

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cotton Boll Elementary School

Peoria Unified School District
8540 W. Butler Avenue, Peoria, AZ 85345

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Dr. Beth A. Collins

Schedule: 7:30 AM to 3:45 PM

Web Address: cottonboll.peoriaud.k12.az.us

E-mail: cestiver@peoriaus.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 867

Phone: (623) 412-4700

Fax: (623) 412-4705

∨ School Overview ∨

Mission

The mission of the Cotton Boll School staff is to work cooperatively with the parents, students and community members to help students become productive and responsible citizens in the 21st Century. Students will be taught to communicate effectively through the mastery of problem-solving, critical thinking, life management and communication skills. Students will be taught skills which will enable them to function effectively in, and contribute to, a technological society and global economy.

Organization and Philosophy

- w Self-contained Classrooms, Grades PreK-5
- w Departmentalized Classrooms, Grades 6-8
- w Team Teaching
- w 2nd/3rd Grade Multiage Classroom

Instructional Programs

- w Regular Full-day Classes, Grades 1-8
- w On-site Special Education
- w Gifted Program (Project Ideal)
- w Kindergarten Enrichment
- w Structured English Immersion, Grades 1-8
- w English Language Learners Instruction
- w LEAP - 1st Grade Literacy Enrichment
- w Developmental and Community Preschools

School/Academic Goals

- w All Cotton Boll students will improve their skills in reading functional print and engage in recreational reading. Additional support outside of the regular classroom will be provided by LEAP, tutors and before and after school programs.
- w All Cotton Boll students will demonstrate improvement in written and oral communication skills. Students will receive detailed instruction using the Six Trait Analytic Scale that can be applied to their writing across all curricular areas.
- w All Cotton Boll students will demonstrate improvement in math problem solving skills. All students will receive extensive instruction in basic math calculation which can be applied to all higher-level thinking/problem-solving math exercises.
- w Students will improve their technological skills and apply them to the learning process across curricular areas. In addition, all students will practice Internet research skills in the K-6 and 7/8 computer labs.

Enrollment

October 1, 2001 School Year Student Enrollment:	829
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	92

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Safety Issues
- w Review District and School Goals
- w Review Schoolwide Academic Progress
- w Review School Budget
- w Community Holiday Activities
- w Support of Other Schoolwide Projects

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	46.07
Other Professional Staff	4.00	Teacher Aide	9.96

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment in order to maximize their opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parental involvement. There are many opportunities for parents to be informed and active in their child's education and other school related issues.

Parents

Parents, in conjunction with the Cotton Boll School Improvement Team, support the district goal to assure that all students will learn. Parents and team members will promote and strengthen the educational setting of the school. Parents, teachers, administrators and community members will work together to meet the diverse needs of all Cotton Boll students.

∨ **Transportation Policy** ∨

Transportation is provided to all eligible students who reside within the attendance boundary. Additionally, transportation services are provided for eligible special education students to Cotton Boll Elementary School from other facilities as noted in the individual education plan (IEP).

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab, Grades K-6	W Technology Lab, Grades 7-8
W Library/Media Center	W Science Lab, Grades 7-8

Extracurricular Activities

W Sports Programs, Grades 7-8	W Student Council
W National Junior Honor Society	W Science and Math Clubs
W Science Olympiad	W Chorus/Band
W Yearbook	W Audio Visual Club

School/Community Resources

W Breakfast/Lunch Programs	W Crisis/Management Intervention
W Afterschool Recreation Program	W Health Fair
W P.T.S.O. Bike Rodeo	W Intervention Programs
W D.A.R.E. Program - Grades 6 & 7	W Leadership Training - Grades 6, 7 & 8

