

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8540 W. Butler Drive, Peoria, AZ 85345

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	Performing
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mr. David Snyder  
 Schedule : 07:30 AM to 03:45 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 1005  
 Web Address : cottonboll.peoriaud.k12.az.us/  
 Phone Number : (623) 412-4700  
 Fax Number : (623) 412-4705  
 E-mail : dsnyder@peoriaud.k12.az.us

### Mission

The mission of the Cotton Boll Elementary School staff is to work cooperatively with parents, students and community members to help students become productive and responsible citizens. 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.

### School / Academic Goals

- ü 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 P.A.L., tutors after school and Saturday School programs.
- ü All Cotton Boll students will demonstrate improvement in written and oral communication skills as well as math computations. Students will receive detailed instruction using researched-based instructional methods which represent best practices.

### Enrollment

October 1, 2004 School Year Student Enrollment : 944  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 186

Instructional Programs

- ü Regular Full-day Classes, Grades 1-8
- ü On-site Special Education
- ü Gifted Program (Project Ideal)
- ü Kindergarten Enrichment
- ü Community Pre-School
- ü Developmental Pre-School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.

Parents

Parents, in conjunction with the Cotton Boll School Improvement Team, support the district goal to assure that all students will learn.

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.

School Honors

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

Award/Honor	Year
ü Triple Crown Championship in All Boys Sports	2005
ü Arizona Odyssey of the Mind Regional Champion	2004
ü City of Peoria Constitution Poster and Essay Contest	2003
ü Science Olympiad Division 'B' 1st Place	2002

