



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11232 North 65th Ave, Glendale, AZ 85304

Peoria Unified School 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	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Linda Palles-Thompson  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-8  
 2004 Enrollment : 831  
 Web Address : copperwood.peoriaud.k12.az.us  
 Phone Number : (623) 412-4650  
 Fax Number : (623) 412-4660  
 E-mail : lpalles@peoriaud.k12.az.us

Mission

Copperwood exists to provide students with a dynamic, rigorous quality education, so that they may reach their full potential both academically and socially, becoming lifelong learners and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To maintain and/or increase current levels of student achievement in reading comprehension, language arts and math. To increase achievement for all students as measured by the AIMS, AzAc and teacher/district generated assessments.
- ü To increase staff expertise and application of technology for management, instruction and assessment to increase student achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 825  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 314

Instructional Programs

- Ü Regular Full-day Classes
- Ü Gifted Differentiated Center
- Ü On-site Special Education
- Ü Alternative Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

To provide students with a safe, stimulating learning environment by setting high standards for behavior and academic success while focusing on individual student needs.

Parents

To act in partnership with the school by supporting student attendance; monitoring assignments; modeling positive attitudes toward learning; attending school activities; and fostering respect for school rules, property, staff and students.

Transportation Policy

Transportation services are provided for eligible special education students. Parent provide their own transportation for students who reside outside of the Copperwood attendance area.

School Honors

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

Award/Honor	Year
Ü Labeled Excelling School for the 2004 School Year	2004
Ü Two Pride of Peoria Winners on Staff	2004
Ü Two Grant Award Winners, Wells Fargo and Walmart Grants	2004
Ü City of Peoria Recognition/CCDI Academic Program	2003

