

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11130 E. Cholla St., Scottsdale, AZ 85259

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)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

### School Overview

Principal/Administrator : Mr. Mike Duff  
 Schedule : 7:00 AM to 3:30 PM  
 Grades : K-8  
 2004 Enrollment : 938  
 Web Address : www.susd.org/  
 Phone Number : (480) 484-5600  
 Fax Number : (480) 484-5601  
 E-mail : mduff@susd.org

### Mission

The traditional school will provide an academic environment, which will develop respect, responsibility, honesty, integrity, leadership and citizenship.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Increase student achievement in the area of reading.
- ü Our staff will increase capacity to provide for student safety, increase crisis management response options, and create a safe and positive learning environment by implementing a school-wide health and/or safety training program.
- ü 90% of all students in grades K-8 will have at least a mastery level of 80% or higher on assessments based on grade level technology standards. 90% of Cheyenne certified full time teachers will demonstrate basic technology skills.
- ü 85% of Cheyenne teachers will participate in 6 hours of Professional Growth outside of the regular work day, with a focus on the school improvement goals.

### Enrollment

October 1, 2003 School Year Student Enrollment : 929  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 938

## Instructional Programs

- Ü Spalding Language Arts Program
- Ü Saxon Math Program
- Ü SUSD Kindergarten Academy
- Ü Gifted Program

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

High academic standards; safe, orderly school environment; school/home communication; maximum use of academic time; parent-teacher partnership; daily homework reviewed at home; 20 minutes daily of shared home reading; prompt, regular attendance.

### Parents

Cheyenne Traditional School is a school of choice, making the parents' role significantly accountable. Parents enrolling their children at Cheyenne sign an Informed Statement of Support for the program offered at Cheyenne.

## Transportation Policy

Cheyenne Traditional School is a district school of choice that does not have complex boundaries. Bus transportation is provided at only seven satellite locations throughout the Desert Mountain complex.

## School Honors

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

Award/Honor	Year
Ü Teacher of the Year	2001
Ü 5th & 6th Grade Bands Received Excellent Awards	2003
Ü 7th & 8th Grade Boys Basketball - 2nd Place	2003
Ü Highest Team Achievement - Math Olympiads	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	1952	75509	100	99	100	556	548	521	1	6	13	12	13	23	33	31	33	54	49	31
All Students (Prior Year)	139	2032	75372	99	98	100	549	547	523	0	2	9	10	14	25	39	36	36	51	47	30
Female	65	930	37013	100	100	100	558	549	522	2	5	12	11	13	24	27	31	33	61	51	31
Male	61	1020	38430	100	99	99	554	546	521	0	6	14	13	14	22	40	32	33	47	48	31
African American	--	51	3660	--	100	99	--	503	496	--	21	24	--	26	31	--	32	28	--	21	18
Hispanic	NC	287	30486	NC	100	99	NC	526	505	NC	13	18	NC	19	29	NC	31	32	NC	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	--	24	4075	--	100	100	--	498	486	--	26	28	--	37	34	--	11	26	--	26	12
White	120	1518	35192	100	99	99	555	551	534	1	4	8	12	12	19	34	32	35	53	51	39
Students with Disabilities	21	311	9708	100	100	100	539	528	489	0	13	32	30	18	27	40	36	24	30	33	17
Students without Disabilities	105	1641	65801	95	97	98	559	550	525	1	5	11	9	13	23	32	31	34	59	52	33
Limited English Proficient Students	NC	195	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	432	36411	--	--	--	NC	516	503	NC	18	19	NC	18	29	NC	34	32	NC	30	20
Non-Economically Disadvantaged	124	1520	39040	--	--	--	557	553	534	1	4	8	11	12	19	33	31	34	55	53	39

