	NC	452	461	NC	51	40	NC	43	48	NC	6	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	368	33345	NC	100	96	NC	496	499	NC	20	17	NC	33	36	NC	45	46	NC	1	1
Non-Economically Disadvantaged	NC	1821	45834	NC	100	99	NC	551	533	NC	4	7	NC	11	19	NC	74	67	NC	12	7

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	13	2182	79734	93	100	99	487	579	554	31	2	3	31	10	19	38	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1064	39243	NC	100	99	NC	594	568	NC	1	2	NC	5	12	NC	92	85	NC	2	1
Male	11	1118	40413	92	99	98	465	565	541	36	3	4	36	15	26	27	82	70	NA	1	0
African American	--	57	4285	--	97	99	--	547	548	--	2	3	--	26	22	--	70	74	--	2	0
Hispanic	NC	296	31254	NC	99	99	NC	536	539	NC	7	5	NC	24	25	NC	70	70	NC	NA	0
Asian/Pacific Islander	--	73	1837	--	100	99	--	597	579	--	3	1	--	5	9	--	88	87	--	4	2
American Indian/Alaskan Native	--	35	4613	--	97	97	--	561	535	--	NA	4	--	20	29	--	80	67	--	NA	0
White	10	1721	37668	100	100	99	NA	587	569	NA	1	1	NA	7	13	NA	91	85	NA	1	1
Students with Disabilities	NC	183	8943	NC	99	92	NC	511	495	NC	10	11	NC	42	51	NC	48	38	NC	1	1
Students without Disabilities	NC	1999	70791	NC	100	100	NC	585	561	NC	1	2	NC	7	15	NC	91	83	NC	1	0
Limited English Proficient Students	NC	96	9138	NC	99	97	NC	477	492	NC	20	13	NC	48	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	365	33718	NC	99	97	NC	535	538	NC	6	5	NC	26	26	NC	68	69	NC	NA	0
Non-Economically Disadvantaged	NC	1817	46016	NC	100	100	NC	588	567	NC	1	2	NC	7	14	NC	91	84	NC	2	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	27	2151	71130	100	98	95	665	722	701	52	10	23	19	8	13	30	56	51	NA	26	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	1083	35465	91	98	96	NA	724	702	NA	9	21	NA	9	13	NA	55	53	NA	27	13
Male	17	1068	35648	100	98	94	666	721	701	59	11	24	12	8	12	29	57	50	NA	25	14
African American	NC	57	3868	NC	98	95	NC	705	686	NC	21	33	NC	12	17	NC	54	45	NC	12	6
Hispanic	NC	245	25103	NC	95	95	NC	691	685	NC	28	34	NC	18	16	NC	47	45	NC	8	5
Asian/Pacific Islander	--	68	1805	--	100	98	--	746	731	--	7	9	--	7	7	--	47	50	--	38	34
American Indian/Alaskan Native	NC	37	4241	NC	93	90	NC	689	679	NC	30	39	NC	19	19	NC	46	39	NC	5	3
White	16	1744	36075	100	99	95	664	727	715	50	7	12	25	6	9	25	58	58	NA	29	21
Students with Disabilities	NC	154	5862	NC	95	71	NC	671	658	NC	49	63	NC	16	15	NC	35	20	NC	1	2
Students without Disabilities	24	1997	65268	96	99	98	665	726	705	50	7	19	21	8	12	29	58	54	NA	28	15
Limited English Proficient Students	NC	71	4859	NC	91	93	NC	662	662	NC	63	64	NC	17	15	NC	20	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	234	22957	NC	96	93	NC	691	685	NC	29	34	NC	19	17	NC	45	44	NC	7	5
Non-Economically Disadvantaged	22	1917	48173	100	99	96	667	726	709	50	8	17	18	7	11	32	57	55	NA	28	18

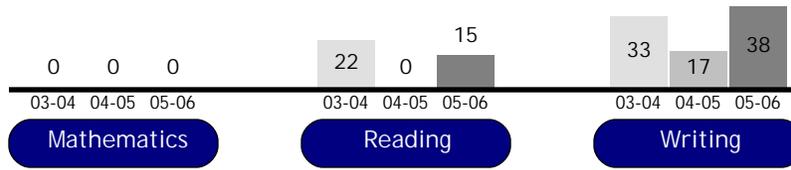
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	2179	73018	100	99	97	670	729	703	14	2	6	43	11	23	43	70	64	NA	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	1098	36181	100	99	97	NA	734	708	NA	2	4	NA	9	21	NA	69	65	NA	21	9
Male	18	1081	36816	100	99	96	671	724	699	11	2	7	50	13	24	39	72	62	NA	13	7
African American	NC	59	3976	NC	97	96	NC	713	689	NC	3	8	NC	25	29	NC	59	59	NC	12	3
Hispanic	NC	253	25801	NC	98	96	NC	692	683	NC	8	10	NC	31	34	NC	57	53	NC	4	3
Asian/Pacific Islander	--	68	1812	--	100	98	--	735	722	--	4	3	--	10	15	--	68	66	--	18	16
American Indian/Alaskan Native	NC	38	4389	NC	93	93	NC	701	675	NC	5	9	NC	18	42	NC	71	47	NC	5	1
White	16	1761	37024	100	99	97	667	735	721	13	1	2	50	7	12	38	72	73	NA	19	13
Students with Disabilities	NC	162	7170	NC	97	85	NC	675	654	NC	10	23	NC	43	47	NC	44	29	NC	2	1
Students without Disabilities	25	2017	65848	100	99	98	667	733	708	16	1	4	44	8	20	40	72	67	NA	18	9
Limited English Proficient Students	NC	74	5099	NC	95	95	NC	646	641	NC	27	29	NC	58	59	NC	15	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	246	23912	NC	99	94	NC	688	681	NC	10	10	NC	32	36	NC	54	52	NC	4	2
Non-Economically Disadvantaged	22	1933	49106	100	99	98	669	734	714	14	1	4	45	8	16	41	72	69	NA	18	11

