



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6615 E. Cholla St., Scottsdale, AZ 85254

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)

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 : Dr. Tere Peterson
 Schedule : 8:30 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 1113
 Web Address : www.susd.org/schools/middle/Cocopah
 Phone Number : (480) 484-4400
 Fax Number : (480) 484-4401
 E-mail : tpeterson@susd.org

Mission

Cocopah's mission is to develop respectful, responsible and resilient young adults who can adapt to an ever-changing world. Our learning community will provide the academic, technological and inter-personal skills needed to achieve individual goals.

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 Implement and evaluate instructional strategies which result in academic excellence (targeting math, language arts and writing) and meet individual, diversified needs.
- ü Implement and evaluate programs on our campus (including Character Counts and SST process) that ensure a safe, respectful environment. Implement a newly created mission, vision and goals.

Enrollment

October 1, 2003 School Year Student Enrollment : 1111
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 42

Instructional Programs

- Ü Advanced Placement for Math
- Ü Gifted Programs
- Ü On-site Special Education
- Ü ELL

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

Cocopah provides a nurturing, safe environment which houses a rigorous curriculum delivered by highly qualified staff members and supported by committed parents and an involved community.

Parents

Parents are urged to be advocates of learning by supporting school policies, playing an active part in their child's educational experiences and openly communicating with the staff and administration in a positive, constructive manner. Parents play an active role on our School Site Council, Correlate Committees and APT.

Transportation Policy

Transportation is provided for students who live more than 1 mile from school and to all special education students. Safety is our primary concern. All buses are well maintained and bus evacuation drills are conducted on a regular basis.

School Honors

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

Award/Honor	Year
Ü Science Olympiad - Spirit Award	2002
Ü Beyond Battle of the Books	2003
Ü Superior With Distinction to Bands	2003
Ü Gold Crown Award for Journalism Excellence (Columbia U)	2002

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	386	2214	75001	99	99	99	501	486	468	13	23	37	34	37	36	32	23	16	21	17	10
All Students (Prior Year)	383	2261	71167	100	100	99	489	477	463	13	25	38	49	43	41	26	22	14	12	10	7
Female	201	1093	36846	99	99	99	500	488	468	15	22	36	33	37	38	32	24	16	20	17	10
Male	185	1116	37974	100	99	99	503	485	467	10	24	39	35	36	34	32	23	16	23	17	11
African American	NC	59	3720	NC	97	98	NC	456	446	NC	43	53	NC	43	33	NC	7	9	NC	7	4
Hispanic	16	249	26675	100	99	98	496	446	448	13	56	52	53	29	34	13	11	10	20	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	NC	28	4731	NC	100	98	NC	448	438	NC	46	61	NC	50	30	NC	4	7	NC	0	2
White	352	1815	37785	100	99	99	501	492	482	13	19	25	33	37	39	33	26	21	21	18	15
Students with Disabilities	15	155	8802	94	100	100	460	431	418	40	67	79	53	25	16	7	8	3	0	0	1
Students without Disabilities	371	2059	66199	100	99	99	503	490	472	12	20	34	33	37	38	33	24	17	22	18	11
Limited English Proficient Students	NC	115	11710	NC	98	100	NC	406	429	NC	89	70	NC	11	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	16	300	29814				497	445	448	19	55	53	38	32	33	19	9	10	25	5	4
Non-Economically Disadvantaged	370	1914	45170				501	492	479	13	18	28	34	37	38	32	25	20	21	19	14