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	126	1954	75492	100	99	100	546	537	519	0	4	12	6	9	16	42	47	47	52	40	24
All Students (Prior Year)	138	2023	75221	99	98	100	543	540	523	2	2	8	6	8	16	60	56	56	33	34	21
Female	65	933	37014	100	100	100	550	541	523	0	3	10	6	7	15	41	45	48	53	45	27
Male	61	1019	38400	100	99	99	543	533	516	0	5	14	7	11	17	43	49	47	50	35	21
African American	--	51	3665	--	100	99	--	508	505	--	11	20	--	26	22	--	49	43	--	15	14
Hispanic	NC	286	30438	NC	100	99	NC	522	508	NC	10	17	NC	13	21	NC	50	47	NC	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	--	24	4081	--	100	100	--	518	498	--	11	25	--	33	26	--	39	40	--	17	8
White	120	1521	35177	100	99	99	545	539	528	0	3	8	6	8	13	44	47	49	50	42	31
Students with Disabilities	21	313	9707	100	100	100	535	524	495	0	7	33	15	14	21	60	53	33	25	27	13
Students without Disabilities	105	1641	65785	95	97	98	549	539	522	0	4	10	5	8	16	38	46	49	57	42	26
Limited English Proficient Students	NC	194	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	430	36302	--	--	--	NC	518	507	NC	13	18	NC	18	21	NC	44	46	NC	26	14
Non-Economically Disadvantaged	124	1524	39164	--	--	--	547	540	528	0	3	8	6	7	13	42	47	48	52	43	31

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	126	1952	75053	100	99	99	669	649	597	2	3	7	3	6	12	72	72	72	23	18	9
All Students (Prior Year)	137	1992	73654	98	96	99	562	554	530	0	2	9	3	6	13	73	73	70	24	19	7
Female	65	933	36872	100	100	99	678	675	621	3	2	5	3	4	9	64	70	74	30	24	12
Male	61	1017	38109	100	99	99	661	623	573	0	5	10	3	9	14	80	74	69	17	12	6
African American	--	51	3636	--	100	99	--	604	568	--	4	12	--	13	16	--	76	67	--	7	6
Hispanic	NC	286	30235	NC	100	98	NC	618	575	NC	8	9	NC	10	14	NC	66	70	NC	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	--	24	4044	--	100	99	--	518	550	--	21	13	--	26	17	--	53	66	--	0	4
White	120	1518	35028	100	99	99	666	654	613	2	3	6	3	6	10	73	73	73	22	19	11
Students with Disabilities	21	314	9625	100	100	100	647	608	530	0	5	21	5	11	21	80	72	55	15	11	4
Students without Disabilities	105	1638	65428	95	97	98	674	655	604	2	3	6	3	6	11	70	72	73	25	19	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	429	36077	--	--	--	NC	587	566	NC	8	10	NC	13	16	NC	70	69	NC	9	5
Non-Economically Disadvantaged	124	1523	38950	--	--	--	670	661	618	2	3	5	3	5	9	71	73	73	24	20	12

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	133	2037	76019	100	99	100	558	535	499	0	4	14	8	22	39	15	15	14	77	60	33
All Students (Prior Year)	136	2110	76230	99	98	100	527	521	498	1	4	12	21	28	38	16	14	12	61	54	37
Female	63	964	37207	100	99	100	554	536	499	0	3	12	11	21	41	19	16	14	69	59	33
Male	70	1072	38677	100	100	100	561	534	498	0	4	15	6	23	38	10	13	13	84	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	NC	227	29458	NC	99	100	NC	495	480	NC	18	20	NC	37	48	NC	14	12	NC	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	126	1677	35880	100	99	100	559	540	515	0	2	7	8	20	32	15	15	16	77	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	125	1799	66233	98	99	99	559	537	503	0	3	11	7	21	39	16	15	14	78	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	332	35714				NC	494	480	NC	17	20	NC	40	47	NC	10	12	NC	33	20
Non-Economically Disadvantaged	131	1705	40266				557	541	513	0	2	9	9	19	33	15	15	15	77	64	43

