



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Wendy E. Cohen
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 772
 Web Address : www.susd.org/schools/elem/Yavapai/
 Phone Number : (480) 484-3800
 Fax Number : (480) 484-3801
 E-mail : 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	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.

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, 2004 School Year Student Enrollment : 722
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 77

Instructional Programs

- ü PANDA: Special Education Preschool
- ü Title V Preschool
- ü Full Day Kindergarten
- 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 :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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; to take an interest in student work; to be a positive role models and mentors; to value their children's education.

Transportation Policy

Transportation is provided in grades K-6 for students living 1 mile from school. 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	2005
ü Student Art Competition Awards	2005
ü Student Essay Competition Awards	2005
ü Renee Contreras/ SUSD Teacher of the Year Recipient	2004

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	86	1876	79306	100	100	99	461	472	445	3	6	10	18	10	18	47	46	51	32	39	20
All Students (Prior Year)	96	1952	75509	98	99	100	510	548	521	17	6	13	21	13	23	39	31	33	23	49	31
Female	45	912	38691	100	100	99	462	472	446	0	6	10	15	10	18	58	46	52	28	38	20
Male	41	964	40583	100	100	99	460	472	445	6	5	11	21	10	18	35	46	50	38	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	57	297	32869	100	100	99	458	438	429	4	13	15	16	21	25	56	50	51	24	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	19	1420	36197	100	100	99	471	480	463	0	4	5	20	7	11	20	45	53	60	44	31
Students with Disabilities	13	279	10321	100	100	100	426	421	389	11	22	30	44	21	27	22	35	34	22	22	9
Students without Disabilities	73	1598	69060	97	98	98	466	481	454	2	3	7	14	8	17	51	48	54	34	42	22
Limited English Proficient Students	43	196	15509	100	100	100	456	412	406	5	19	20	18	22	30	53	44	45	25	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	68	395	39415	99	95	96	461	437	431	3	17	15	19	22	25	45	45	50	33	16	10
Non-Economically Disadvantaged	18	1482	39966	100	100	100	462	481	459	0	3	6	13	7	12	56	46	52	31	45	30

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	86	1876	79395	100	0	99	453	469	446	7	5	9	23	14	25	62	61	55	8	20	11
All Students (Prior Year)	96	1954	75492	98	99	100	513	537	519	10	4	12	25	9	16	49	47	47	16	40	24
Female	45	913	38743	100	0	100	456	474	451	0	4	7	28	13	24	65	59	57	8	24	12
Male	41	963	40618	100	0	99	448	465	440	15	5	11	18	15	27	59	63	53	9	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	57	296	32915	100	0	99	450	436	426	6	12	15	26	31	35	58	49	47	10	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	19	1421	36221	100	0	99	463	477	465	7	3	4	13	10	15	73	64	63	7	23	17
Students with Disabilities	13	278	10331	100	0	100	431	417	388	22	16	25	22	30	37	44	44	34	11	9	4
Students without Disabilities	73	1599	69139	97	0	99	456	479	454	5	3	7	23	11	24	65	64	58	8	22	11
Limited English Proficient Students	43	196	15545	100	0	100	447	406	399	8	19	21	28	32	42	55	43	35	10	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	68	394	39484	99	0	96	449	435	429	7	14	14	26	32	35	60	47	47	7	7	4
Non-Economically Disadvantaged	18	1483	39986	100	0	100	465	478	461	6	2	4	13	9	16	69	65	63	13	23	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	86	1845	78869	100	98	99	447	475	442	3	3	6	22	9	21	72	69	63	4	20	10
All Students (Prior Year)	96	1952	75053	98	99	99	576	649	597	6	3	7	17	6	12	71	72	72	6	18	9
Female	45	898	38536	100	98	99	450	486	458	3	4	4	18	6	15	78	64	67	3	26	14
Male	41	947	40302	100	98	99	445	465	428	3	2	8	26	11	26	65	73	60	6	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	57	295	32606	100	100	98	444	437	426	4	6	8	22	21	27	68	66	60	6	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	19	1395	36078	100	98	99	444	483	459	0	2	4	27	6	16	73	70	66	0	22	14
Students with Disabilities	13	277	10246	100	100	100	395	413	367	11	12	18	56	21	39	33	58	40	0	8	4
Students without Disabilities	73	1569	68697	97	97	98	454	486	454	2	1	4	17	6	18	77	71	67	5	22	11
Limited English Proficient Students	43	195	15339	100	100	100	436	412	399	5	8	11	28	26	31	63	58	54	5	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	390	39106	99	94	95	440	437	427	3	6	8	26	23	28	67	67	59	3	4	5
Non-Economically Disadvantaged	18	1456	39837	100	99	100	473	484	457	0	2	4	6	5	14	88	69	67	6	23	15