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	103	2724	75509	100	100	100	541	529	521	9	8	13	14	21	23	33	35	33	44	35	31
All Students (Prior Year)	86	2731	75372	100	100	100	562	529	523	1	5	9	8	23	25	35	41	36	56	31	30
Female	49	1318	37013	100	100	100	543	529	522	8	8	12	15	22	24	33	36	33	44	34	31
Male	54	1406	38430	100	100	99	539	530	521	9	9	14	13	21	22	33	35	33	44	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	14	582	30486	100	100	99	508	514	505	23	12	18	23	30	29	23	33	32	31	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	77	1886	35192	100	100	99	550	534	534	8	7	8	6	19	19	35	37	35	51	38	39
Students with Disabilities	14	438	9708	100	100	100	496	506	489	36	20	32	0	27	27	50	32	24	14	22	17
Students without Disabilities	89	2286	65801	98	98	98	548	533	525	5	7	11	16	21	23	31	36	34	49	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	33	693	36411				514	509	503	19	14	19	16	31	29	38	34	32	28	21	20
Non-Economically Disadvantaged	70	2031	39040				553	535	534	4	6	8	13	19	19	31	36	34	51	39	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	103	2724	75492	100	100	100	533	525	519	7	7	12	10	15	16	39	51	47	44	27	24
All Students (Prior Year)	87	2716	75221	100	99	100	542	526	523	1	5	8	3	15	16	64	60	56	32	20	21
Female	49	1319	37014	100	100	100	540	528	523	4	6	10	10	13	15	35	50	48	50	30	27
Male	54	1405	38400	100	100	99	526	522	516	9	8	14	9	17	17	43	52	47	39	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	14	582	30438	100	100	99	517	516	508	15	10	17	23	21	21	38	52	47	23	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	77	1887	35177	100	100	99	538	528	528	6	6	8	5	13	13	36	50	49	52	30	31
Students with Disabilities	14	439	9707	100	100	100	494	508	495	36	17	33	7	23	21	43	43	33	14	17	13
Students without Disabilities	89	2285	65785	98	98	98	539	527	522	2	6	10	10	14	16	39	52	49	49	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	33	692	36302				521	514	507	16	12	18	13	22	21	47	51	46	25	15	14
Non-Economically Disadvantaged	70	2032	39164				538	528	528	3	6	8	9	13	13	36	51	48	53	30	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	103	2706	75053	100	100	99	635	603	597	2	5	7	2	10	12	88	78	72	8	7	9
All Students (Prior Year)	87	2701	73654	100	99	99	570	533	530	0	5	9	5	11	13	75	78	70	19	6	7
Female	49	1310	36872	100	99	99	654	624	621	0	3	5	0	7	9	88	81	74	13	10	12
Male	54	1396	38109	100	100	99	617	583	573	4	6	10	4	13	14	88	76	69	4	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	14	578	30235	100	99	98	615	594	575	0	5	9	0	13	14	100	74	70	0	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	77	1876	35028	100	100	99	641	609	613	3	4	6	1	9	10	87	80	73	9	8	11
Students with Disabilities	14	433	9625	100	100	100	630	554	530	0	10	21	0	16	21	82	71	55	18	3	4
Students without Disabilities	89	2273	65428	98	97	98	636	610	604	2	4	6	2	9	11	89	79	73	7	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	33	687	36077				608	572	566	3	8	10	3	12	16	93	77	69	0	3	5
Non-Economically Disadvantaged	70	2019	38950				647	612	618	1	4	5	1	9	9	86	79	73	12	9	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	87	2855	76019	100	100	100	537	503	499	5	9	14	22	39	39	16	16	14	57	35	33
All Students (Prior Year)	110	2885	76230	99	100	100	532	508	498	3	6	12	16	37	38	14	13	12	67	45	37
Female	49	1384	37207	100	100	100	538	504	499	4	8	12	24	40	41	15	18	14	57	34	33
Male	38	1469	38677	100	100	100	536	502	498	6	11	15	19	39	38	17	15	13	58	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	14	590	29458	100	100	100	510	487	480	8	15	20	38	47	48	15	14	12	38	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	64	2018	35880	100	100	100	543	507	515	3	8	7	17	37	32	18	17	16	62	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	78	2470	66233	100	99	99	542	507	503	1	7	11	22	39	39	17	17	14	59	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	24	700	35714				517	482	480	5	18	20	27	47	47	23	14	12	45	21	20
Non-Economically Disadvantaged	63	2155	40266				544	509	513	5	7	9	20	37	33	13	17	15	62	39	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	87	2851	76020	100	100	100	519	506	503	14	18	25	13	22	23	41	45	40	32	14	12
All Students (Prior Year)	108	2864	76202	97	99	100	518	508	505	7	13	19	14	23	24	52	52	46	27	13	11
Female	49	1384	37213	100	100	100	523	509	504	15	16	22	10	21	23	33	48	42	42	15	13
Male	38	1465	38666	100	100	100	513	503	501	14	21	29	16	23	22	51	42	38	19	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	14	589	29442	100	100	99	502	501	494	31	27	37	23	25	26	31	40	31	15	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	64	2014	35890	100	100	100	521	508	511	10	16	15	10	22	20	46	46	48	35	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	78	2468	66236	100	98	99	522	508	504	8	15	23	14	22	23	43	47	42	34	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	24	700	35703				505	498	494	17	31	37	17	27	26	52	35	31	13	7	6
Non-Economically Disadvantaged	63	2151	40274				524	508	509	13	15	17	11	21	20	37	47	47	39	16	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	87	2854	75673	100	100	100	575	544	530	6	8	12	12	22	25	74	66	58	7	4	4
All Students (Prior Year)	109	2862	74692	98	99	99	546	513	502	6	10	18	14	26	27	54	56	47	26	9	8
Female	49	1384	37099	100	100	100	598	563	548	2	4	8	11	19	22	76	71	64	11	5	6
Male	38	1468	38441	100	100	99	545	527	513	11	12	16	14	24	29	71	60	52	3	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	14	590	29305	100	100	99	559	528	507	8	10	16	8	27	31	69	59	51	15	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	64	2016	35760	100	100	99	581	549	550	3	8	9	14	20	21	78	67	64	5	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	78	2471	65967	100	99	99	582	551	536	5	7	10	11	21	25	76	68	60	8	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	24	701	35541				564	523	504	5	14	17	14	23	31	82	61	50	0	2	2
Non-Economically Disadvantaged	63	2153	40091				580	551	550	7	7	9	12	21	21	71	67	64	10	5	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	3176	75001	99	100	99	495	476	468	17	27	37	42	43	36	19	21	16	22	10	10
All Students (Prior Year)	91	2987	71167	97	99	99	473	468	463	29	32	38	44	47	41	19	15	14	8	6	7
Female	46	1568	36846	98	100	99	488	476	468	22	25	36	41	46	38	20	20	16	17	9	10
Male	64	1600	37974	100	100	99	501	476	467	14	29	39	42	39	34	19	21	16	25	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	17	634	26675	100	100	98	472	462	448	24	37	52	59	42	34	6	15	10	12	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	74	2237	37785	99	100	99	504	480	482	11	24	25	42	43	39	22	22	21	26	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	102	2817	66199	98	99	99	500	480	472	14	23	34	43	44	38	20	22	17	24	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	24	628	29814				465	458	448	42	41	53	42	39	33	13	14	10	4	5	4
Non-Economically Disadvantaged	86	2548	45170				504	480	479	10	24	28	42	43	38	21	22	20	27	11	14

