

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

701 North Miller Road, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

(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	Not 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. Wendy E. Cohen  
 Schedule : 7:00 AM to 3:00 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 762  
 Web Address : [www.susd.org/schools/elem/Yavapai/](http://www.susd.org/schools/elem/Yavapai/)  
 Phone Number : (480) 484-3800  
 Fax Number : (480) 484-3801  
 E-mail : [wcohenyav@susd.org](mailto:wcohenyav@susd.org)

### Mission

The mission of Yavapai is to provide an exemplary 21st Century academic program that establishes high expectations for student achievement, develops positive self-concepts in students, values diversity, and instills a lifelong love of learning.

### School / Academic Goals

- ü To measurably improve student success in all academic and areas.
- ü To provide quality programs in the fine arts and supporting areas via integrated curriculum.
- ü To provide a safe learning environment.
- ü To promote parent involvement in the learning process.

### Enrollment

October 1, 2003 School Year Student Enrollment : 712  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 32

Instructional Programs

- ü PANDA: Special Education Preschool
- ü Title V Preschool
- ü Title 1 K Extended Day Literacy Program
- ü Looping across grades
- ü Computer Instruction for grades 1-6
- ü Band and Strings Program for grades 4-6
- ü Integrated Curriculum
- ü Team Teaching

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To assure safety of students; to provide an environment conducive to learning and a challenging academic program; to honor and protect the rights of students; to maintain a highly qualified staff; to communicate and encourage parent participation both in and out of the classroom.

Parents

To show support for their children; ensure student attendance; to provide a supportive home environment conducive to study and learning; take an interest in student work; to be a positive role models and mentor; value their children's education.

Transportation Policy

Transportation is provided for grades K-3 living 3/4 of a mile from school, and grades 4-6, 1 mile from school. Mid-day service is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
ü RIF - Reading is Fundamental Grant	2004
ü Student Art Competition Awards	2004
ü Student Essay Competition Awards	

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1952	75509	98	99	100	510	548	521	17	6	13	21	13	23	39	31	33	23	49	31
All Students (Prior Year)	111	2032	75372	100	98	100	544	547	523	3	2	9	18	14	25	34	36	36	44	47	30
Female	48	930	37013	100	100	100	512	549	522	15	5	12	18	13	24	42	31	33	24	51	31
Male	48	1020	38430	96	99	99	507	546	521	18	6	14	24	14	22	36	32	33	21	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	50	287	30486	98	100	99	500	526	505	19	13	18	19	19	29	43	31	32	19	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	35	1518	35192	97	99	99	526	551	534	15	4	8	12	12	19	41	32	35	32	51	39
Students with Disabilities	13	311	9708	100	100	100	506	528	489	22	13	32	11	18	27	44	36	24	22	33	17
Students without Disabilities	83	1641	65801	95	97	98	510	550	525	16	5	11	23	13	23	39	31	34	23	52	33
Limited English Proficient Students	29	195	16928	100	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	73	432	36411				502	516	503	18	18	19	23	18	29	43	34	32	16	30	20
Non-Economically Disadvantaged	23	1520	39040				526	553	534	14	4	8	18	12	19	32	31	34	36	53	39

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	96	1954	75492	98	99	100	513	537	519	10	4	12	25	9	16	49	47	47	16	40	24
All Students (Prior Year)	110	2023	75221	99	98	100	526	540	523	2	2	8	14	8	16	67	56	56	18	34	21
Female	48	933	37014	100	100	100	515	541	523	6	3	10	22	7	15	50	45	48	22	45	27
Male	48	1019	38400	96	99	99	512	533	516	14	5	14	28	11	17	48	49	47	10	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	50	286	30438	98	100	99	493	522	508	24	10	17	19	13	21	52	50	47	5	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	35	1521	35177	97	99	99	530	539	528	3	3	8	20	8	13	47	47	49	30	42	31
Students with Disabilities	13	313	9707	100	100	100	505	524	495	0	7	33	25	14	21	75	53	33	0	27	13
Students without Disabilities	83	1641	65785	95	97	98	514	539	522	11	4	10	25	8	16	47	46	49	18	42	26
Limited English Proficient Students	29	194	16905	100	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	73	430	36302				504	518	507	15	13	18	24	18	21	51	44	46	10	26	14
Non-Economically Disadvantaged	23	1524	39164				532	540	528	0	3	8	25	7	13	45	47	48	30	43	31

