

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling

2003-04 Excelling

2002-03 Excelling

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

School Overview

Principal/Administrator : Mr. Mike Duff

Schedule : 07:15 AM to 03:18 PM

Grades : K-8

2005 Enrollment : 956

Web Address : www.susd.org/

Phone Number : (480) 484-5600

Fax Number : (520) 484-5601

E-mail : mduff@susd.org

Mission

Cheyenne 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)

2004-05 Met

2003-04 Met

2002-03 Met

School Improvement Status (b)

2004-05 N/A

2003-04 N/A

2002-03 N/A

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

School / Academic Goals

ü Increase individual student academic achievement and personal growth.

ü Provide a positive, respectful and safe learning environment.

ü To ensure all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task.

ü To offer comprehensive professional growth programs for staff to provide them with the skills, strategies and resources to meet the needs of all students.

Enrollment

October 1, 2004 School Year Student Enrollment : 940

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 956

Instructional Programs

- ü Spalding Language Arts Program
- ü Saxon Math Program
- ü All Day Kindergarten
- ü Gifted Program

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

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. Parents are required to provide a consistent and quiet homework area for their child and review homework for completion. Parents are asked to provide support of the school philosophy, curriculum and uniform policy.

Transportation Policy

Cheyenne Traditional School is a district school of choice that does not have complex boundaries. Bus transportation is provided at 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 Qualified a team for Nationals - Odyssey of the Mind	2005
ü 7th Grade Boys' Basketball - District Champions	2005
ü 7th/8th grade cheerleaders - 3rd place in State	2005
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	125	1876	79306	100	100	99	496	472	445	0	6	10	3	10	18	47	46	51	50	39	20
All Students (Prior Year)	126	1952	75509	100	99	100	556	548	521	1	6	13	12	13	23	33	31	33	54	49	31
Female	57	912	38691	100	100	99	492	472	446	0	6	10	5	10	18	42	46	52	53	38	20
Male	68	964	40583	100	100	99	498	472	445	0	5	11	2	10	18	51	46	50	48	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	NC	297	32869	NC	100	99	NC	438	429	NC	13	15	NC	21	25	NC	50	51	NC	15	10
Asian/Pacific Islander	10	71	1935	91	99	99	519	498	474	0	5	3	10	5	9	30	29	48	60	62	40
American Indian/Alaskan Native	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	113	1420	36197	100	100	99	494	480	463	0	4	5	3	7	11	47	45	53	50	44	31
Students with Disabilities	NC	279	10321	NC	100	100	NC	421	389	NC	22	30	NC	21	27	NC	35	34	NC	22	9
Students without Disabilities	116	1598	69060	98	98	98	496	481	454	0	3	7	2	8	17	48	48	54	50	42	22
Limited English Proficient Students	NC	196	15509	NC	100	100	NC	412	406	NC	19	20	NC	22	30	NC	44	45	NC	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	395	39415	NC	95	96	NC	437	431	NC	17	15	NC	22	25	NC	45	50	NC	16	10
Non-Economically Disadvantaged	123	1482	39966	100	100	100	496	481	459	0	3	6	3	7	12	47	46	52	50	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	1876	79395	100	0	99	495	469	446	0	5	9	5	14	25	63	61	55	32	20	11