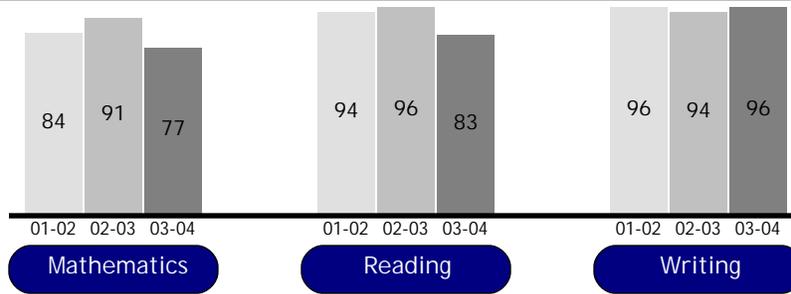
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	3170	74918	99	100	99	522	507	497	12	22	32	19	18	19	39	42	35	30	18	15
All Students (Prior Year)	91	2981	71100	97	99	99	516	510	502	20	17	25	14	19	21	39	46	40	27	18	15
Female	46	1566	36805	98	100	99	512	510	501	13	19	28	22	19	19	44	45	37	20	18	16
Male	64	1599	37936	100	100	99	529	504	493	11	26	35	17	18	18	35	38	33	37	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	17	634	26645	100	100	98	503	495	478	12	32	46	41	20	20	29	34	27	18	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	74	2236	37773	99	100	99	531	511	511	6	18	20	14	18	18	49	44	41	32	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	102	2812	66117	98	99	99	525	512	501	10	18	28	20	19	19	40	44	37	30	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	24	628	29785				489	490	477	30	36	47	35	23	20	30	32	26	4	9	6
Non-Economically Disadvantaged	86	2542	45115				531	511	508	7	19	23	15	17	18	41	44	39	36	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	3170	74503	99	100	99	536	522	491	1	4	9	13	22	32	76	61	51	9	12	8
All Students (Prior Year)	92	2940	69001	98	97	96	500	499	490	11	11	17	33	35	37	52	53	45	4	1	1
Female	46	1566	36686	98	100	99	529	535	506	0	3	5	11	17	29	82	66	57	7	14	9
Male	64	1598	37644	100	100	98	542	509	476	2	6	13	15	28	36	73	56	45	11	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	17	634	26500	100	100	97	529	510	467	0	6	13	12	27	39	76	56	44	12	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	74	2235	37606	99	100	99	532	526	508	1	4	6	15	21	28	75	63	56	8	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	102	2811	65841	98	99	98	538	530	499	1	3	7	13	21	32	76	64	53	10	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	24	629	29587				513	504	465	0	6	14	13	27	40	87	59	43	0	7	4
Non-Economically Disadvantaged	86	2541	44898				543	526	507	1	4	7	13	21	28	73	62	55	12	13	10

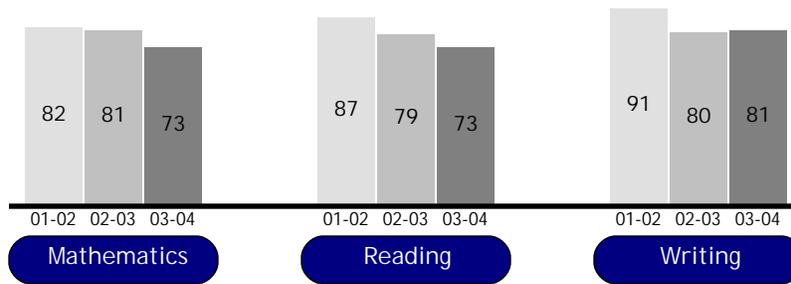
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