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	96	1952	75053	98	99	99	576	649	597	6	3	7	17	6	12	71	72	72	6	18	9
All Students (Prior Year)	103	1992	73654	93	96	99	543	554	530	4	2	9	11	6	13	67	73	70	19	19	7
Female	48	933	36872	100	100	99	593	675	621	3	2	5	12	4	9	76	70	74	9	24	12
Male	48	1017	38109	96	99	99	558	623	573	9	5	10	22	9	14	66	74	69	3	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	50	286	30235	98	100	98	579	618	575	14	8	9	10	10	14	71	66	70	5	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	35	1518	35028	97	99	99	591	654	613	3	3	6	12	6	10	76	73	73	9	19	11
Students with Disabilities	13	314	9625	100	100	100	489	608	530	13	5	21	25	11	21	63	72	55	0	11	4
Students without Disabilities	83	1638	65428	95	97	98	588	655	604	5	3	6	16	6	11	72	72	73	7	19	10
Limited English Proficient Students	29	194	16765	100	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	73	429	36077				582	587	566	9	8	10	11	13	16	73	70	69	7	9	5
Non-Economically Disadvantaged	23	1523	38950				561	661	618	0	3	5	29	5	9	67	73	73	5	20	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2037	76019	99	99	100	485	535	499	23	4	14	41	22	39	6	15	14	29	60	33
All Students (Prior Year)	120	2110	76230	99	98	100	489	521	498	14	4	12	43	28	38	13	14	12	30	54	37
Female	42	964	37207	98	99	100	496	536	499	14	3	12	47	21	41	8	16	14	31	59	33
Male	54	1072	38677	100	100	100	477	534	498	30	4	15	37	23	38	4	13	13	28	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	49	227	29458	100	99	100	480	495	480	26	18	20	47	37	48	5	14	12	21	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	33	1677	35880	97	99	100	501	540	515	16	2	7	31	20	32	6	15	16	47	63	45
Students with Disabilities	16	238	9786	100	100	100	451	502	457	40	11	39	40	40	40	0	11	7	20	38	13
Students without Disabilities	80	1799	66233	98	99	99	490	537	503	21	3	11	42	21	39	7	15	14	31	61	35
Limited English Proficient Students	33	152	15206	100	100	100	474	463	459	19	30	31	67	55	53	5	6	7	10	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	72	332	35714				482	494	480	25	17	20	48	40	47	3	10	12	25	33	20
Non-Economically Disadvantaged	24	1705	40266				495	541	513	19	2	9	24	19	33	14	15	15	43	64	43

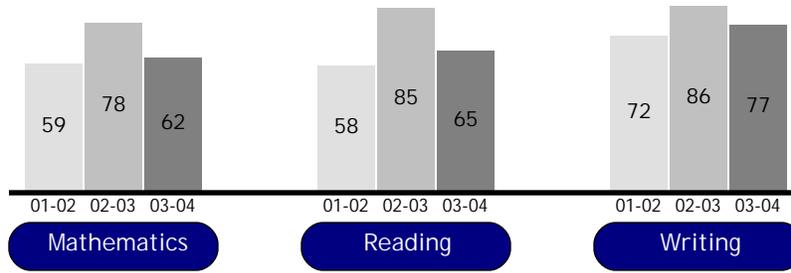
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2037	76020	99	99	100	498	519	503	38	9	25	27	14	23	26	52	40	9	26	12
All Students (Prior Year)	118	2103	76202	98	98	100	493	516	505	38	8	19	28	17	24	30	55	46	4	20	11
Female	43	966	37213	100	99	100	496	521	504	32	7	22	30	13	23	30	52	42	8	28	13
Male	53	1070	38666	98	100	100	500	517	501	44	10	29	24	14	22	22	52	38	10	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	49	227	29442	100	99	99	495	499	494	47	31	37	28	18	26	17	39	31	8	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	33	1678	35890	97	99	100	505	522	511	26	6	15	26	13	20	35	54	48	13	27	18
Students with Disabilities	16	238	9784	100	100	100	493	511	485	60	22	58	0	19	19	20	40	19	20	19	4
Students without Disabilities	80	1799	66236	98	99	99	499	520	504	37	8	23	29	13	23	26	53	42	8	26	13
Limited English Proficient Students	32	151	15198	100	100	100	482	484	483	63	53	59	21	25	25	16	22	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	72	332	35703				495	501	494	44	29	37	26	22	26	23	37	31	7	13	6
Non-Economically Disadvantaged	24	1705	40274				508	522	509	24	5	17	29	12	20	33	54	47	14	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	95	2034	75673	98	99	100	493	577	530	14	5	12	43	16	25	42	69	58	1	10	4
All Students (Prior Year)	114	2048	74692	94	95	99	496	529	502	20	6	18	39	18	27	30	57	47	11	18	8
Female	42	963	37099	98	99	100	507	598	548	13	3	8	33	12	22	51	70	64	3	14	6
Male	53	1070	38441	98	100	99	480	558	513	14	7	16	52	19	29	33	68	52	0	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	49	225	29305	100	98	99	485	518	507	16	13	16	47	31	31	37	50	51	0	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	33	1678	35760	97	99	99	499	584	550	13	4	9	32	14	21	55	71	64	0	11	6
Students with Disabilities	16	237	9706	100	100	100	444	526	462	50	19	36	20	18	32	30	58	31	0	5	1
Students without Disabilities	79	1797	65967	96	99	99	500	581	536	8	4	10	46	16	25	44	70	60	1	10	5
Limited English Proficient Students	33	151	15115	100	100	100	469	473	471	24	24	26	38	42	38	38	34	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	71	330	35541				497	511	504	14	14	17	46	31	31	39	53	50	2	2	2
Non-Economically Disadvantaged	24	1704	40091				483	588	550	14	4	9	36	13	21	50	72	64	0	11	6

