



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8801 N. 56th Street, Paradise Valley, AZ 85253

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 LEARNS<sup>1</sup>

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. Jan Howard  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-5  
 Web Address : www.susd.org/schools/elem/Cherokee  
 Phone Number : (480) 484-8700  
 Fax Number : (480) 484-8701  
 E-mail : jhoward@susd.org

Mission

The mission of Cherokee School is to ensure high standards of excellence in education by meeting the individual needs of all students through the cooperation of staff, parents and community.

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 Individual development of communication skills including reading, writing, speaking & listening. Enable student success in academic areas: math, science, lang. arts, social studies & literature. Evidenced by achievement tests/district assessment.
- ü Incorporate the use of computers into the core content areas as production tools and in remedial applications as instructional supplements.
- ü To increase the capacity of a safe and orderly environment at Cherokee. The school safety program contributes to an orderly atmosphere which promotes the feeling of safety conducive to learning.
- ü Teachers participate in professional growth activities outside the regular school day which relates to district and school goals and the Site Improvement Plan.

Enrollment

October 1, 2005 School Year Student Enrollment : 601  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- Ü Gifted Education Program
- Ü Full Day Kindergarten
- Ü Hands-on Science
- Ü Computer Instruction
- Ü Special Education Program
- Ü ESL Program
- Ü Panda and Hearing Impaired Panda Pre-K
- Ü SCA - Kindergarten Autism

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/21/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide an environment conducive to learning; be role models by valuing education and participating in activities at the school and parent groups. Parents expected to help their children understand district's Code of Conduct and school's rules.

Transportation Policy

Transportation is provided for K-5 students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is our first consideration.