All Students (Prior Year)	126	1954	75492	100	99	100	546	537	519	0	4	12	6	9	16	42	47	47	52	40	24
Female	57	913	38743	100	0	100	501	474	451	0	4	7	5	13	24	60	59	57	35	24	12
Male	68	963	40618	100	0	99	491	465	440	0	5	11	5	15	27	66	63	53	29	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	NC	296	32915	NC	0	99	NC	436	426	NC	12	15	NC	31	35	NC	49	47	NC	8	4
Asian/Pacific Islander	10	71	1936	91	0	99	490	486	468	0	3	3	20	11	14	50	58	63	30	29	19
American Indian/Alaskan Native	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	113	1421	36221	100	0	99	496	477	465	0	3	4	4	10	15	64	64	63	32	23	17
Students with Disabilities	NC	278	10331	NC	0	100	NC	417	388	NC	16	25	NC	30	37	NC	44	34	NC	9	4
Students without Disabilities	116	1599	69139	98	0	99	498	479	454	0	3	7	4	11	24	64	64	58	32	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	394	39484	NC	0	96	NC	435	429	NC	14	14	NC	32	35	NC	47	47	NC	7	4
Non-Economically Disadvantaged	123	1483	39986	100	0	100	496	478	461	0	2	4	4	9	16	64	65	63	31	23	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	125	1845	78869	100	98	99	511	475	442	1	3	6	3	9	21	53	69	63	43	20	10
All Students (Prior Year)	126	1952	75053	100	99	99	669	649	597	2	3	7	3	6	12	72	72	72	23	18	9
Female	57	898	38536	100	98	99	518	486	458	2	4	4	2	6	15	45	64	67	51	26	14
Male	68	947	40302	100	98	99	504	465	428	0	2	8	5	11	26	60	73	60	35	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	NC	295	32606	NC	100	98	NC	437	426	NC	6	8	NC	21	27	NC	66	60	NC	6	5
Asian/Pacific Islander	10	69	1925	91	96	99	485	490	471	0	5	3	20	6	11	60	59	64	20	30	22
American Indian/Alaskan Native	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	113	1395	36078	100	98	99	513	483	459	1	2	4	2	6	16	53	70	66	44	22	14
Students with Disabilities	NC	277	10246	NC	100	100	NC	413	367	NC	12	18	NC	21	39	NC	58	40	NC	8	4
Students without Disabilities	116	1569	68697	98	97	98	511	486	454	1	1	4	4	6	18	51	71	67	44	22	11
Limited English Proficient Students	NC	195	15339	NC	100	100	NC	412	399	NC	8	11	NC	26	31	NC	58	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	390	39106	NC	94	95	NC	437	427	NC	6	8	NC	23	28	NC	67	59	NC	4	5
Non-Economically Disadvantaged	123	1456	39837	100	99	100	510	484	457	1	2	4	3	5	14	53	69	67	42	23	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2119	78906	100	100	99	564	534	498	0	4	13	1	10	19	35	45	48	65	41	20
All Students (Prior Year)	133	2037	76019	100	99	100	558	535	499	0	4	14	8	22	39	15	15	14	77	60	33
Female	54	1005	38644	100	100	99	571	532	500	0	4	12	0	10	19	28	47	49	72	39	19
Male	76	1115	40236	100	100	99	560	536	497	0	5	15	1	9	19	39	43	46	59	43	20
African American	--	55	4087	--	100	99	--	507	481	--	9	20	--	20	24	--	45	45	--	25	11
Hispanic	--	320	31938	--	100	99	--	499	481	--	12	19	--	19	25	--	51	46	--	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	--	30	4593	--	100	100	--	505	467	--	4	26	--	25	29	--	46	39	--	25	6
White	124	1643	36483	100	100	99	564	541	517	0	3	7	1	8	13	35	44	51	64	46	30
Students with Disabilities	NC	284	10664	NC	100	100	NC	474	430	NC	18	42	NC	27	27	NC	41	26	NC	15	5
Students without Disabilities	121	1836	68310	99	98	98	566	543	509	0	2	9	1	7	18	32	46	51	67	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	444	38679	NC	97	96	NC	500	483	NC	12	20	NC	21	25	NC	48	45	NC	19	10
Non-Economically Disadvantaged	129	1676	40295	100	100	100	565	542	513	0	2	7	1	7	13	34	44	50	65	47	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2113	78908	100	0	99	533	513	484	1	3	10	3	11	23	64	65	58	32	20	9