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	99	2834	79306	100	100	99	432	448	445	8	7	10	26	15	18	63	57	51	2	20	20
All Students (Prior Year)	79	2724	75509	100	100	100	495	529	521	18	8	13	35	21	23	34	35	33	13	35	31
Female	47	1346	38691	100	100	99	432	453	446	8	6	10	21	14	18	72	60	52	0	20	20
Male	52	1488	40583	100	100	99	431	443	445	8	8	11	31	17	18	56	55	50	4	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	45	655	32869	100	99	99	423	428	429	10	12	15	33	22	25	58	57	51	0	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	44	1898	36197	100	100	99	434	455	463	8	6	5	22	12	11	70	58	53	0	24	31
Students with Disabilities	18	435	10321	100	100	100	409	391	389	22	23	30	44	27	27	33	40	34	0	10	9
Students without Disabilities	81	2404	69060	100	98	98	437	458	454	4	4	7	22	13	17	71	61	54	3	22	22
Limited English Proficient Students	11	226	15509	100	100	100	432	356	406	0	23	20	27	29	30	73	41	45	0	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	35	569	39415	97	85	96	427	439	431	12	13	15	26	17	25	59	58	50	3	12	10
Non-Economically Disadvantaged	64	2270	39966	100	100	100	435	450	459	6	6	6	26	15	12	66	57	52	2	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	99	2834	79395	100	0	99	445	458	446	5	4	9	29	18	25	61	64	55	6	13	11
All Students (Prior Year)	79	2724	75492	100	100	100	514	525	519	9	7	12	25	15	16	48	51	47	18	27	24
Female	47	1346	38743	100	0	100	448	469	451	5	3	7	21	14	24	69	68	57	5	16	12
Male	52	1488	40618	100	0	99	443	448	440	4	6	11	35	22	27	54	61	53	6	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	45	655	32915	100	0	99	436	439	426	10	8	15	25	25	35	65	61	47	0	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	44	1898	36221	100	0	99	449	465	465	0	3	4	35	15	15	59	66	63	5	16	17
Students with Disabilities	18	435	10331	100	0	100	415	400	388	11	15	25	61	34	37	28	43	34	0	8	4
Students without Disabilities	81	2404	69139	100	0	99	453	469	454	3	2	7	20	15	24	70	68	58	7	14	11
Limited English Proficient Students	11	226	15545	100	0	100	429	358	399	9	15	21	45	42	42	36	41	35	9	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	35	569	39484	97	0	96	437	449	429	9	8	14	32	24	35	56	61	47	3	7	4
Non-Economically Disadvantaged	64	2270	39986	100	0	100	451	460	461	2	3	4	26	16	16	64	65	63	8	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	98	2826	78869	100	100	99	434	453	442	2	3	6	31	17	21	63	70	63	3	10	10
All Students (Prior Year)	78	2706	75053	99	100	99	533	603	597	9	5	7	22	10	12	67	78	72	1	7	9
Female	46	1343	38536	98	100	99	454	474	458	0	1	4	21	9	15	74	75	67	5	14	14
Male	52	1483	40302	100	100	99	418	435	428	4	5	8	40	23	26	54	66	60	2	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	44	651	32606	98	99	98	433	439	426	0	4	8	36	22	27	64	68	60	0	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	44	1895	36078	100	100	99	434	458	459	3	3	4	27	15	16	68	71	66	3	11	14
Students with Disabilities	18	435	10246	100	100	100	384	386	367	6	8	18	72	37	39	22	48	40	0	7	4
Students without Disabilities	80	2396	68697	99	98	98	447	466	454	1	2	4	21	13	18	74	74	67	4	11	11
Limited English Proficient Students	11	224	15339	100	100	100	428	359	399	0	9	11	45	33	31	45	54	54	9	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	35	567	39106	97	85	95	426	444	427	3	4	8	35	22	28	56	68	59	6	5	5
Non-Economically Disadvantaged	63	2264	39837	100	100	100	439	456	457	2	3	4	29	15	14	67	71	67	2	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	136	2918	78906	99	100	99	483	507	498	17	10	13	24	16	19	53	48	48	7	26	20
All Students (Prior Year)	90	2855	76019	100	100	100	468	503	499	25	9	14	51	39	39	11	16	14	14	35	33
Female	59	1425	38644	98	99	99	483	508	500	17	9	12	23	16	19	53	49	49	8	25	19
Male	77	1492	40236	100	100	99	482	507	497	17	11	15	24	16	19	53	46	46	6	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	48	653	31938	100	100	99	476	488	481	17	17	19	33	21	25	43	45	46	7	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	74	1993	36483	99	100	99	486	515	517	16	8	7	19	14	13	59	49	51	6	29	30
Students with Disabilities	22	413	10664	100	100	100	464	435	430	25	32	42	25	29	27	50	29	26	0	10	5
Students without Disabilities	114	2507	68310	96	98	98	486	519	509	15	7	9	23	14	18	54	51	51	8	29	22
Limited English Proficient Students	12	182	12573	100	100	100	466	403	454	30	30	27	30	22	30	40	43	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	573	38679	85	87	96	477	493	483	15	17	20	30	23	25	52	45	45	3	15	10
Non-Economically Disadvantaged	102	2347	40295	100	100	100	485	511	513	17	9	7	21	14	13	53	49	50	8	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	136	2919	78908	99	0	99	480	492	484	8	6	10	28	18	23	61	65	58	3	11	9
All Students (Prior Year)	90	2851	76020	100	100	100	497	506	503	27	18	25	23	22	23	40	45	40	10	14	12
Female	59	1426	38648	98	0	99	489	497	489	9	4	8	19	14	22	68	69	61	4	12	10
Male	77	1492	40233	100	0	99	474	487	479	6	8	12	35	21	25	56	61	55	3	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	48	653	31940	100	0	99	467	473	465	10	11	16	38	27	32	52	57	49	0	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	74	1994	36502	99	0	99	488	499	502	6	4	4	23	15	14	65	67	67	6	14	15
Students with Disabilities	22	415	10665	100	0	100	460	428	423	10	20	30	45	34	36	45	41	31	0	4	2
Students without Disabilities	114	2506	68312	96	0	98	485	503	493	7	4	7	24	15	21	65	69	62	4	12	10
Limited English Proficient Students	12	182	12556	100	0	100	444	389	436	30	20	24	40	37	40	30	41	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	574	38662	85	0	96	473	481	468	9	9	16	42	29	32	45	57	49	3	5	3
Non-Economically Disadvantaged	102	2347	40315	100	0	100	483	495	498	7	5	5	22	15	15	67	67	66	3	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	136	2920	78750	99	100	99	501	512	500	3	3	6	34	22	29	63	72	63	0	3	2
All Students (Prior Year)	90	2854	75673	100	100	100	528	544	530	14	8	12	27	22	25	57	66	58	2	4	4
Female	59	1427	38586	98	99	99	513	524	515	0	2	4	32	15	22	68	79	71	0	3	3
Male	77	1492	40135	100	100	99	492	499	486	5	4	8	36	29	35	59	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	48	654	31841	100	100	99	499	500	483	2	4	8	33	29	36	64	65	55	0	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	74	1994	36440	99	100	99	504	517	516	3	3	3	32	20	22	65	75	71	0	3	4
Students with Disabilities	22	414	10622	100	100	100	463	436	415	15	10	21	45	47	50	40	42	28	0	1	1
Students without Disabilities	114	2508	68196	96	98	98	509	524	513	0	2	3	32	18	25	68	77	69	0	3	3
Limited English Proficient Students	12	183	12504	100	100	100	472	410	451	0	8	12	70	38	44	30	51	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	574	38558	85	88	96	499	498	485	3	6	8	33	29	37	64	65	54	0	1	1
Non-Economically Disadvantaged	102	2348	40260	100	100	100	502	515	514	2	3	3	35	20	21	63	74	72	0	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	115	3236	78250	100	100	99	549	558	548	23	13	21	15	17	18	52	57	48	10	13	13
All Students (Prior Year)	103	3176	75001	100	100	99	462	476	468	39	27	37	40	43	36	15	21	16	6	10	10
Female	55	1575	38071	98	100	99	557	558	549	19	11	20	13	17	19	58	59	49	10	13	12
Male	60	1658	40126	100	100	99	543	558	547	26	15	23	18	16	17	47	56	46	9	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	44	686	29129	100	100	99	535	543	527	28	19	32	23	23	23	45	50	40	5	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	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	58	2233	38320	98	100	99	555	563	568	20	11	12	11	15	14	57	59	55	11	15	19
Students with Disabilities	10	371	9329	100	100	100	473	459	454	80	58	64	10	20	18	10	20	16	0	2	2
Students without Disabilities	105	2867	68996	100	99	99	557	570	561	17	7	16	16	16	18	57	62	52	11	14	14
Limited English Proficient Students	10	147	10133	100	100	100	519	440	488	30	31	45	30	27	25	40	41	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	28	556	33388	100	90	94	556	546	530	22	20	32	15	22	22	56	50	40	7	8	5
Non-Economically Disadvantaged	87	2682	44937	100	100	100	547	561	561	23	11	13	15	16	15	51	59	54	10	14	18

