



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### School Overview

Principal/Administrator : Mrs. Terrie Barnes  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 850  
 Web Address : copperwood.peoriaud.k12.az.us  
 Phone Number : (623) 412-4650  
 Fax Number : (928) 412-4660  
 E-mail : tbarnes@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)

2004-05	Met
2003-04	Met
2002-03	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 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, 2004 School Year Student Enrollment : 834  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 300

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 :	8/15/2005
Last Day of School :	5/25/2006

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 2005 School Year	2005
ü Labeled Excelling School for the 2004 School Year	2004
ü Labeled Excelling School for the 2003 School Year	2004
ü Two Grant Award Winners, Wells Fargo and Walmart Grants	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	88	2834	79306	100	100	99	489	448	445	1	7	10	8	15	18	44	57	51	47	20	20
All Students (Prior Year)	103	2724	75509	100	100	100	541	529	521	9	8	13	14	21	23	33	35	33	44	35	31
Female	49	1346	38691	100	100	99	490	453	446	0	6	10	5	14	18	49	60	52	47	20	20
Male	39	1488	40583	100	100	99	486	443	445	3	8	11	12	17	18	38	55	50	47	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	NC	655	32869	NC	99	99	NC	428	429	NC	12	15	NC	22	25	NC	57	51	NC	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	67	1898	36197	100	100	99	496	455	463	0	6	5	5	12	11	44	58	53	51	24	31
Students with Disabilities	16	435	10321	100	100	100	458	391	389	7	23	30	27	27	27	40	40	34	27	10	9
Students without Disabilities	72	2404	69060	96	98	98	496	458	454	0	4	7	3	13	17	45	61	54	52	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	23	569	39415	92	85	96	460	439	431	4	13	15	9	17	25	70	58	50	17	12	10
Non-Economically Disadvantaged	65	2270	39966	100	100	100	501	450	459	0	6	6	7	15	12	33	57	52	59	22	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	88	2834	79395	100	0	99	505	458	446	1	4	9	5	18	25	48	64	55	45	13	11
All Students (Prior Year)	103	2724	75492	100	100	100	533	525	519	7	7	12	10	15	16	39	51	47	44	27	24
Female	49	1346	38743	100	0	100	515	469	451	0	3	7	2	14	24	47	68	57	51	16	12
Male	39	1488	40618	100	0	99	492	448	440	3	6	11	9	22	27	50	61	53	38	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	NC	655	32915	NC	0	99	NC	439	426	NC	8	15	NC	25	35	NC	61	47	NC	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	67	1898	36221	100	0	99	511	465	465	0	3	4	5	15	15	46	66	63	49	16	17
Students with Disabilities	16	435	10331	100	0	100	481	400	388	7	15	25	7	34	37	53	43	34	33	8	4
Students without Disabilities	72	2404	69139	96	0	99	511	469	454	0	2	7	5	15	24	47	68	58	48	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	23	569	39484	92	0	96	482	449	429	4	8	14	4	24	35	70	61	47	22	7	4
Non-Economically Disadvantaged	65	2270	39986	100	0	100	515	460	461	0	3	4	6	16	16	39	65	63	56	15	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	88	2826	78869	100	100	99	487	453	442	1	3	6	8	17	21	68	70	63	23	10	10
All Students (Prior Year)	103	2706	75053	100	100	99	635	603	597	2	5	7	2	10	12	88	78	72	8	7	9
Female	49	1343	38536	100	100	99	500	474	458	2	1	4	2	9	15	63	75	67	33	14	14
Male	39	1483	40302	100	100	99	471	435	428	0	5	8	15	23	26	74	66	60	12	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	NC	651	32606	NC	99	98	NC	439	426	NC	4	8	NC	22	27	NC	68	60	NC	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	67	1895	36078	100	100	99	482	458	459	2	3	4	8	15	16	70	71	66	20	11	14