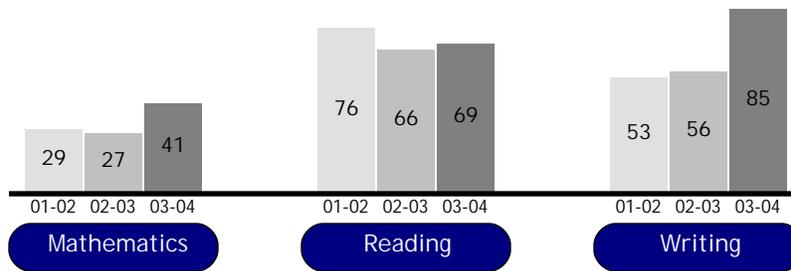
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	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	92	74	58	44	98	72	62	50	100	74	NA	58
	Language	92	71	56	39	99	62	57	43	100	67	60	50
	Mathematics	92	86	68	52	100	82	71	57	100	84	72	64
3	Reading	92	76	55	43	100	77	58	47	96	65	NA	55
	Language	92	78	64	50	100	81	66	54	100	76	70	61
	Mathematics	92	84	65	50	100	87	67	54	100	82	71	61
4	Reading	100	72	59	47	98	71	63	52	100	82	NA	56
	Language	99	63	57	45	100	64	59	48	100	78	60	52
	Mathematics	100	74	66	52	100	74	67	57	100	84	69	61
5	Reading	100	73	55	46	99	73	61	50	98	73	NA	55
	Language	99	68	51	43	99	71	56	46	100	68	56	49
	Mathematics	99	80	63	54	100	82	67	57	100	84	67	63
6	Reading	97	71	60	49	99	73	63	53	96	70	NA	56
	Language	97	69	54	42	100	61	58	45	100	64	60	48
	Mathematics	98	75	70	58	100	76	73	62	100	80	75	66
7	Reading	94	64	60	48	100	74	63	51	96	76	NA	54
	Language	94	68	64	51	98	79	69	54	95	80	67	58
	Mathematics	98	68	68	54	100	81	70	58	96	82	68	62
8	Reading	100	62	61	49	100	66	62	53	100	71	NA	55
	Language	100	62	60	46	99	62	62	49	100	74	64	52
	Mathematics	100	76	67	54	99	74	66	58	100	80	69	61

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Goal Implementation
- Ü School Safety Issues
- Ü Budget
- Ü Parent Education Programs
- Ü Extracurricular Activities
- Ü School/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	5	0	0
10 or more years	14	18	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	42
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Labs
- Ü Gifted Differentiated Center

Extracurricular Activities

- Ü Student Council and NJHS
- Ü Band/Strings/Art/Chorus
- Ü Sign Language and Computer Club
- Ü Junior High Sports

Social Services

- Ü YMCA Afterschool Program
- Ü Community/Parenting Classes
- Ü Apartment Educational Outreach Program
- Ü Counseling/Crisis Intervention Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü This past year, Copperwood was labeled as an Excelling school by the state of Arizona. This label is based on the AIMS scores from our 3rd, 5th, and 8th graders. We are very proud of our students and look forward to watching their continued success.
- ü Copperwood's magnet program for highly gifted students has grown from 15 students in 2000 to 147 students in 2004. Gifted strategies, which are non-negotiable for gifted learners, are rapidly becoming standard fare for all students at this site.
- ü Extensive technology training is available enabling teachers to use high-tech teaching tools. Four demonstration classrooms have been created using state of the art equipment enabling technology to be integrated into all curricular areas.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	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	61	75
Grades 3-4	79	68
Grades 4-5	71	83
Grades 5-6	74	76
Grades 6-7	77	82
Grades 7-8	65	79

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

In addition to all of the ongoing programs, meetings, inspections and drills that promote a safe and orderly school, Copperwood has a crisis management plan which outlines the procedures for any emergency that may arise.

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) :

2

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	Linda Palles Thompson	(623) 412-4651
Transportation Policy	Steve Highlen	(623) 486-6000
Community Resources	Jim Cummings	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 412-6351
Parent Organization	Lorna Proper	(623) 412-4650
Student Health/Nurse	Virginia Brown	(623) 412-4653

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).

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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.