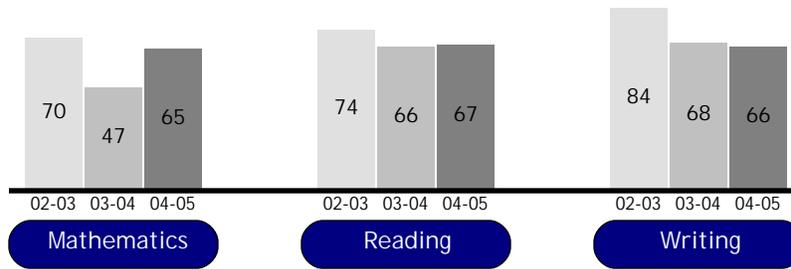
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	3238	78302	100	0	99	526	524	512	10	7	11	12	19	25	69	68	57	9	7	7
All Students (Prior Year)	103	3170	74918	100	100	99	503	507	497	25	22	32	19	18	19	41	42	35	15	18	15
Female	55	1575	38082	98	0	99	532	528	518	8	4	8	10	17	24	75	72	61	6	7	7
Male	60	1660	40166	100	0	99	521	520	507	12	9	14	14	21	26	63	64	54	11	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	44	686	29152	100	0	99	516	510	492	15	12	17	20	25	34	55	58	46	10	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	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	58	2234	38347	98	0	99	528	528	531	9	5	5	9	17	17	74	70	68	7	7	10
Students with Disabilities	10	371	9353	100	0	100	454	438	429	50	33	40	30	35	38	20	31	22	0	1	1
Students without Disabilities	105	2869	69024	100	0	99	534	535	524	6	3	7	11	17	23	74	72	62	9	7	7
Limited English Proficient Students	10	147	10140	100	0	100	500	407	451	30	20	28	20	39	43	50	39	29	0	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	28	556	33398	100	0	94	522	511	495	15	12	18	11	28	35	63	58	46	11	3	2
Non-Economically Disadvantaged	87	2684	44979	100	0	100	527	527	525	9	5	6	13	17	18	71	70	66	8	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	115	3229	78094	100	100	99	570	561	545	2	2	3	8	11	18	90	86	77	0	2	2
All Students (Prior Year)	103	3170	74503	100	100	99	521	522	491	5	4	9	25	22	32	58	61	51	12	12	8
Female	55	1573	38025	98	100	99	586	569	558	0	1	2	0	6	13	100	91	82	0	2	2
Male	60	1653	40013	100	99	99	557	552	534	4	3	5	14	15	23	82	81	71	0	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	44	685	29068	100	100	99	571	547	523	0	3	5	8	17	27	93	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	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	58	2228	38265	98	100	99	567	564	564	4	1	2	7	9	11	89	88	84	0	2	3
Students with Disabilities	10	369	9275	100	100	100	438	459	444	20	9	14	50	39	46	30	51	39	0	1	1
Students without Disabilities	105	2862	68892	100	99	98	584	573	559	0	1	2	3	7	14	97	90	82	0	2	2
Limited English Proficient Students	10	147	10084	100	100	100	534	431	474	0	8	10	10	28	39	90	63	50	0	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	28	556	33296	100	90	94	581	547	527	0	2	5	4	19	27	96	78	67	0	1	0
Non-Economically Disadvantaged	87	2675	44871	100	100	100	566	564	559	3	2	2	9	9	12	88	88	84	0	2	3

