

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9451 North 84th Street, Scottsdale, AZ 85258

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mrs. Diane K. Smith
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 Web Address : www.susd.org/schools/elem/Cochise
 Phone Number : (480) 484-1100
 Fax Number : (480) 484-1101
 E-mail : dsmith@susd.org

Mission

Cochise School, in partnership with parents and the community, will enable all children to learn, to become critical thinkers, to believe in themselves, to respect others, to demonstrate responsible citizenship, and to value and celebrate education.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will demonstrate increasing proficiency in oral language, reading strategies, literature interpretation and written language.
- ü Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.

Enrollment

October 1, 2005 School Year Student Enrollment : 567
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 86

Instructional Programs

- ü Academic Excellence
- ü Skills Taught in Meaningful Content
- ü Secure Community of Learners
- ü Community Programs for Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; and to maintain a highly qualified professional staff.

Parents

Parents are urged to show support of their children in several areas: motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school.

Transportation Policy

Transportation is provided for K-3 students 3/4 mile from school, and 4-5 students 1 mile from school. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
ü Two National Board Certified Teachers	2000
ü Student Work Published Nationally	1999
ü Math Olympiad Highest Team Award	1996
ü Arizona Special Education Teacher of the Year	1996

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	94	1919	80010	95	99	99	496	473	447	2	5	10	2	10	18	48	48	53	48	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	919	38935	98	99	99	488	471	447	NA	5	9	2	12	19	60	49	55	38	35	17
Male	49	1000	40974	92	99	98	503	474	448	4	6	11	2	9	18	37	47	52	57	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	--	43	3979	--	100	96	--	421	424	--	19	17	--	33	30	--	44	47	--	5	6
White	86	1436	35142	95	99	99	496	481	465	2	3	5	2	7	11	48	48	56	48	42	28
Students with Disabilities	18	297	10161	78	96	93	494	448	419	11	19	28	6	18	28	56	42	36	28	21	8
Students without Disabilities	76	1622	69849	100	100	100	496	477	451	NA	3	7	1	9	17	46	49	56	53	40	19
Limited English Proficient Students	--	169	14013	--	99	97	--	418	413	--	23	24	--	30	34	--	42	39	--	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	93	1506	40981	96	99	100	496	482	462	2	3	6	2	7	13	47	47	54	48	43	27

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	94	1921	79438	95	99	98	490	472	451	2	6	9	5	13	24	69	61	56	23	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	919	38775	98	99	99	495	477	457	NA	4	7	4	11	22	69	61	58	27	23	13
Male	49	1002	40560	92	99	97	486	469	446	4	7	12	6	14	25	69	61	54	20	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	NC	301	34297	NC	100	98	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	--	43	3940	--	100	95	--	426	429	--	16	14	--	33	36	--	49	47	--	2	3
White	86	1438	34887	95	99	98	492	481	471	2	3	4	5	10	15	69	64	63	24	24	18
Students with Disabilities	18	297	9588	78	96	88	486	441	416	11	20	30	6	23	32	72	46	34	11	11	5
Students without Disabilities	76	1624	69850	100	100	100	491	478	456	NA	3	7	5	11	23	68	63	59	26	22	12
Limited English Proficient Students	--	169	13856	--	99	96	--	406	407	--	31	27	--	37	43	--	31	29	--	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	93	1507	40753	96	99	99	491	482	467	2	3	5	4	9	16	70	64	62	24	24	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	97	1922	79971	98	99	99	455	439	423	2	4	8	23	35	41	71	55	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	921	38974	100	99	99	468	452	437	NA	3	5	13	27	33	83	63	57	4	7	4
Male	51	1001	40895	96	99	98	443	427	410	4	5	10	31	43	47	61	48	41	4	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	--	43	3995	--	100	96	--	408	409	--	9	10	--	58	47	--	33	42	--	NA	1
White	89	1439	35150	98	99	99	456	446	437	2	3	5	21	31	35	72	60	56	4	6	5
Students with Disabilities	21	301	10258	91	97	94	434	403	377	10	14	23	43	50	51	48	33	25	NA	3	1
Students without Disabilities	76	1621	69713	100	100	100	460	445	429	NA	2	5	17	33	39	78	59	52	5	6	3
Limited English Proficient Students	--	169	13985	--	99	97	--	378	382	--	20	18	--	59	54	--	21	27	--	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	95	1507	40977	98	99	100	456	448	437	2	2	5	21	31	34	73	61	56	4	6	5