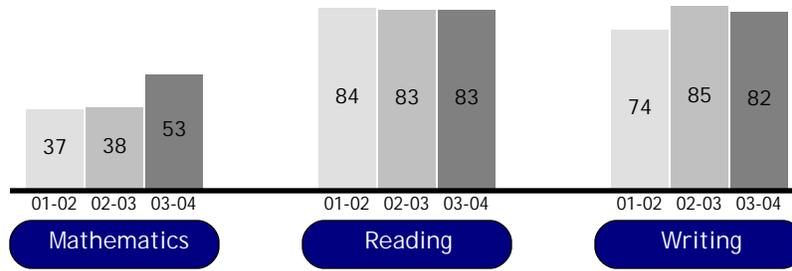
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	384	2212	74918	99	99	99	531	519	497	8	17	32	8	13	19	52	43	35	31	27	15
All Students (Prior Year)	378	2237	71100	100	100	99	531	518	502	6	14	25	11	15	21	48	48	40	35	24	15
Female	200	1092	36805	99	99	99	532	523	501	8	15	28	10	13	19	51	44	37	31	29	16
Male	184	1115	37936	99	99	99	531	515	493	8	20	35	7	13	18	54	42	33	31	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	16	249	26645	100	99	98	532	481	478	7	45	46	13	15	20	53	29	27	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	NC	28	4729	NC	100	98	NC	477	468	NC	52	57	NC	16	19	NC	20	19	NC	12	4
White	350	1812	37773	99	99	99	531	524	511	8	13	20	8	13	18	51	45	41	32	29	21
Students with Disabilities	15	153	8801	94	99	100	472	460	448	67	64	75	7	15	13	20	18	10	7	3	2
Students without Disabilities	369	2059	66117	99	99	99	534	522	501	6	15	28	8	13	19	54	44	37	32	28	16
Limited English Proficient Students	NC	115	11706	NC	98	100	NC	438	454	NC	89	71	NC	6	16	NC	3	12	NC	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	16	300	29785				522	480	477	19	46	47	6	18	20	56	26	26	19	10	6
Non-Economically Disadvantaged	368	1912	45115				532	525	508	8	13	23	9	12	18	52	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	381	2201	74503	98	99	99	537	522	491	2	6	9	16	24	32	67	54	51	15	15	8
All Students (Prior Year)	374	2206	69001	100	99	96	523	505	490	2	8	17	13	28	37	81	63	45	4	1	1
Female	200	1091	36686	99	99	99	556	544	506	1	4	5	11	18	29	69	58	57	20	21	9
Male	181	1105	37644	98	98	98	517	500	476	3	8	13	22	31	36	66	51	45	9	10	6
African American	NC	58	3677	NC	95	97	NC	494	475	NC	10	12	NC	29	36	NC	52	46	NC	9	5
Hispanic	16	248	26500	100	98	97	514	470	467	7	19	13	7	34	39	80	40	44	7	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	NC	28	4695	NC	100	97	NC	494	464	NC	12	14	NC	28	39	NC	52	44	NC	8	3
White	347	1804	37606	99	99	99	539	528	508	1	4	6	17	23	28	66	56	56	16	16	10
Students with Disabilities	15	150	8662	94	97	100	485	422	409	7	22	37	20	56	42	73	22	20	0	1	1
Students without Disabilities	366	2051	65841	98	99	98	539	528	499	1	5	7	16	23	32	67	56	53	16	16	8
Limited English Proficient Students	NC	114	11608	NC	97	100	NC	399	430	NC	46	23	NC	38	47	NC	14	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	14	295	29587				484	469	465	14	18	14	14	36	40	64	40	43	7	6	4
Non-Economically Disadvantaged	367	1906	44898				539	530	507	1	4	7	16	23	28	67	56	55	15	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)

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 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
6	Reading	98	82	72	49	99	85	72	53	100	81	NA	56
	Language	96	77	66	42	100	81	67	45	100	74	64	48
	Mathematics	98	88	78	58	100	88	78	62	100	86	78	66
7	Reading	99	80	70	48	100	79	70	51	100	82	NA	54
	Language	98	85	74	51	100	85	75	54	100	86	78	58
	Mathematics	98	84	74	54	100	83	74	58	100	84	76	62
8	Reading	98	82	71	49	99	81	71	53	99	78	NA	55
	Language	97	84	71	46	99	83	70	49	99	81	71	52
	Mathematics	98	80	73	54	99	82	72	58	99	80	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."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum/Instruction
- Ü School Improvement Plan
- Ü Parent/Educator/Community Relations
- Ü Budget
- Ü Facility Standards/Construction
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	63.00
Other Professional Staff	7.00	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	1	0	0
4 to 6 years	8	9	0	0
7 to 9 years	4	13	0	0
10 or more years	10	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	38
Core academic classes taught by Highly Qualified (NCLB) teachers.	239
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Media Center
- Ü Computer Labs
- Ü Gym Facility
- Ü Baseball and Soccer Fields

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Science Olympiad
- Ü Yearbook/Newspaper
- Ü Band, Chorus, and Orchestra
- Ü Baseball/Softball/Volleyball/Basketball
- Ü Coed Soccer

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Crisis Intervention
- Ü Character Counts
- Ü SST
- Ü M-Team
- Ü Student Groups
- Ü Principal's Advisory Group

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Cocopah continues to rank high at district, state and national levels on standardized tests. Academic excellence is demonstrated by over 35% of student population with over a 3.5 GPA.
- ü Cocopah's staff met their goals for the 2003-2004 School Improvement Plan. Student achievement improved, harassment decreased, the use of technology across disciplines significantly increased and a strong staff development component was incorporated.
- ü Cocopah's band continues to receive high accolades with outstanding performances in Arizona and California.
- ü The mustang sport's teams continually rank among the top competitors winning a number of league championships.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 5-6	79	79
Grades 6-7	66	65
Grades 7-8	72	71

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

Safety and respect continue to be school goals. A full-time SRO is on campus. The Character Counts program is used in conjunction with our discipline plan to create a positive school climate. We emphasize respect, responsibility and resiliency.

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) :

4

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	Tere Peterson	(480) 484-4400
Transportation Policy	Joe Rodriguez	(480) 484-4400
Community Resources	Tere Peterson	(480) 484-4400
School Nutrition Programs	Tere Peterson	(480) 484-4400
Parent Organization	Carla Partridge	(480) 484-4400
Student Health/Nurse	Jo Morrison	(480) 484-4400

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.

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.

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

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.