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Leadership Training by classified, certified and administrative personnel is being provided to all students in grades 6, 7 and 8. Focus areas include communication, respect, positive attitude, responsibility and positive personal power.</p> | <p>W A science lab is available for classes to conduct science experiments, grades 7-8. The science lab is equipped with a wide array materials to carry out the experiments.</p> |
| <p>W All students, grades K-8, participate in an annual health fair where they are screened for vision, hearing, height, weight and scoliosis. Various informational booths regarding personal health and safety issues are also available to the community.</p> | <p>W Students in grades 6-8 may join the Science and Math Clubs where they learn how science and math affect their lives through field trips and hands-on activities. The members of these clubs help plan the annual family science and math nights.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	8.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
P.E.E.F. Grants	2002
N.J.H.S. and Student Council Community Service Projects	2001
Pacific Life Foundation - Accelerated Reading Program	2002
Extreme 2002 - Mission to the Abyss	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	71	523	3%	25%	46%	25%
	School State	58840	524	9%	17%	45%	29%
Writing	School	68	554	1%	6%	78%	15%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	71	528	3%	20%	46%	31%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	88	511	14%	15%	56%	16%
	State	61305	505	21%	20%	43%	15%
Writing	School	86	522	8%	23%	53%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	88	496	8%	44%	16%	32%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	76	524	8%	20%	45%	28%
	State	57484	504	24%	20%	40%	16%
Writing	School	79	508	3%	35%	61%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	79	483	16%	52%	24%	8%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	92	71	60	--	--	--
2	Reading	--	--	--	100	57	50	100	57	52	76	62	53	89	53	57
	Language	--	--	--	100	49	40	100	49	43	80	57	44	93	50	48
	Mathematics	--	--	--	100	57	51	100	65	55	80	69	57	93	72	61
3	Reading	100	53	47	100	51	47	98	51	48	84	53	50	91	52	50
	Language	100	51	49	100	59	51	99	58	54	84	60	56	91	65	57
	Mathematics	100	45	46	100	51	49	98	53	52	86	61	54	93	67	56
4	Reading	93	59	53	100	59	54	100	54	54	85	60	55	89	54	55
	Language	98	57	47	100	59	49	100	53	48	85	57	50	95	48	50
	Mathematics	98	59	51	100	55	54	100	47	55	84	66	57	95	51	58
5	Reading	97	58	51	100	60	51	100	64	51	94	53	51	86	59	53
	Language	96	49	42	100	53	44	99	54	45	93	43	45	87	55	47
	Mathematics	97	55	51	100	61	54	98	62	55	94	56	57	85	64	59
6	Reading	93	59	53	100	57	54	99	60	53	95	61	54	88	54	56
	Language	92	48	41	100	50	44	98	52	44	95	56	45	89	50	47
	Mathematics	92	53	57	100	61	59	99	63	60	95	73	63	89	66	65
7	Reading	100	57	52	100	58	53	90	52	52	88	70	53	89	61	55
	Language	100	67	52	100	58	54	90	57	54	88	73	55	89	69	58
	Mathematics	100	52	53	100	47	55	91	51	56	88	79	58	87	85	60
8	Reading	83	57	54	100	58	54	95	61	53	90	48	55	91	66	56
	Language	83	54	46	100	62	49	97	60	49	89	51	50	91	66	52
	Mathematics	84	45	52	100	57	54	95	63	56	90	50	58	94	66	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	69
Grades 3-4	78	50
Grades 4-5	63	69
Grades 5-6	72	83
Grades 6-7	69	92
Grades 7-8	72	51

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The Peoria School District is committed to providing all students and staff with a safe school environment where teachers can teach and students can learn. The Safe School Line is available for anonymously reporting issues that threaten the safety of our students, staff or schools. Safety issues pertinent to Cotton Boll are addressed during monthly School Improvement Team meetings, quarterly safety committee meetings and through communication with parents in the monthly school newsletter.

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

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,594	\$2,191,758
Classroom Supplies	\$20	\$16,853
Administration	\$412	\$348,378
Support Services-Students	\$111	\$93,506
Other Support Services and Operations	\$636	\$537,335
Total Expenditures- All Categories 2000-2001	\$3,772	\$3,187,830

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Anna Thompson	(623) 412-4700	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Beth Collins	(623) 412-4701	
School Nutrition Programs	Willie Gentry	(623) 487-5183	
Parent Organization	Barbara Rivera	(623) 412-4700	
Student Health/Nurse	Frances Hunn	(623) 412-4703	

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.

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