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	133	2037	76020	100	99	100	526	519	503	2	9	25	4	14	23	62	52	40	32	26	12
All Students (Prior Year)	136	2103	76202	99	98	100	519	516	505	4	8	19	13	17	24	65	55	46	18	20	11
Female	63	966	37213	100	99	100	522	521	504	2	7	22	5	13	23	63	52	42	31	28	13
Male	70	1070	38666	100	100	100	529	517	501	1	10	29	3	14	22	62	52	38	34	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	NC	227	29442	NC	99	99	NC	499	494	NC	31	37	NC	18	26	NC	39	31	NC	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	126	1678	35890	100	99	100	526	522	511	1	6	15	4	13	20	63	54	48	32	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	125	1799	66236	98	99	99	527	520	504	1	8	23	2	13	23	64	53	42	33	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	332	35703				NC	501	494	NC	29	37	NC	22	26	NC	37	31	NC	13	6
Non-Economically Disadvantaged	131	1705	40274				526	522	509	2	5	17	4	12	20	62	54	47	33	28	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	132	2034	75673	99	99	100	616	577	530	3	5	12	5	16	25	75	69	58	16	10	4
All Students (Prior Year)	136	2048	74692	99	95	99	536	529	502	1	6	18	20	18	27	56	57	47	23	18	8
Female	62	963	37099	98	99	100	624	598	548	2	3	8	5	12	22	74	70	64	20	14	6
Male	70	1070	38441	100	100	99	608	558	513	4	7	16	6	19	29	76	68	52	13	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	NC	225	29305	NC	98	99	NC	518	507	NC	13	16	NC	31	31	NC	50	51	NC	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	125	1678	35760	99	99	99	617	584	550	2	4	9	6	14	21	75	71	64	17	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	124	1797	65967	97	99	99	619	581	536	2	4	10	5	16	25	76	70	60	17	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	330	35541				NC	511	504	NC	14	17	NC	31	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	130	1704	40091				615	588	550	3	4	9	5	13	21	75	72	64	16	11	6

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	66	2214	75001	100	99	99	503	486	468	5	23	37	50	37	36	26	23	16	20	17	10
All Students (Prior Year)	25	2261	71167	100	100	99	497	477	463	8	25	38	56	43	41	20	22	14	16	10	7
Female	32	1093	36846	100	99	99	501	488	468	6	22	36	53	37	38	25	24	16	16	17	10
Male	34	1116	37974	100	99	99	505	485	467	3	24	39	47	36	34	26	23	16	24	17	11
African American	--	59	3720	--	97	98	--	456	446	--	43	53	--	43	33	--	7	9	--	7	4
Hispanic	--	249	26675	--	99	98	--	446	448	--	56	52	--	29	34	--	11	10	--	5	4
Asian/Pacific Islander	NC	58	1575	NC	97	99	NC	514	504	NC	11	18	NC	38	33	NC	15	20	NC	36	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	448	438	--	46	61	--	50	30	--	4	7	--	0	2
White	65	1815	37785	100	99	99	503	492	482	5	19	25	49	37	39	26	26	21	20	18	15
Students with Disabilities	--	155	8802	--	100	100	--	431	418	--	67	79	--	25	16	--	8	3	--	0	1
Students without Disabilities	66	2059	66199	100	99	99	503	490	472	5	20	34	50	37	38	26	24	17	20	18	11
Limited English Proficient Students	--	115	11710	--	98	100	--	406	429	--	89	70	--	11	25	--	0	4	--	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	300	29814	--	--	--	NC	445	448	NC	55	53	NC	32	33	NC	9	10	NC	5	4
Non-Economically Disadvantaged	65	1914	45170	--	--	--	502	492	479	5	18	28	51	37	38	26	25	20	18	19	14

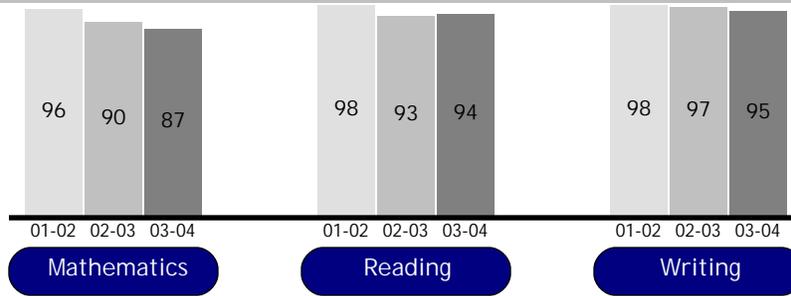
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2212	74918	100	99	99	534	519	497	5	17	32	15	13	19	47	43	35	33	27	15
All Students (Prior Year)	25	2237	71100	100	100	99	525	518	502	8	14	25	4	15	21	68	48	40	20	24	15
Female	32	1092	36805	100	99	99	537	523	501	3	15	28	16	13	19	50	44	37	31	29	16
Male	34	1115	37936	100	99	99	531	515	493	6	20	35	15	13	18	44	42	33	35	25	14
African American	--	60	3719	--	98	98	--	492	481	--	37	43	--	12	21	--	45	29	--	7	7
Hispanic	--	249	26645	--	99	98	--	481	478	--	45	46	--	15	20	--	29	27	--	10	6
Asian/Pacific Islander	NC	58	1571	NC	97	99	NC	538	521	NC	11	18	NC	19	15	NC	32	38	NC	38	30
American Indian/Alaskan Native	--	28	4729	--	100	98	--	477	468	--	52	57	--	16	19	--	20	19	--	12	4
White	65	1812	37773	100	99	99	535	524	511	5	13	20	14	13	18	48	45	41	34	29	21
Students with Disabilities	--	153	8801	--	99	100	--	460	448	--	64	75	--	15	13	--	18	10	--	3	2
Students without Disabilities	66	2059	66117	100	99	99	534	522	501	5	15	28	15	13	19	47	44	37	33	28	16
Limited English Proficient Students	--	115	11706	--	98	100	--	438	454	--	89	71	--	6	16	--	3	12	--	2	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	300	29785	--	--	--	NC	480	477	NC	46	47	NC	18	20	NC	26	26	NC	10	6
Non-Economically Disadvantaged	65	1912	45115	--	--	--	534	525	508	5	13	23	15	12	18	48	45	39	32	29	20

