

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5225 E. Buena School Blvd., Sierra Vista, AZ 85635

Sierra Vista Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Tad Bloss R
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 2787
 Web Address : www.sierravistapublicschools.com
 Phone Number : (520) 515-2800
 Fax Number : (520) 515-2877
 E-mail : tad.bloss@svps.k12.az.us

Mission

By involving students, parents and the Sierra Vista district community, Buena High School provides a positive educational experience in which all students and staff will seek challenge, experience respect, develop self-worth and achieve success.

School / Academic Goals

- ü Every graduate can read, write and reason at the 10th grade level or higher, starting with the graduating class of 2000.
- ü Starting with the graduating class of 2000, Buena High School will maintain the graduation rate of at least 90 percent.

Enrollment

October 1, 2004 School Year Student Enrollment : 2631
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 54

Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü Career & Technical Education Programs
- ü On-Site Special Education
- ü Alternative Education
- ü Vocational Education

Calendar Information

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

Shared Responsibilities

School

Maintain communication between parents and the school through official notifications of the following: Progress Reports issued at the 4 1/2 weeks period, report cards, parent/teacher conferences, insecticide use, discipline code, attendance policy.

Parents

Parents should interact with educators to communicate high expectations. The SVPS recognize that parents play significant roles in the total learning process of students. Educators/parents should serve as role models.

Transportation Policy

The district provides school buses as a courtesy and as a safety precaution for the students of the district.

School Honors

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

Award/Honor	Year
ü Five Full ROTC Scholarships	2005
ü One National Merit Scholarship Finalist	2005
ü Airforce Academy Appointment & Army Academy Appointment	2005
ü Odyssey of the Mind World Competition First Place	2005

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	655	655	69846	99	99	100	705	705	699	19	19	21	9	9	11	53	53	49	19	19	18
All Students (Prior Year)	599	599	65934	88	88	100	503	503	492	30	30	43	26	26	18	25	25	24	19	19	15
Female	314	314	34328	98	98	99	708	708	702	16	16	19	11	11	12	51	51	51	22	22	18
Male	342	342	35509	100	100	100	703	703	696	21	21	23	8	8	11	54	54	48	17	17	18
African American	60	60	3535	95	95	100	688	688	677	19	19	31	21	21	15	46	46	46	13	13	8
Hispanic	158	158	23363	100	100	100	692	692	680	31	31	32	9	9	16	47	47	45	13	13	7
Asian/Pacific Islander	33	33	1742	94	94	99	726	726	733	10	10	8	7	7	7	53	53	46	30	30	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	395	395	36421	99	99	99	711	711	714	14	14	12	8	8	8	56	56	54	22	22	26
Students with Disabilities	76	76	7690	100	100	100	617	617	593	68	68	64	13	13	14	17	17	21	3	3	2
Students without Disabilities	581	581	62220	97	97	99	716	716	712	13	13	16	9	9	11	57	57	53	21	21	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	141	141	21421	84	84	92	688	688	686	35	35	35	12	12	15	44	44	43	9	9	7
Non-Economically Disadvantaged	516	516	48489	100	100	100	709	709	704	15	15	15	9	9	10	55	55	52	22	22	23