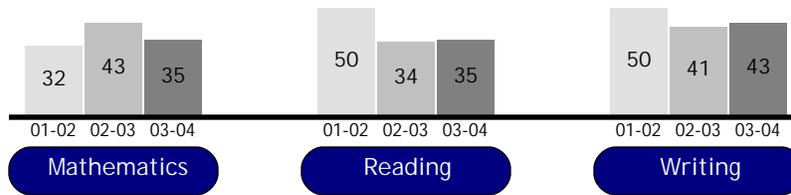
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	38	67	44	92	29	66	50	70	39	NA	58
	Language	95	26	63	39	93	25	61	43	88	35	68	50
	Mathematics	95	48	75	52	100	30	72	57	95	34	79	64
3	Reading	93	35	67	43	100	38	70	47	90	47	NA	55
	Language	93	41	72	50	96	53	75	54	92	55	77	61
	Mathematics	96	38	72	50	100	50	73	54	94	48	76	61
4	Reading	95	37	71	47	100	45	75	52	100	51	NA	56
	Language	91	32	65	45	97	46	68	48	100	46	69	52
	Mathematics	94	46	74	52	96	56	78	57	100	62	79	61
5	Reading	96	35	69	46	97	28	70	50	99	41	NA	55
	Language	96	29	64	43	97	37	65	46	98	34	69	49
	Mathematics	97	41	76	54	99	43	77	57	99	49	83	63
6	Reading	95	45	72	49	98	40	72	53	95	34	NA	56
	Language	93	41	66	42	100	34	67	45	96	32	64	48
	Mathematics	98	60	78	58	99	43	78	62	96	38	78	66

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)
- 11 Teacher(s)
- 11 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Vision
- Ü Assessment of Student Progress
- Ü School Improvement Plan Formation
- Ü Parent/Educator Relationship Building
- Ü Budget/Capital Issues
- Ü General School Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	10	0	0	0
7 to 9 years	5	2	0	0
10 or more years	9	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 32  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 97  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Dell Multimedia Computer Lab
- Ü Transource Lab

Extracurricular Activities

- Ü Afterschool Latch Key/Vista Del Camino
- Ü Title 1 K Extended Day Literacy Program
- Ü YMCA (Off Campus)
- Ü Student Service Organization
- Ü Title V Preschool
- Ü Boys & Girls Club (Off Campus)
- Ü After School Clubs
- Ü Before School Library Time

Social Services

- Ü English Classes for Non-English Parents
- Ü Preschool Parenting Classes
- Ü Vista Del Camino
- Ü SPI Services
- Ü Community Specialist

School Achievements/Accomplishments 2003-04

ü Academic advancement was attained by a majority of Yavapai students.

ü One hundred percent of Yavapai staff members received technical training and have web sites posted on the internet.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	5	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 2-3	62	65
Grades 3-4	84	77
Grades 4-5	57	57
Grades 5-6	75	67

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

Yavapai ensures a safe environment for learning. Yavapai utilizes a School Citizenship Program. Students are responsible for their own actions and behavior. All visitors must sign-in and obtain badges upon entering campus. Staff monitor hallways.

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) :

0

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	M. Zolondek/M. Ellertson	(480) 484-3800
Transportation Policy	Daniel Sherar	(480) 484-8550
Community Resources	Mariela Duarte	(480) 484-3800
School Nutrition Programs	Barb Sevastio	(480) 484-8686
Parent Organization	Teary Byro	(480) 484-3800
Student Health/Nurse	Mary Robison	(480) 484-3800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education 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](http://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](http://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](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 762 Copies = \$291.00

\*\* 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.