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	66	2201	74503	100	99	99	570	522	491	0	6	9	5	24	32	73	54	51	23	15	8
All Students (Prior Year)	24	2206	69001	96	99	96	517	505	490	4	8	17	21	28	37	75	63	45	0	1	1
Female	32	1091	36686	100	99	99	590	544	506	0	4	5	6	18	29	59	58	57	34	21	9
Male	34	1105	37644	100	98	98	552	500	476	0	8	13	3	31	36	85	51	45	12	10	6
African American	--	58	3677	--	95	97	--	494	475	--	10	12	--	29	36	--	52	46	--	9	5
Hispanic	--	248	26500	--	98	97	--	470	467	--	19	13	--	34	39	--	40	44	--	7	4
Asian/Pacific Islander	NC	58	1566	NC	97	99	NC	584	537	NC	4	5	NC	15	23	NC	53	55	NC	28	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	494	464	--	12	14	--	28	39	--	52	44	--	8	3
White	65	1804	37606	100	99	99	573	528	508	0	4	6	3	23	28	74	56	56	23	16	10
Students with Disabilities	--	150	8662	--	97	100	--	422	409	--	22	37	--	56	42	--	22	20	--	1	1
Students without Disabilities	66	2051	65841	100	99	98	570	528	499	0	5	7	5	23	32	73	56	53	23	16	8
Limited English Proficient Students	--	114	11608	--	97	100	--	399	430	--	46	23	--	38	47	--	14	28	--	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	295	29587	--	--	--	NC	469	465	NC	18	14	NC	36	40	NC	40	43	NC	6	4
Non-Economically Disadvantaged	65	1906	44898	--	--	--	569	530	507	0	4	7	5	23	28	72	56	55	23	17	10

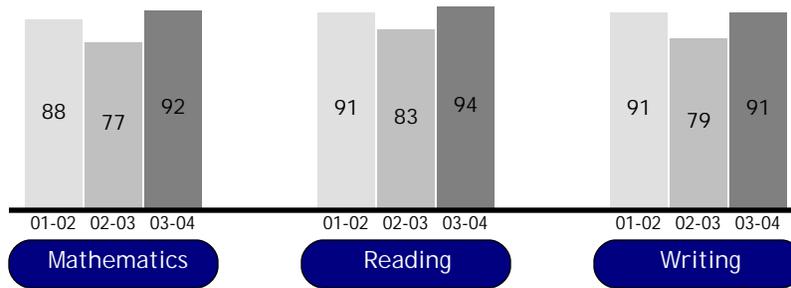
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