All Students (Prior Year)	133	2037	76020	100	99	100	526	519	503	2	9	25	4	14	23	62	52	40	32	26	12
Female	54	1002	38648	100	0	99	540	516	489	0	2	8	2	10	22	62	65	61	36	22	10
Male	76	1112	40233	100	0	99	529	510	479	1	3	12	4	12	25	65	65	55	30	19	8
African American	--	55	4092	--	0	99	--	498	473	--	2	12	--	20	28	--	68	54	--	9	5
Hispanic	--	319	31940	--	0	99	--	480	465	--	9	16	--	28	32	--	55	49	--	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	--	30	4569	--	0	100	--	490	457	--	4	18	--	25	39	--	63	41	--	8	2
White	124	1638	36502	100	0	99	533	519	502	1	2	4	3	7	14	65	68	67	31	23	15
Students with Disabilities	NC	279	10665	NC	0	100	NC	461	423	NC	11	30	NC	32	36	NC	51	31	NC	5	2
Students without Disabilities	121	1835	68312	99	0	98	535	521	493	1	2	7	2	8	21	64	68	62	33	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	441	38662	NC	0	96	NC	482	468	NC	9	16	NC	29	32	NC	53	49	NC	9	3
Non-Economically Disadvantaged	129	1673	40315	100	0	100	534	520	498	1	1	5	2	7	15	64	69	66	33	23	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	130	2114	78750	100	100	99	579	536	500	1	2	6	6	13	29	67	79	63	27	7	2
All Students (Prior Year)	132	2034	75673	99	99	100	616	577	530	3	5	12	5	16	25	75	69	58	16	10	4
Female	54	1004	38586	100	100	99	605	549	515	0	1	4	0	8	22	55	80	71	45	11	3
Male	76	1111	40135	100	100	99	560	525	486	1	3	8	9	17	35	76	77	56	14	3	1
African American	--	54	4081	--	98	99	--	521	488	--	2	8	--	14	32	--	84	59	--	0	2
Hispanic	--	319	31841	--	100	99	--	507	483	--	4	8	--	29	36	--	65	55	--	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	--	30	4586	--	100	100	--	505	481	--	13	8	--	13	37	--	71	54	--	4	1
White	124	1641	36440	100	100	99	579	543	516	1	1	3	6	10	22	67	81	71	27	8	4
Students with Disabilities	NC	282	10622	NC	100	100	NC	478	415	NC	7	21	NC	33	50	NC	58	28	NC	1	1
Students without Disabilities	121	1833	68196	99	98	98	581	546	513	1	1	3	5	10	25	66	82	69	28	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	444	38558	NC	97	96	NC	503	485	NC	5	8	NC	28	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	129	1671	40260	100	100	100	579	545	514	1	1	3	6	9	21	67	82	72	27	8	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2263	78250	100	100	99	616	577	548	0	11	21	2	11	18	61	54	48	36	24	13
All Students (Prior Year)	66	2214	75001	100	99	99	503	486	468	5	23	37	50	37	36	26	23	16	20	17	10
Female	30	1134	38071	100	100	99	622	579	549	0	9	20	4	11	19	54	56	49	43	24	12
Male	17	1129	40126	100	100	99	606	575	547	0	13	23	0	10	17	75	53	46	25	24	14
African American	NC	60	4058	NC	95	99	NC	522	523	NC	36	32	NC	22	22	NC	36	41	NC	6	5
Hispanic	--	275	29129	--	100	99	--	534	527	--	31	32	--	21	23	--	40	40	--	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	36	32
American Indian/Alaskan Native	--	26	4996	--	93	100	--	533	518	--	41	36	--	23	25	--	23	36	--	14	4
White	42	1833	38320	100	100	99	616	584	568	0	7	12	3	9	14	62	57	55	36	26	19
Students with Disabilities	--	182	9329	--	100	100	--	474	454	--	57	64	--	17	18	--	24	16	--	2	2
Students without Disabilities	47	2082	68996	100	100	99	616	586	561	0	7	16	2	10	18	61	57	52	36	26	14
Limited English Proficient Students	--	129	10133	--	100	100	--	491	488	--	42	45	--	22	25	--	34	28	--	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	345	33388	NC	93	94	NC	532	530	NC	32	32	NC	22	22	NC	40	40	NC	6	5
Non-Economically Disadvantaged	46	1919	44937	100	100	100	617	584	561	0	8	13	2	9	15	60	56	54	37	27	18