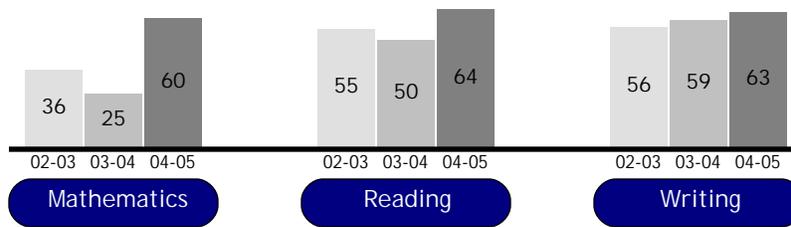
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

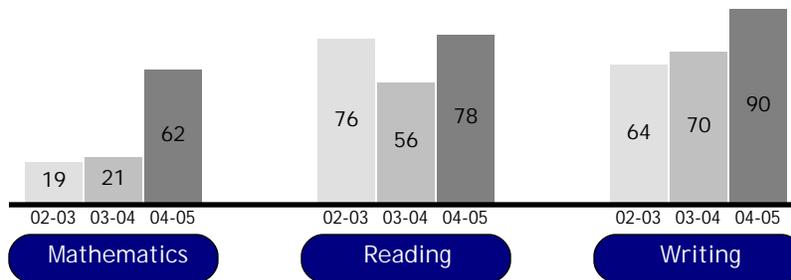
3rd Grade Proficiency



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	99	47	62	50	100	48	NA	58	97	46	53	47
	Language	100	48	57	43	100	47	60	50	97	49	53	47
	Mathematics	100	71	71	57	100	65	72	64	98	45	53	50
3	Reading	100	48	58	47	100	51	NA	55	100	44	52	44
	Language	100	61	66	54	100	59	70	61	100	39	50	44
	Mathematics	100	62	67	54	100	51	71	61	100	43	55	51
4	Reading	100	61	63	52	97	55	NA	56	100	42	54	48
	Language	100	54	59	48	99	54	60	52	100	47	55	49
	Mathematics	100	60	67	57	100	58	69	61	100	48	58	53
5	Reading	97	50	61	50	97	59	NA	55	99	46	56	50
	Language	100	46	56	46	97	50	56	49	99	46	56	50
	Mathematics	100	51	67	57	98	51	67	63	99	42	52	49
6	Reading	98	61	63	53	98	53	NA	56	100	57	58	51
	Language	98	58	58	45	98	50	60	48	100	49	55	47
	Mathematics	99	73	73	62	99	60	75	66	100	54	59	52
7	Reading	100	55	63	51	99	58	NA	54	99	54	59	50
	Language	100	60	69	54	100	60	67	58	99	59	62	52
	Mathematics	100	79	70	58	100	58	68	62	99	48	57	50
8	Reading	99	63	62	53	98	59	NA	55	100	58	58	51
	Language	99	66	62	49	99	71	64	52	100	55	56	50
	Mathematics	99	65	66	58	99	69	69	61	100	54	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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.10
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	4	5	0	0
7 to 9 years	5	1	0	0
10 or more years	12	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
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 Lab, Grades K-6
- Ü Technology Lab, Grades 7-8

Extracurricular Activities

- Ü Sports Programs, Grades 7-8
- Ü Student Council
- Ü National Junior Honor Society
- Ü Science Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Emergency Response Intervention
- Ü After School Recreation Program
- Ü Intervention Specialist/Support Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 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.
  
- ü A science lab is available for classes to conduct science experiments, grades 6-8. The science lab is equipped with a wide array materials to carry out the experiments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	96	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

Emergencies, disasters, accidents, and injuries can occur in any setting and at any time. Being prepared is the key to minimizing the effects of emergencies. Cotton Boll has safety standards that are reinforced by all staff members.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Mrs. Sandie Staub	(623) 412-4700
Transportation Policy	Mr. Val Barrett	(623) 486-6000
Community Resources	Mr. Dave Snyder	(623) 412-4700
School Nutrition Programs	Ms. Willie Gentry	(623) 486-6000
Parent Organization	Mrs. Sandie Staub	(623) 412-4700
Student Health/Nurse	Ms. Robyn Wright	(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](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).

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

Total cost of printing: 16 Pages X .0318 Per page X 1005 Copies = \$511.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.