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

4th 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	1948	80147	94	99	99	542	505	482	5	6	11	NA	10	17	32	44	49	63	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	974	39281	93	99	99	537	506	483	8	7	9	NA	9	17	33	44	50	59	41	24
Male	48	973	40780	96	99	98	548	504	482	2	6	12	NA	10	17	31	44	48	67	39	24
African American	--	53	4249	--	100	99	--	464	464	--	25	17	--	11	22	--	49	48	--	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	94	1490	36122	94	99	99	542	514	501	4	4	5	NA	6	10	32	44	50	64	46	35
Students with Disabilities	10	282	10295	67	96	92	NA	464	443	NA	27	33	NA	19	26	NA	37	33	NA	17	8
Students without Disabilities	89	1666	69852	99	100	100	543	512	488	NA	3	7	NA	8	16	34	45	51	66	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	97	1565	41776	94	99	100	543	516	498	4	3	6	NA	7	11	32	43	49	64	47	33

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	100	1946	79686	95	99	98	516	493	470	2	5	11	4	13	24	70	65	57	24	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	973	39163	93	99	99	514	497	475	4	4	9	6	12	22	65	65	60	25	19	10
Male	49	972	40438	98	99	97	517	490	465	NA	6	13	2	14	25	76	64	54	22	16	7
African American	--	52	4228	--	98	98	--	465	458	--	13	15	--	23	28	--	62	53	--	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	95	1489	35914	95	99	98	515	502	489	2	3	5	2	9	15	73	68	67	23	20	14
Students with Disabilities	11	279	9808	73	95	87	479	457	432	18	19	35	36	30	32	45	42	30	NA	9	3
Students without Disabilities	89	1667	69878	99	100	100	518	499	475	NA	3	8	NA	10	23	73	69	61	27	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	98	1562	41591	95	99	99	516	503	486	2	3	6	3	8	16	70	68	65	24	21	13

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	1954	80372	98	100	99	522	495	475	1	2	4	6	19	30	88	76	64	5	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	976	39452	98	100	99	524	505	488	2	1	3	7	13	22	85	80	72	6	6	3
Male	49	977	40836	98	99	98	520	485	464	NA	3	6	4	24	37	92	71	56	4	2	1
African American	--	53	4264	--	100	99	--	462	465	--	6	5	--	36	35	--	58	59	--	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	98	1496	36213	98	100	99	521	501	489	1	1	2	5	15	22	90	79	72	4	4	3
Students with Disabilities	14	288	10526	93	98	94	491	453	427	7	8	15	36	46	53	57	46	31	NA	1	1
Students without Disabilities	89	1666	69846	99	100	100	525	502	482	NA	1	3	1	14	26	93	81	69	6	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	101	1568	41851	98	100	100	522	503	489	1	1	3	5	15	22	89	80	72	5	4	4

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	91	2007	79306	97	100	99	567	536	504	2	6	13	NA	9	20	42	47	49	56	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	966	38845	98	100	99	566	536	505	2	5	11	NA	9	20	43	48	50	55	39	18
Male	49	1041	40383	96	100	98	567	535	504	2	6	14	NA	10	19	41	46	47	57	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	85	1554	36234	97	100	99	566	544	523	2	3	6	NA	7	13	42	47	52	55	43	28
Students with Disabilities	11	270	10286	79	99	91	549	492	462	18	24	41	NA	22	27	45	38	27	36	16	5
Students without Disabilities	80	1737	69020	100	100	100	569	542	510	NA	3	9	NA	7	18	41	48	52	59	42	21
Limited English Proficient Students	--	118	10291	--	98	96	--	460	458	--	35	38	--	32	34	--	31	26	--	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	89	1613	41869	97	100	100	567	545	521	2	3	7	NA	7	14	40	46	51	57	44	27