Students with Disabilities	16	435	10246	100	100	100	458	386	367	0	8	18	33	37	39	40	48	40	27	7	4
Students without Disabilities	72	2396	68697	96	98	98	494	466	454	2	2	4	2	13	18	74	74	67	23	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	23	567	39106	92	85	95	476	444	427	0	4	8	13	22	28	74	68	59	13	5	5
Non-Economically Disadvantaged	65	2264	39837	100	100	100	492	456	457	2	3	4	6	15	14	65	71	67	28	11	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	99	2918	78906	98	100	99	547	507	498	9	10	13	4	16	19	34	48	48	53	26	20
All Students (Prior Year)	87	2855	76019	100	100	100	537	503	499	5	9	14	22	39	39	16	16	14	57	35	33
Female	52	1425	38644	96	99	99	537	508	500	8	9	12	4	16	19	43	49	49	45	25	19
Male	47	1492	40236	100	100	99	558	507	497	9	11	15	4	16	19	24	46	46	62	27	20
African American	--	135	4087	--	98	99	--	477	481	--	19	20	--	25	24	--	42	45	--	14	11
Hispanic	16	653	31938	100	100	99	536	488	481	20	17	19	7	21	25	20	45	46	53	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	75	1993	36483	97	100	99	549	515	517	6	8	7	4	14	13	38	49	51	52	29	30
Students with Disabilities	15	413	10664	100	100	100	468	435	430	47	32	42	20	29	27	13	29	26	20	10	5
Students without Disabilities	84	2507	68310	94	98	98	562	519	509	1	7	9	1	14	18	38	51	51	59	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	19	573	38679	83	87	96	530	493	483	26	17	20	0	23	25	26	45	45	47	15	10
Non-Economically Disadvantaged	80	2347	40295	100	100	100	552	511	513	4	9	7	5	14	13	36	49	50	55	29	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	99	2919	78908	98	0	99	525	492	484	6	6	10	5	18	23	57	65	58	31	11	9
All Students (Prior Year)	87	2851	76020	100	100	100	519	506	503	14	18	25	13	22	23	41	45	40	32	14	12
Female	52	1426	38648	96	0	99	514	497	489	6	4	8	4	14	22	69	69	61	20	12	10
Male	47	1492	40233	100	0	99	537	487	479	7	8	12	7	21	25	44	61	55	42	10	8
African American	--	135	4092	--	0	99	--	475	473	--	8	12	--	25	28	--	61	54	--	6	5
Hispanic	16	653	31940	100	0	99	503	473	465	20	11	16	7	27	32	60	57	49	13	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	75	1994	36502	97	0	99	529	499	502	3	4	4	6	15	14	58	67	67	34	14	15
Students with Disabilities	15	415	10665	100	0	100	460	428	423	33	20	30	27	34	36	33	41	31	7	4	2
Students without Disabilities	84	2506	68312	94	0	98	538	503	493	1	4	7	1	15	21	62	69	62	35	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	19	574	38662	83	0	96	504	481	468	21	9	16	5	29	32	53	57	49	21	5	3
Non-Economically Disadvantaged	80	2347	40315	100	0	100	531	495	498	3	5	5	5	15	15	59	67	66	33	13	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	100	2920	78750	99	100	99	549	512	500	2	3	6	7	22	29	84	72	63	6	3	2
All Students (Prior Year)	87	2854	75673	100	100	100	575	544	530	6	8	12	12	22	25	74	66	58	7	4	4
Female	53	1427	38586	98	99	99	559	524	515	0	2	4	8	15	22	82	79	71	10	3	3
Male	47	1492	40135	100	100	99	538	499	486	4	4	8	7	29	35	87	65	56	2	2	1
African American	--	135	4081	--	98	99	--	483	488	--	10	8	--	30	32	--	58	59	--	3	2
Hispanic	16	654	31841	100	100	99	551	500	483	0	4	8	7	29	36	87	65	55	7	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	76	1994	36440	99	100	99	548	517	516	3	3	3	7	20	22	85	75	71	6	3	4
Students with Disabilities	15	414	10622	100	100	100	498	436	415	7	10	21	27	47	50	67	42	28	0	1	1
Students without Disabilities	85	2508	68196	96	98	98	559	524	513	1	2	3	4	18	25	88	77	69	8	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	19	574	38558	83	88	96	530	498	485	0	6	8	21	29	37	74	65	54	5	1	1
Non-Economically Disadvantaged	81	2348	40260	100	100	100	554	515	514	3	3	3	4	20	21	87	74	72	7	3	4