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	104	2119	78906	100	100	99	508	534	498	5	4	13	16	10	19	59	45	48	20	41	20
All Students (Prior Year)	96	2037	76019	99	99	100	485	535	499	23	4	14	41	22	39	6	15	14	29	60	33
Female	48	1005	38644	100	100	99	508	532	500	3	4	12	26	10	19	51	47	49	21	39	19
Male	56	1115	40236	100	100	99	508	536	497	8	5	15	9	9	19	64	43	46	19	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	57	320	31938	100	100	99	501	499	481	10	12	19	18	19	25	58	51	46	14	18	10
Asian/Pacific Islander	--	71	1805	--	99	98	--	543	536	--	2	5	--	8	8	--	42	45	--	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	38	1643	36483	100	100	99	522	541	517	0	3	7	12	8	13	56	44	51	32	46	30
Students with Disabilities	20	284	10664	100	100	100	473	474	430	17	18	42	39	27	27	39	41	26	6	15	5
Students without Disabilities	84	1836	68310	98	98	98	517	543	509	3	2	9	11	7	18	64	46	51	23	45	22
Limited English Proficient Students	23	159	12573	100	100	100	500	472	454	11	18	27	20	20	30	53	47	38	16	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	78	444	38679	99	97	96	507	500	483	6	12	20	18	21	25	57	48	45	19	19	10
Non-Economically Disadvantaged	26	1676	40295	100	100	100	513	542	513	4	2	7	12	7	13	64	44	50	20	47	30

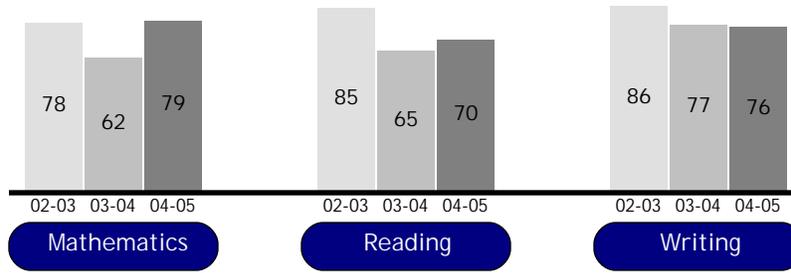
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2113	78908	100	0	99	483	513	484	4	3	10	32	11	23	58	65	58	7	20	9
All Students (Prior Year)	96	2037	76020	99	99	100	498	519	503	38	9	25	27	14	23	26	52	40	9	26	12
Female	48	1002	38648	100	0	99	493	516	489	5	2	8	31	10	22	51	65	61	13	22	10
Male	56	1112	40233	100	0	99	476	510	479	4	3	12	32	12	25	62	65	55	2	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	57	319	31940	100	0	99	469	480	465	8	9	16	38	28	32	52	55	49	2	7	3
Asian/Pacific Islander	--	71	1805	--	0	98	--	515	507	--	3	4	--	18	13	--	52	65	--	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	38	1638	36502	100	0	99	505	519	502	0	2	4	21	7	14	65	68	67	15	23	15
Students with Disabilities	20	279	10665	100	0	100	468	461	423	0	11	30	56	32	36	44	51	31	0	5	2
Students without Disabilities	84	1835	68312	98	0	98	487	521	493	5	2	7	26	8	21	61	68	62	8	23	10
Limited English Proficient Students	23	158	12556	100	0	100	465	448	436	9	15	24	42	35	40	47	47	35	2	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	78	441	38662	99	0	96	477	482	468	4	9	16	39	29	32	51	53	49	6	9	3
Non-Economically Disadvantaged	26	1673	40315	100	0	100	501	520	498	4	1	5	12	7	15	76	69	66	8	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2114	78750	100	100	99	511	536	500	4	2	6	28	13	29	64	79	63	3	7	2
All Students (Prior Year)	95	2034	75673	98	99	100	493	577	530	14	5	12	43	16	25	42	69	58	1	10	4
Female	48	1004	38586	100	100	99	528	549	515	5	1	4	13	8	22	77	80	71	5	11	3
Male	56	1111	40135	100	100	99	499	525	486	4	3	8	40	17	35	55	77	56	2	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	57	319	31841	100	100	99	498	507	483	6	4	8	36	29	36	56	65	55	2	2	1
Asian/Pacific Islander	--	70	1802	--	97	98	--	537	533	--	2	2	--	12	16	--	80	75	--	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	38	1641	36440	100	100	99	523	543	516	3	1	3	21	10	22	74	81	71	3	8	4
Students with Disabilities	20	282	10622	100	100	100	484	478	415	6	7	21	50	33	50	44	58	28	0	1	1
Students without Disabilities	84	1833	68196	98	98	98	518	546	513	4	1	3	23	10	25	69	82	69	4	8	3
Limited English Proficient Students	23	159	12504	100	100	100	488	473	451	9	7	12	38	34	44	51	57	43	2	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	78	444	38558	99	97	96	504	503	485	6	5	8	31	28	37	58	65	54	4	2	1
Non-Economically Disadvantaged	26	1671	40260	100	100	100	532	545	514	0	1	3	20	9	21	80	82	72	0	8	4