School Honors

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

Award/Honor	Year
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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	108	1919	80010	100	99	99	485	473	447	4	5	10	7	10	18	38	48	53	51	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	919	38935	100	99	99	486	471	447	NA	5	9	11	12	19	46	49	55	43	35	17
Male	62	1000	40974	100	99	98	484	474	448	6	6	11	5	9	18	32	47	52	56	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	--	301	34545	--	100	99	--	440	432	--	14	14	--	23	24	--	50	53	--	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	102	1436	35142	100	99	99	485	481	465	4	3	5	8	7	11	37	48	56	51	42	28
Students with Disabilities	19	297	10161	100	96	93	467	448	419	11	19	28	21	18	28	26	42	36	42	21	8
Students without Disabilities	89	1622	69849	100	100	100	489	477	451	2	3	7	4	9	17	40	49	56	53	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	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	103	1506	40981	100	99	100	486	482	462	4	3	6	7	7	13	38	47	54	51	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	108	1921	79438	100	99	98	480	472	451	2	6	9	12	13	24	66	61	56	20	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	919	38775	100	99	99	484	477	457	NA	4	7	13	11	22	61	61	58	26	23	13
Male	62	1002	40560	100	99	97	477	469	446	3	7	12	11	14	25	69	61	54	16	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	--	301	34297	--	100	98	--	436	434	--	17	14	--	25	31	--	50	50	--	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	102	1438	34887	100	99	98	480	481	471	2	3	4	13	10	15	65	64	63	21	24	18
Students with Disabilities	19	297	9588	100	96	88	460	441	416	11	20	30	21	23	32	42	46	34	26	11	5
Students without Disabilities	89	1624	69850	100	100	100	484	478	456	NA	3	7	10	11	23	71	63	59	19	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	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	103	1507	40753	100	99	99	481	482	467	2	3	5	11	9	16	67	64	62	20	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	108	1922	79971	100	99	99	448	439	423	1	4	8	30	35	41	66	55	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	921	38974	100	99	99	457	452	437	NA	3	5	20	27	33	78	63	57	2	7	4
Male	62	1001	40895	100	99	98	441	427	410	2	5	10	37	43	47	56	48	41	5	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	--	301	34481	--	100	99	--	410	410	--	8	10	--	54	46	--	36	43	--	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	102	1439	35150	100	99	99	447	446	437	1	3	5	31	31	35	64	60	56	4	6	5
Students with Disabilities	19	301	10258	100	97	94	427	403	377	5	14	23	37	50	51	53	33	25	5	3	1
Students without Disabilities	89	1621	69713	100	100	100	452	445	429	NA	2	5	28	33	39	69	59	52	3	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	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	103	1507	40977	100	99	100	450	448	437	1	2	5	28	31	34	67	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	110	1948	80147	100	99	99	525	505	482	NA	6	11	7	10	17	42	44	49	51	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	974	39281	100	99	99	527	506	483	NA	7	9	9	9	17	41	44	50	50	41	24
Male	56	973	40780	100	99	98	524	504	482	NA	6	12	5	10	17	43	44	48	52	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	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	--	34	4117	--	97	96	--	464	456	--	26	19	--	15	27	--	35	46	--	24	8
White	101	1490	36122	100	99	99	527	514	501	NA	4	5	7	6	10	41	44	50	52	46	35
Students with Disabilities	17	282	10295	100	96	92	518	464	443	NA	27	33	18	19	26	47	37	33	35	17	8
Students without Disabilities	93	1666	69852	100	100	100	527	512	488	NA	3	7	5	8	16	41	45	51	54	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	109	1565	41776	100	99	100	525	516	498	NA	3	6	7	7	11	42	43	49	50	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	110	1946	79686	100	99	98	504	493	470	1	5	11	10	13	24	67	65	57	22	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	973	39163	100	99	99	506	497	475	2	4	9	9	12	22	65	65	60	24	19	10
Male	56	972	40438	100	99	97	501	490	465	NA	6	13	11	14	25	70	64	54	20	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	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	--	35	4087	--	100	96	--	452	446	--	14	16	--	29	38	--	57	44	--	NA	2
White	101	1489	35914	100	99	98	506	502	489	NA	3	5	10	9	15	66	68	67	24	20	14
Students with Disabilities	17	279	9808	100	95	87	495	457	432	NA	19	35	29	30	32	47	42	30	24	9	3
Students without Disabilities	93	1667	69878	100	100	100	505	499	475	1	3	8	6	10	23	71	69	61	22	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	109	1562	41591	100	99	99	504	503	486	1	3	6	10	8	16	67	68	65	22	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	110	1954	80372	100	100	99	502	495	475	NA	2	4	15	19	30	84	76	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	976	39452	100	100	99	513	505	488	NA	1	3	9	13	22	89	80	72	2	6	3
Male	56	977	40836	100	99	98	492	485	464	NA	3	6	20	24	37	79	71	56	2	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	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	--	35	4128	--	100	97	--	467	464	--	3	4	--	40	39	--	57	56	--	NA	1
White	101	1496	36213	100	100	99	503	501	489	NA	1	2	15	15	22	84	79	72	1	4	3
Students with Disabilities	17	288	10526	100	98	94	492	453	427	NA	8	15	18	46	53	82	46	31	NA	1	1
Students without Disabilities	93	1666	69846	100	100	100	504	502	482	NA	1	3	14	14	26	84	81	69	2	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	109	1568	41851	100	100	100	502	503	489	NA	1	3	15	15	22	83	80	72	2	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	104	2007	79306	100	100	99	565	536	504	2	6	13	4	9	20	34	47	49	61	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	966	38845	100	100	99	564	536	505	NA	5	11	4	9	20	34	48	50	62	39	18
Male	57	1041	40383	100	100	98	566	535	504	4	6	14	4	10	19	33	46	47	60	38	19
African American	--	59	4171	--	98	98	--	499	485	--	15	20	--	19	26	--	51	44	--	15	10
Hispanic	--	282	32673	--	100	99	--	498	487	--	17	18	--	21	25	--	46	46	--	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	101	1554	36234	100	100	99	566	544	523	2	3	6	4	7	13	33	47	52	61	43	28
Students with Disabilities	NC	270	10286	NC	99	91	NC	492	462	NC	24	41	NC	22	27	NC	38	27	NC	16	5
Students without Disabilities	97	1737	69020	100	100	100	566	542	510	1	3	9	3	7	18	35	48	52	61	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	394	37437	--	99	97	--	497	486	--	15	19	--	21	26	--	49	46	--	14	9
Non-Economically Disadvantaged	104	1613	41869	100	100	100	565	545	521	2	3	7	4	7	14	34	46	51	61	44	27