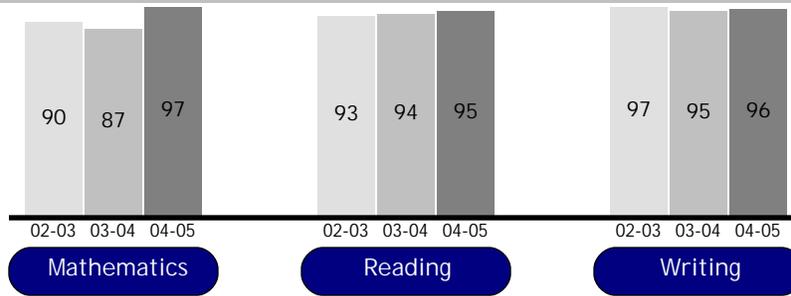
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2268	78302	100	0	99	578	543	512	0	5	11	0	12	25	66	69	57	34	14	7
All Students (Prior Year)	66	2212	74918	100	99	99	534	519	497	5	17	32	15	13	19	47	43	35	33	27	15
Female	30	1134	38082	100	0	99	582	549	518	0	3	8	0	10	24	57	71	61	43	16	7
Male	17	1133	40166	100	0	99	571	536	507	0	6	14	0	14	26	81	67	54	19	13	6
African American	NC	60	4064	NC	0	100	NC	508	498	NC	8	14	NC	28	29	NC	56	54	NC	8	3
Hispanic	--	275	29152	--	0	99	--	502	492	--	18	17	--	29	34	--	47	46	--	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	23	16
American Indian/Alaskan Native	--	26	4993	--	0	100	--	512	484	--	14	19	--	32	38	--	55	42	--	0	1
White	42	1838	38347	100	0	99	576	549	531	0	3	5	0	9	17	69	73	68	31	15	10
Students with Disabilities	--	183	9353	--	0	100	--	448	429	--	33	40	--	34	38	--	30	22	--	2	1
Students without Disabilities	47	2086	69024	100	0	99	578	551	524	0	2	7	0	10	23	66	72	62	34	15	7
Limited English Proficient Students	--	129	10140	--	0	100	--	456	451	--	30	28	--	34	43	--	34	29	--	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	346	33398	NC	0	94	NC	506	495	NC	16	18	NC	29	35	NC	52	46	NC	3	2
Non-Economically Disadvantaged	46	1923	44979	100	0	100	577	549	525	0	3	6	0	9	18	67	72	66	33	16	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2258	78094	100	100	99	620	575	545	0	1	3	2	10	18	77	84	77	20	4	2
All Students (Prior Year)	66	2201	74503	100	99	99	570	522	491	0	6	9	5	24	32	73	54	51	23	15	8
Female	30	1131	38025	100	99	99	630	588	558	0	1	2	0	6	13	79	88	82	21	6	2
Male	17	1126	40013	100	100	99	604	562	534	0	2	5	6	14	23	75	81	71	19	3	1
African American	NC	59	4037	NC	94	99	NC	534	532	NC	2	4	NC	29	22	NC	69	73	NC	0	1
Hispanic	--	275	29068	--	100	99	--	532	523	--	6	5	--	28	27	--	65	67	--	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	13	8
American Indian/Alaskan Native	--	26	4981	--	93	100	--	543	526	--	0	4	--	18	25	--	82	70	--	0	0
White	42	1829	38265	100	99	99	616	582	564	0	1	2	3	7	11	82	88	84	15	4	3
Students with Disabilities	--	178	9275	--	100	100	--	475	444	--	9	14	--	41	46	--	49	39	--	0	1
Students without Disabilities	47	2081	68892	100	99	98	620	583	559	0	1	2	2	7	14	77	87	82	20	5	2
Limited English Proficient Students	--	128	10084	--	100	100	--	483	474	--	11	10	--	37	39	--	53	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	344	33296	NC	92	94	NC	534	527	NC	5	5	NC	30	27	NC	64	67	NC	1	0
Non-Economically Disadvantaged	46	1915	44871	100	100	100	619	582	559	0	1	2	2	7	12	79	88	84	19	5	3