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	28	2177	72810	100	99	96	636	702	685	25	3	6	64	19	30	11	68	58	NA	10	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	1096	36111	100	99	97	NA	713	695	NA	1	4	NA	14	23	NA	70	65	NA	15	8
Male	18	1081	36678	100	99	95	629	692	674	33	4	9	56	25	36	11	65	52	NA	6	3
African American	NC	59	3962	NC	97	96	NC	691	675	NC	3	8	NC	27	33	NC	64	55	NC	5	3
Hispanic	NC	251	25735	NC	98	96	NC	670	669	NC	12	10	NC	38	41	NC	47	48	NC	3	2
Asian/Pacific Islander	--	68	1809	--	100	97	--	714	704	--	3	4	--	15	19	--	63	65	--	19	13
American Indian/Alaskan Native	NC	39	4370	NC	95	92	NC	681	670	NC	5	9	NC	44	39	NC	44	50	NC	8	2
White	16	1760	36915	100	99	97	628	708	697	31	1	3	56	16	21	13	71	67	NA	11	8
Students with Disabilities	NC	162	7071	NC	97	84	NC	663	634	NC	12	24	NC	46	53	NC	42	21	NC	NA	1
Students without Disabilities	25	2015	65739	100	99	98	640	705	689	20	2	4	68	17	27	12	70	62	NA	11	6
Limited English Proficient Students	NC	73	5046	NC	94	94	NC	620	621	NC	33	31	NC	52	56	NC	15	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	244	23814	NC	98	94	NC	665	667	NC	11	10	NC	43	41	NC	42	47	NC	3	2
Non-Economically Disadvantaged	22	1933	48996	100	99	97	637	707	693	23	2	4	64	16	24	14	71	64	NA	11	7

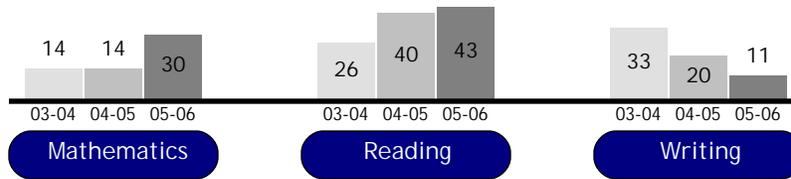
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	NA
	Met Graduation Rate?	Y
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NA	56	NC	NC	64	51	NC	NC	70	56
	Language	NC	NC	64	48	NC	NC	63	47	NC	NC	67	50
	Mathematics	NC	NC	78	66	NC	NC	66	52	NC	NC	75	58
7	Reading	88	15	NA	54	NC	NC	63	50	NC	NC	70	54
	Language	88	13	78	58	NC	NC	67	52	NC	NC	75	58
	Mathematics	88	18	76	62	NC	NC	61	50	NC	NC	68	54
8	Reading	100	28	NA	55	75	15	65	51	93	14	72	58
	Language	100	20	71	52	75	21	64	50	93	6	68	56
	Mathematics	89	26	74	61	75	12	65	53	93	5	70	58
9	Reading	72	18	NA	42	53	17	66	51	80	9	68	52
	Language	56	21	59	42	53	15	64	50	80	6	67	50
	Mathematics	66	29	78	63	50	20	63	50	80	10	67	50

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

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

School Site Council

Council Composition

- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	2.20	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Nova Net Lab
- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Service Learning
- Ü Business Partnership with Local Resort

Social Services

- Ü Community Bridges
- Ü District Psychologist Services
- Ü District Student/Parent Advocates
- Ü District Social Worker
- Ü Health Assistant

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	62	89	88	73
Graduation Rate ⁶	47	NA	NA	81

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

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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

84

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	Rhonda K. Rickard	(480) 484-7900
Transportation Policy	Dan Shearer	(480) 391-2012
Community Resources	Rhonda K. Rickard	(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.

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 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.

6 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.