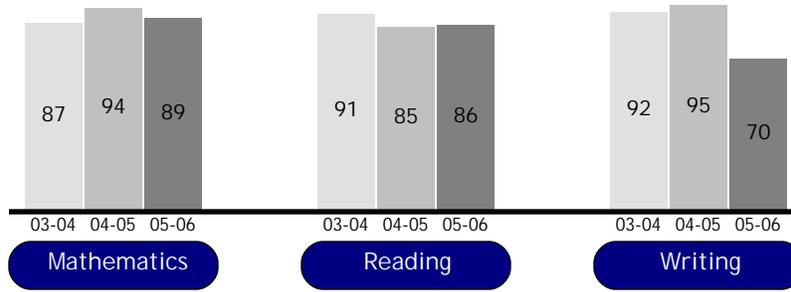
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1994	79000	100	99	98	533	517	489	2	4	10	4	11	24	61	64	58	34	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	963	38774	100	99	99	539	522	494	NA	2	7	2	10	22	60	64	61	38	24	10
Male	57	1031	40150	100	99	98	528	512	485	4	5	12	5	13	25	61	63	55	30	19	8
African American	--	58	4153	--	97	98	--	487	476	--	10	13	--	21	30	--	57	53	--	12	4
Hispanic	--	278	32508	--	99	98	--	481	472	--	12	15	--	31	33	--	50	49	--	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	101	1549	36135	100	99	98	534	525	508	1	2	4	4	7	14	61	66	67	34	25	15
Students with Disabilities	NC	258	9991	NC	94	88	NC	479	449	NC	14	33	NC	29	36	NC	50	29	NC	7	2
Students without Disabilities	97	1736	69009	100	100	100	535	522	495	1	2	6	3	8	22	61	66	62	35	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	389	37234	--	98	97	--	481	472	--	13	15	--	26	33	--	55	50	--	6	3
Non-Economically Disadvantaged	104	1605	41766	100	99	99	533	526	505	2	1	5	4	8	16	61	66	65	34	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	104	2007	79611	100	100	99	534	524	496	NA	3	7	21	22	37	76	73	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	967	39016	100	100	99	546	537	511	NA	2	4	11	14	29	83	81	66	6	3	1
Male	57	1040	40519	100	100	98	523	511	482	NA	3	10	30	29	44	70	67	46	NA	1	0
African American	--	59	4188	--	98	98	--	501	486	--	5	9	--	31	40	--	64	50	--	NA	0
Hispanic	--	282	32855	--	100	99	--	491	481	--	7	10	--	38	43	--	54	47	--	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	101	1554	36380	100	100	99	534	531	511	NA	2	4	21	19	30	76	78	65	3	2	1
Students with Disabilities	NC	271	10664	NC	99	94	NC	471	440	NC	13	23	NC	49	54	NC	36	22	NC	2	1
Students without Disabilities	97	1736	68947	100	100	100	536	532	504	NA	1	4	19	18	34	78	79	61	3	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	--	393	37626	--	99	98	--	492	479	--	8	10	--	37	45	--	54	45	--	1	0
Non-Economically Disadvantaged	104	1614	41985	100	100	100	534	532	511	NA	1	4	21	19	30	76	78	65	3	2	1

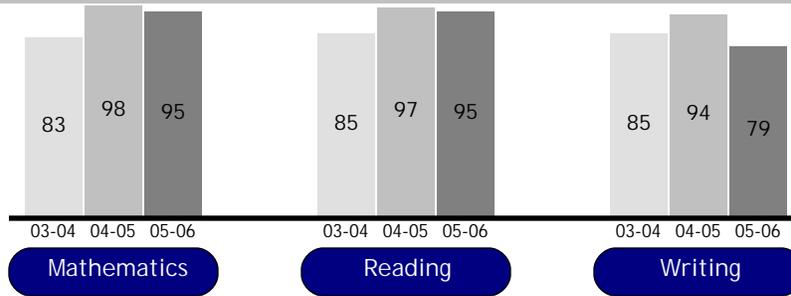
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	73	NA	58	99	70	62	47	98	78	65	46
	Language	98	64	68	50	99	73	64	47	98	73	70	48
	Mathematics	100	80	79	64	100	78	67	50	98	83	72	52
3	Reading	98	78	NA	55	99	60	57	44	100	70	63	46
	Language	98	81	77	61	99	61	57	44	100	65	59	46
	Mathematics	98	79	76	61	99	77	65	51	100	79	70	52
4	Reading	98	89	NA	56	100	71	61	48	100	76	68	52
	Language	97	80	69	52	100	78	64	49	100	78	70	52
	Mathematics	97	91	79	61	100	80	66	53	100	80	70	58
5	Reading	97	84	NA	55	100	78	64	50	100	82	73	56
	Language	97	81	69	49	100	80	65	50	100	84	73	54
	Mathematics	97	88	83	63	100	81	65	49	100	83	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/](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."

# Cherokee Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Improvement
- Ü Curriculum/Program Development
- Ü School Climate
- Ü School Safety Issues
- Ü Technology Implementation
- Ü Parent/Educator Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	12.00

## 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	1	5	0	0
7 to 9 years	5	8	0	0
10 or more years	3	16	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
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/Video Room
- Ü Computer Labs
- Ü Special Ed Program
- Ü Gifted Program

### Extracurricular Activities

- Ü After School Gymnastics
- Ü After School Sports
- Ü After School Chess Club
- Ü After School Art Classes
- Ü After School Character Counts Class
- Ü Boy Scouts
- Ü Girl Scouts
- Ü Talent - acting and dance

### Social Services

- Ü After School Childcare
- Ü Scottsdale Prevention Institute
- Ü DARE/Paradise Valley Police

ü Teacher of the Year award for Special Education.

ü Charros Outstanding Teacher of the Year Award Nomination.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	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

The Crisis Plan & Emergency Response Procedures are reviewed with the staff on a yearly basis. Security measures are in place while school is in session, including a buddy system and a visitor control system. Fire Drills, Lockdown Drills, and Evacuation Drills are conducted throughout the year.

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	Jan Howard	(480) 484-8700
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Shannon Wilde	(480) 484-8700
School Nutrition Programs		(480) 484-8700
Parent Organization	Assn. of Parents & Teachers	(480) 484-8700
Student Health/Nurse	Donna Musser	(480) 484-8700

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 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](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.