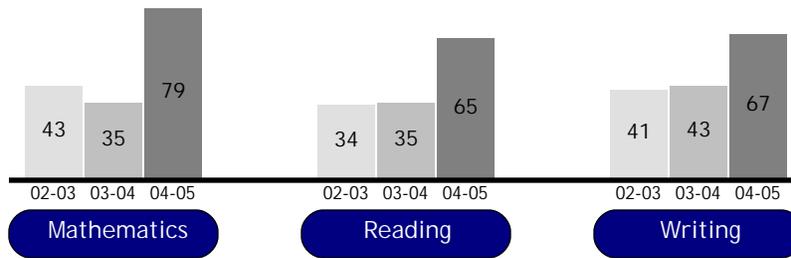
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	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 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
2	Reading	92	29	66	50	70	39	NA	58	100	41	62	47
	Language	93	25	61	43	88	35	68	50	100	41	64	47
	Mathematics	100	30	72	57	95	34	79	64	100	44	67	50
3	Reading	100	38	70	47	90	47	NA	55	100	39	57	44
	Language	96	53	75	54	92	55	77	61	100	43	57	44
	Mathematics	100	50	73	54	94	48	76	61	100	55	65	51
4	Reading	100	45	75	52	100	51	NA	56	100	41	61	48
	Language	97	46	68	48	100	46	69	52	100	47	64	49
	Mathematics	96	56	78	57	100	62	79	61	100	52	66	53
5	Reading	97	28	70	50	99	41	NA	55	100	47	64	50
	Language	97	37	65	46	98	34	69	49	100	50	65	50
	Mathematics	99	43	77	57	99	49	83	63	100	51	65	49
6	Reading	98	40	72	53	95	34	NA	56	100	45	64	51
	Language	100	34	67	45	96	32	64	48	100	40	63	47
	Mathematics	99	43	78	62	96	38	78	66	100	45	66	52

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)
- 6 Teacher(s)
- 6 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	7.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	9	6	0	0
7 to 9 years	3	3	0	0
10 or more years	2	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Student Service Organization
- Ü Title V Preschool
- Ü Boys & Girls Club (Off Campus)
- Ü After School Academic Clubs
- Ü After School Enrichment Clubs
- Ü Tutoting/Mentoring Services
- Ü Before School Library Time

Social Services

- Ü English Classes for non-English Speakers
- Ü Community Specialist/Parent Services
- Ü Preschool Parenting Classes
- Ü Spanish Classes for non-Spanish Speakers
- Ü Vista Del Camino Services
- Ü On Site Clothing Bank
- Ü SPI Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Academic advancement was attained by a majority of Yavapai students. AIMS scores were significantly higher than previous year.
- ü One hundred percent of Yavapai staff members received technical training and have web sites posted on the internet.
- ü Our school's absentee rate was below 5% for the year.

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	10	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	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

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 monitors hallways. Gates are locked promptly at 8:15.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	H. Fealey	(480) 484-3800
Transportation Policy	Daniel Sherar	(480) 484-8550
Community Resources	Mariela Duarte	(480) 484-3800
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Teary Byro	(480) 484-3800
Student Health/Nurse	Kay Wendell	(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 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.