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	103	3236	78250	98	100	99	589	558	548	11	13	21	11	17	18	47	57	48	32	13	13
All Students (Prior Year)	110	3176	75001	99	100	99	495	476	468	17	27	37	42	43	36	19	21	16	22	10	10
Female	56	1575	38071	98	100	99	587	558	549	8	11	20	12	17	19	48	59	49	32	13	12
Male	47	1658	40126	98	100	99	591	558	547	14	15	23	9	16	17	45	56	46	32	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	20	686	29129	91	100	99	543	543	527	28	19	32	22	23	23	33	50	40	17	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	69	2233	38320	100	100	99	594	563	568	8	11	12	10	15	14	51	59	55	32	15	19
Students with Disabilities	10	371	9329	83	100	100	479	459	454	75	58	64	25	20	18	0	20	16	0	2	2
Students without Disabilities	93	2867	68996	100	99	99	599	570	561	5	7	16	9	16	18	51	62	52	35	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	26	556	33388	90	90	94	573	546	530	12	20	32	8	22	22	56	50	40	24	8	5
Non-Economically Disadvantaged	77	2682	44937	100	100	100	594	561	561	10	11	13	12	16	15	43	59	54	35	14	18

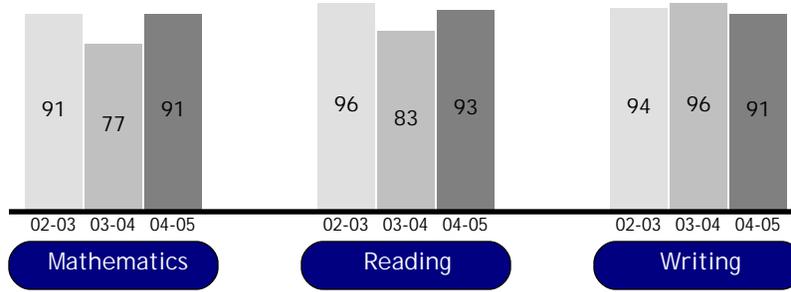
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	3238	78302	98	0	99	552	524	512	4	7	11	11	19	25	66	68	57	19	7	7
All Students (Prior Year)	110	3170	74918	99	100	99	522	507	497	12	22	32	19	18	19	39	42	35	30	18	15
Female	56	1575	38082	98	0	99	557	528	518	2	4	8	10	17	24	68	72	61	20	7	7
Male	47	1660	40166	98	0	99	546	520	507	7	9	14	11	21	26	64	64	54	18	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	20	686	29152	91	0	99	520	510	492	17	12	17	11	25	34	61	58	46	11	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	69	2234	38347	100	0	99	559	528	531	2	5	5	10	17	17	68	70	68	21	7	10
Students with Disabilities	10	371	9353	83	0	100	482	438	429	38	33	40	38	35	38	25	31	22	0	1	1
Students without Disabilities	93	2869	69024	100	0	99	558	535	524	1	3	7	8	17	23	70	72	62	21	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	26	556	33398	90	0	94	530	511	495	8	12	18	12	28	35	72	58	46	8	3	2
Non-Economically Disadvantaged	77	2684	44979	100	0	100	560	527	525	3	5	6	10	17	18	64	70	66	23	8	10

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	3229	78094	98	100	99	576	561	545	0	2	3	12	11	18	84	86	77	4	2	2
All Students (Prior Year)	110	3170	74503	99	100	99	536	522	491	1	4	9	13	22	32	76	61	51	9	12	8
Female	56	1573	38025	98	100	99	581	569	558	0	1	2	8	6	13	86	91	82	6	2	2
Male	47	1653	40013	98	99	99	570	552	534	0	3	5	16	15	23	82	81	71	2	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	20	685	29068	91	100	99	544	547	523	0	3	5	28	17	27	72	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	69	2228	38265	100	100	99	582	564	564	0	1	2	8	9	11	87	88	84	5	2	3
Students with Disabilities	10	369	9275	83	100	100	511	459	444	0	9	14	38	39	46	63	51	39	0	1	1
Students without Disabilities	93	2862	68892	100	99	98	582	573	559	0	1	2	9	7	14	86	90	82	5	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	26	556	33296	90	90	94	549	547	527	0	2	5	20	19	27	80	78	67	0	1	0
Non-Economically Disadvantaged	77	2675	44871	100	100	100	585	564	559	0	2	2	9	9	12	86	88	84	6	2	3

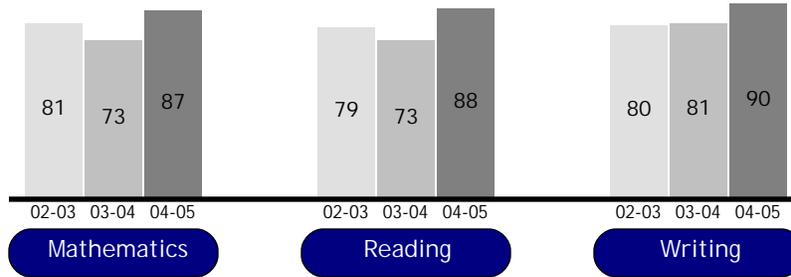
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

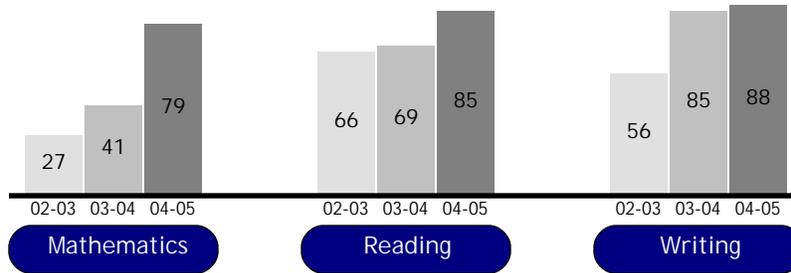
3rd Grade Proficiency



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.

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

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/](http://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

- 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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	15	1	0	0
7 to 9 years	14	5	0	0
10 or more years	20	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	283
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 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
- Ü Dance Club
- Ü Science Club
- Ü Robotics

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 2004-05

School Achievements/Accomplishments 2004-05

- 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 151 students in 2005-2006. 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

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

2
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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	Terrie Barnes	(623) 412-4650
Transportation Policy	Larry Fahy	(623) 486-6000
Community Resources	Jim Cummings	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 412-6351
Parent Organization	Jeff Kerber	(928) 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.

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](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. 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](http://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.