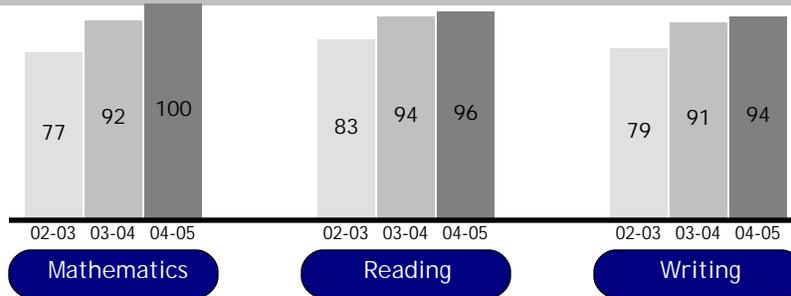
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

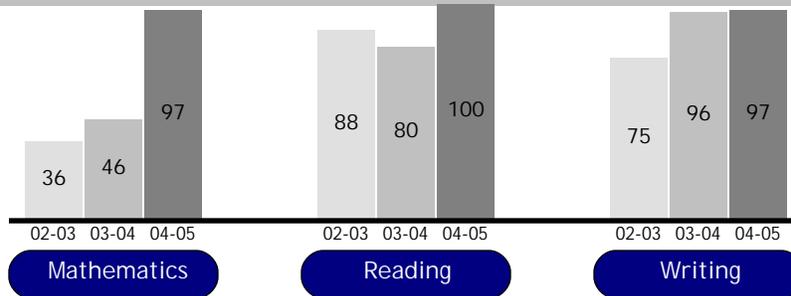
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	80	66	50	97	87	NA	58	100	74	62	47
	Language	99	81	61	43	99	88	68	50	100	76	64	47
	Mathematics	98	85	72	57	98	92	79	64	100	81	67	50
3	Reading	98	83	70	47	98	82	NA	55	100	71	57	44
	Language	98	85	75	54	100	88	77	61	100	72	57	44
	Mathematics	98	84	73	54	100	85	76	61	100	79	65	51
4	Reading	97	89	75	52	99	85	NA	56	100	76	61	48
	Language	99	81	68	48	99	78	69	52	100	75	64	49
	Mathematics	99	90	78	57	99	88	79	61	100	81	66	53
5	Reading	98	79	70	50	99	85	NA	55	100	77	64	50
	Language	99	70	65	46	99	77	69	49	100	75	65	50
	Mathematics	100	87	77	57	99	91	83	63	100	80	65	49
6	Reading	100	87	72	53	99	86	NA	56	97	77	64	51
	Language	100	83	67	45	99	82	64	48	97	76	63	47
	Mathematics	100	92	78	62	99	93	78	66	97	85	66	52
7	Reading	99	80	70	51	100	93	NA	54	100	72	63	50
	Language	100	82	75	54	100	94	78	58	100	77	67	52
	Mathematics	100	85	74	58	100	92	76	62	100	74	61	50
8	Reading	100	84	71	53	99	79	NA	55	100	81	65	51
	Language	100	85	70	49	97	82	71	52	100	82	64	50
	Mathematics	100	84	72	58	97	84	74	61	100	81	65	53

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

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 Coordinate committee decisions
- Ü Parent/Educator Communication
- Ü School Uniform Policy
- Ü Safety
- Ü Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	4	0	0
7 to 9 years	6	4	1	0
10 or more years	37	32	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab (2)
- Ü Science Lab
- Ü Kid's Club (after school care)

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
- Ü Odyssey of the Mind

Social Services

- Ü Scottsdale Prevention Institute
- Ü Kid's Club (after school care)
- Ü Homeless Prevention Coordinator
- Ü School Resource Officer (SRO)
- Ü Tobacco Education Coordinator

Cheyenne Traditional Elementary School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Goal achieved - 100% of Cheyenne teachers turned in a reflection sheet listing specific research based strategies to improve individual student achievement in reading. All grade levels improved on AIMS in the designated area of improvement.
- 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 - 97% 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	2	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	97	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

One of the district and school goals directly relate to a positive and safe learning environment. Staff is trained in bullying prevention and safety. 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.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Mike Duff	(480) 484-5610
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Cindy Breen	(480) 661-1071
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 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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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