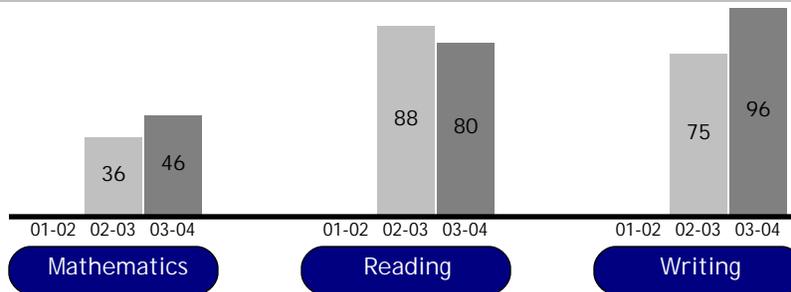
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	83	67	44	98	80	66	50	97	87	NA	58
	Language	99	79	63	39	99	81	61	43	99	88	68	50
	Mathematics	99	88	75	52	98	85	72	57	98	92	79	64
3	Reading	100	87	67	43	98	83	70	47	98	82	NA	55
	Language	100	89	72	50	98	85	75	54	100	88	77	61
	Mathematics	100	84	72	50	98	84	73	54	100	85	76	61
4	Reading	99	84	71	47	97	89	75	52	99	85	NA	56
	Language	98	79	65	45	99	81	68	48	99	78	69	52
	Mathematics	98	87	74	52	99	90	78	57	99	88	79	61
5	Reading	97	85	69	46	98	79	70	50	99	85	NA	55
	Language	97	84	64	43	99	70	65	46	99	77	69	49
	Mathematics	96	90	76	54	100	87	77	57	99	91	83	63
6	Reading	99	78	72	49	100	87	72	53	99	86	NA	56
	Language	99	71	66	42	100	83	67	45	99	82	64	48
	Mathematics	99	88	78	58	100	92	78	62	99	93	78	66
7	Reading	96	86	70	48	99	80	70	51	100	93	NA	54
	Language	96	88	74	51	100	82	75	54	100	94	78	58
	Mathematics	96	92	74	54	100	85	74	58	100	92	76	62
8	Reading	--	--	71	49	100	84	71	53	99	79	NA	55
	Language	--	--	71	46	100	85	70	49	97	82	71	52
	Mathematics	--	--	73	54	100	84	72	58	97	84	74	61

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."

# Cheyenne Traditional Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Improvement Plan
- Ü School Evaluation
- Ü Parent/Educator Communication
- Ü School Facilities
- Ü Safety
- Ü Climate

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	14.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	4	2	0	0
7 to 9 years	5	4	1	0
10 or more years	10	12	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	228
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Science Lab

### Extracurricular Activities

- Ü 7th/8th Grade Athletics
- Ü Battle of the Books
- Ü Student Council
- Ü Math Olympiad
- Ü Band and Strings Instruction--Grades 4-8
- Ü National Junior Honor Society
- Ü CTS News Club

### Social Services

- Ü Scottsdale Prevention Institute

# Cheyenne Traditional Elementary School

## Indicators of Success Based on Historical Data from 2003-04

### School Achievements/Accomplishments 2003-04

- ü Goal achieved - 100% of Cheyenne teachers turned in a reflection sheet listing specific research based strategies to improve individual student achievement in reading.
- ü Goal achieved - 96% of Cheyenne certified staff have taken two hours of staff development in the area in health and/or safety training.
- ü Goal achieved - 99% of students in grades K-8 demonstrated a mastery level of 80% or higher on assessments based on grade level technology standards. 100% of Cheyenne certified full-time teachers completed the necessary training.
- ü Goal achieved - 95% of Cheyenne teachers participating in 6 hours of professional growth outside of the regular work day, with a focus on the school improvement goals.

### Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
	% School			
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	1	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

### Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	63
Grades 3-4	79	84
Grades 4-5	57	69
Grades 5-6	89	91
Grades 6-7	69	69
Grades 7-8	60	50

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



School Safety

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

Cheyenne students wear school uniforms. There are monthly practices of fire drills and lock-downs and visitors are required to sign-in and wear a visitor badge at all times. Teachers and parent volunteers assist in parking lot and playground duties. Cheyenne students are on an open enrollment application which may be revoked for behavior and/or attendance problems.

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

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.

Contacts

	Name	Phone Number
School Site Council	Mike Duff	(480) 484-5610
Transportation Policy	Sheila Burnham	(480) 484-5605
Community Resources		
School Nutrition Programs	Mary Ulber	(480) 484-5614
Parent Organization	Nancy Buel	(480) 314-4411
Student Health/Nurse	Nancy Tillinghast	(480) 484-5612

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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

Total cost of printing: 16 Pages X .0318 Per page X 10 Copies = \$5.00

\*\* 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.