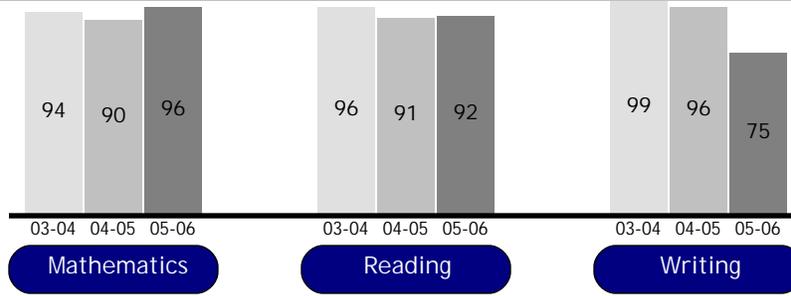
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1994	79000	97	99	98	537	517	489	1	4	10	2	11	24	66	64	58	31	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	963	38774	98	99	99	544	522	494	2	2	7	NA	10	22	57	64	61	40	24	10
Male	49	1031	40150	96	99	98	531	512	485	NA	5	12	4	13	25	73	63	55	22	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	85	1549	36135	97	99	98	538	525	508	1	2	4	2	7	14	66	66	67	31	25	15
Students with Disabilities	11	258	9991	79	94	88	513	479	449	9	14	33	18	29	36	55	50	29	18	7	2
Students without Disabilities	80	1736	69009	100	100	100	540	522	495	NA	2	6	NA	8	22	68	66	62	33	24	10
Limited English Proficient Students	--	114	10199	--	95	95	--	444	439	--	32	35	--	46	47	--	23	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	89	1605	41766	97	99	99	538	526	505	1	1	5	2	8	16	65	66	65	31	25	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	93	2007	79611	99	100	99	551	524	496	1	3	7	9	22	37	86	73	56	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	967	39016	100	100	99	560	537	511	2	2	4	2	14	29	86	81	66	9	3	1
Male	50	1040	40519	98	100	98	543	511	482	NA	3	10	14	29	44	86	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	87	1554	36380	99	100	99	550	531	511	1	2	4	9	19	30	86	78	65	3	2	1
Students with Disabilities	13	271	10664	93	99	94	514	471	440	8	13	23	38	49	54	54	36	22	NA	2	1
Students without Disabilities	80	1736	68947	100	100	100	556	532	504	NA	1	4	4	18	34	91	79	61	5	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	91	1614	41985	99	100	100	551	532	511	1	1	4	9	19	30	86	78	65	4	2	1

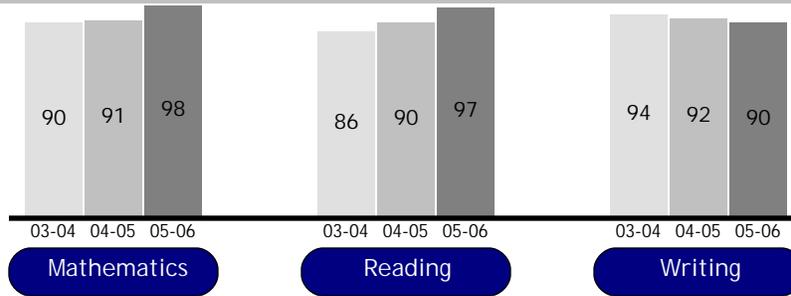
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	81	NA	58	98	69	62	47	95	82	65	46
	Language	95	77	68	50	98	78	64	47	95	92	70	48
	Mathematics	95	90	79	64	98	79	67	50	95	88	72	52
3	Reading	100	76	NA	55	97	66	57	44	92	70	63	46
	Language	100	81	77	61	97	66	57	44	95	75	59	46
	Mathematics	100	82	76	61	97	73	65	51	92	83	70	52
4	Reading	95	87	NA	56	97	65	61	48	91	79	68	52
	Language	95	78	69	52	97	72	64	49	94	82	70	52
	Mathematics	95	86	79	61	97	73	66	53	90	86	70	58
5	Reading	97	84	NA	55	96	72	64	50	95	83	73	56
	Language	98	81	69	49	96	73	65	50	97	79	73	54
	Mathematics	97	91	83	63	96	77	65	49	95	86	72	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cochise Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Improvement Plan Goal Setting
- Ü Parent/Educator Relations
- Ü Master Calendar Development
- Ü Personnel Decisions
- Ü School Safety/Facility Improvement
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	37.90
Other Professional Staff	4.40	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	2	4	0	0
7 to 9 years	1	4	0	0
10 or more years	7	23	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certification.	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 Media Center/Technology Emphasis
- Ü Full Computer Lab
- Ü Video Studio for Daily Announcements

Extracurricular Activities

- Ü Enrichment Classes
- Ü Community Recreation Programs
- Ü Scouting Opportunities
- Ü Community Athletic Opportunities
- Ü Reading Club
- Ü Spanish Club
- Ü Math Club
- Ü Homework Club

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü Afterschool Program
- Ü Pre School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In all classes, teachers develop and communicate an ongoing, systematic summary of each student's progress using data to assist instructional plans. Accurate, meaningful data is consistently utilized to increase student growth.

- ü Cochise consistently scores in the top 25th percentile in state and national testing programs. Scores from the Stanford 9 test showed increases in achievement in all areas, with scores ranging up to the 93rd percentile in mathematics in fifth grade.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

All staff wear photo identification badges and visitors are required to sign-in and wear identifying badges. Gates are kept locked during the school day. Students use a buddy system when moving throughout the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Diane K. Smith	(480) 484-1100
Transportation Policy	Dan Sharer	(480) 484-8558
Community Resources	Diane K. Smith	(480) 484-1100
School Nutrition Programs	School Cafeteria Office	(480) 484-1151
Parent Organization	Sue Tooker	(480) 484-1100
Student Health/Nurse	Paula Rutt/Beth Toxler	(480) 484-1124

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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