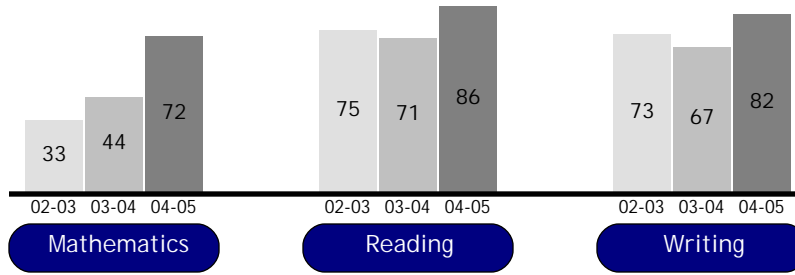
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	525	525	71311	78	78	100	714	714	694	4	4	7	11	11	21	71	71	63	15	15	9
All Students (Prior Year)	630	630	68162	92	92	100	520	520	509	8	8	18	20	20	24	62	62	51	9	9	8
Female	264	264	34899	82	82	100	720	720	700	2	2	5	9	9	19	71	71	66	18	18	10
Male	261	261	36430	75	75	100	707	707	688	7	7	9	12	12	22	70	70	61	11	11	8
African American	43	43	3573	67	67	100	692	692	676	3	3	9	14	14	26	72	72	60	11	11	4
Hispanic	128	128	24056	83	83	100	695	695	672	9	9	13	18	18	31	68	68	53	5	5	3
Asian/Pacific Islander	25	25	1731	71	71	98	732	732	717	0	0	3	5	5	13	86	86	68	9	9	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	321	321	36841	79	79	99	722	722	713	3	3	3	8	8	12	71	71	72	19	19	13
Students with Disabilities	44	44	8021	69	69	100	596	596	590	22	22	27	54	54	42	20	20	29	5	5	1
Students without Disabilities	481	481	63379	79	79	100	724	724	707	2	2	5	7	7	18	75	75	68	15	15	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	117	117	22243	66	66	93	697	697	677	8	8	14	23	23	32	67	67	51	3	3	3
Non-Economically Disadvantaged	408	408	49157	83	83	100	718	718	702	3	3	4	8	8	16	72	72	69	18	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	531	531	70868	79	79	100	701	701	688	5	5	5	14	14	23	68	68	63	14	14	9
All Students (Prior Year)	623	623	67629	91	91	100	534	534	524	14	14	22	19	19	16	66	66	59	1	1	3
Female	258	258	34710	80	80	99	712	712	697	1	1	3	11	11	19	69	69	66	19	19	12
Male	273	273	36176	79	79	100	691	691	678	9	9	7	16	16	27	66	66	59	9	9	7
African American	44	44	3557	69	69	99	684	684	675	0	0	7	23	23	25	67	67	62	10	10	6
Hispanic	124	124	23868	80	80	100	695	695	670	5	5	9	20	20	33	61	61	55	14	14	4
Asian/Pacific Islander	26	26	1732	74	74	98	715	715	713	4	4	2	9	9	12	70	70	64	17	17	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	330	330	36710	81	81	99	705	705	702	6	6	2	11	11	15	70	70	69	14	14	13
Students with Disabilities	53	53	7900	83	83	100	576	576	580	43	43	22	29	29	49	27	27	28	0	0	1
Students without Disabilities	478	478	63054	79	79	99	715	715	701	1	1	3	12	12	20	72	72	67	15	15	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	117	117	21994	66	66	92	685	685	673	12	12	10	21	21	36	64	64	52	3	3	3
Non-Economically Disadvantaged	414	414	48960	84	84	100	706	706	694	3	3	3	11	11	18	69	69	67	17	17	12

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)

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	51	51	41	84	54	NA	42	86	62	62	51
	Language	96	50	50	42	86	53	53	42	86	59	59	50
	Mathematics	96	69	69	60	83	70	70	63	85	56	56	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Budget Priorities
- Ü Selection of Instructional Material
- Ü Parent/Educator Relations
- Ü Facility Utilization

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	135.00
Other Professional Staff	1.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	6	0	1
4 to 6 years	12	7	0	0
7 to 9 years	15	16	0	0
10 or more years	28	42	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	397
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Buena High School Career Center
- Ü Buena High School Performing Arts Center

Extracurricular Activities

- Ü National Honor Society
- Ü FBLA/DECA/FCCLA/Skills USA VICA
- Ü Student Council
- Ü High School Music Society
- Ü National Art Honor Society
- Ü National History Day
- Ü Peer support
- Ü ARMY JROTC

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Substance and Drug Abuse
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü State reading and writing standards have been integrated across the curriculum, including academic and elective areas.

ü Academic performance goal to improve student writing was achieved as noted in 2003 AIMS writing scores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	82	96	95	81
Retention Rate ⁹	11	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	78	NA	NA	79

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

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

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

School Safety

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

Buena has an excellent Discipline Code which helps ensure a safe school. Additionally we have/offer an on-site SRO and JPO; five security guards and four counselors; a Peer Mediation Program; a Peer Support Program.

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

61

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	Tad Bloss	(520) 515-2800
Transportation Policy	William Roach	(520) 515-2738
Community Resources	Mark Boggie	(520) 515-2800
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Rick Nienhagen	(520) 378-3617
Student Health/Nurse	Jill Japan	(520) 515-2800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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** 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.