

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Copper Creek Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Deer Valley Unified District  
7071 W. Hillcrest Blvd., Glendale, AZ 85310

**Principal:** Mr. Patrick Lahaie  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.dvusd.org](http://www.dvusd.org)  
**E-mail:** Unpublished or Unavailable

**Grades:** K-6  
**2002 Enrollment:** 848  
**Phone:** (623) 376-3900  
**Fax:** (623) 376-3980

## ∨ School Overview ∨

### Mission

Copper Creek Elementary School is committed to ensuring a safe environment that promotes learning. By providing quality instruction and having high expectations, we will enable all students to be successful lifelong learners and productive citizens.

### Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalization in Sixth Grade
- w Parental Involvement
- w K-3 Reading Emphasis

### Instructional Programs

- w On-site Special Education
- w Gifted Programs
- w Remedial Reading Programs
- w Integrated Curriculum and Instruction
- w Afterschool Tutoring Programs
- w Afterschool Art Program
- w AIMS Intervention Program
- w Homework Support Program

### School/Academic Goals

- w Students will learn and effectively apply a variety of strategies and knowledge in the areas of reading, writing and math to meet expectations set by the Arizona Academic Standards and Deer Valley curriculum.
- w Students will participate in opportunities to enrich their academic experiences.
- w The students, staff and community will promote a safe and positive learning environment for all students.
- w Copper Creek will continue to promote and celebrate its high level of parent and community involvement.

### Enrollment

October 1, 2001 School Year Student Enrollment:	808
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	21

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

w Instructional Programs/Strategies  
 w Alternative Programs  
 w School Safety  
 w School/Parent/Community Relations  
 w Budgets  
 w School Improvement

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	2.00	Teacher Aide	5.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	10	4	0	0
7 to 9 years	3	3	0	0
10 or more years	11	8	0	0

∨ **Shared Responsibilities** ∨

**School**

Copper Creek has high academic and behavioral standards to prepare our students for a successful future. Regular communication is provided to parents via handbooks, newsletters, site council, PTSA meetings and conferences. The school provides a safe and orderly environment through the use of schoolwide discipline, incentive programs and an Emergency Plan. The Copper Creek staff strongly encourages parental involvement as the education of students is a partnership between the school and home.

**Parents**

Parents are encouraged to support the education of their children. They are responsible for their child's regular attendance at school. Some have the option of using district transportation services. Parents are responsible for the health and well-being of their children. Parents are encouraged to provide time, space and support with their child's homework as well as attend Parent-Teacher conferences and curriculum nights.

∨ **Transportation Policy** ∨

Buses are provided to all Kindergartners outside a 1/2-mile radius from the school. First through sixth graders are provided buses if they reside more than one mile from the school.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/22/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/29/03  
**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/18/02                      12/20/02                      3/14/03                      5/29/03

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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W 36-station Computer Lab--Macintosh                      W Science/Technology Lab  
W Media Center    W Outside Amphitheater

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#### Extracurricular Activities

W Student Council    W Band  
W Chorus    W Afterschool Intramural Sports  
W Afterschool Tutoring    W Art Program  
W Video Announcement Team

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#### School/Community Resources

W Before/After School Day Care                                      W Community School Programs  
W Lunch Program    W Breakfast Program  
W Summer School Programs    W Facility Usage  
W Kindergarten Enrichment

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Stanford 9 and AIMS scores are consistently above state and district averages.</p>   | <p>W Parent and staff surveys indicate a positive response to the Community Schools Program which offers Summer School, after school tutoring, homework support, art, sports intramurals and Kindergarten Enrichment.</p>               |
| <p>W As reported on the CHAPPS survey, Copper Creek had zero percent students who committed substance abuse or severe violent acts on campus.</p> | <p>W The staff and Copper Creek PTSA work closely together in the development and implementation of community service programs such as: Adopt-a-Family and Cultural Arts. The faculty has maintained a 100% membership in the PTSA.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	8.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
4 State Winners - Cultural Arts PTSA Reflections	2002
2 District Volunteer Pride Awards	2002
1 KNIX/Fulton Homes Teacher of the Week Award	2002
2 Arizona PTSA Awards--100% Teachers & Staff Membership	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>107</b>	<b>552</b>	<b>0%</b>	<b>5%</b>	<b>41%</b>	<b>54%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>106</b>	<b>565</b>	<b>0%</b>	<b>5%</b>	<b>77%</b>	<b>18%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>555</b>	<b>1%</b>	<b>7%</b>	<b>34%</b>	<b>57%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>107</b>	<b>515</b>	<b>3%</b>	<b>15%</b>	<b>56%</b>	<b>26%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>106</b>	<b>547</b>	<b>4%</b>	<b>11%</b>	<b>55%</b>	<b>30%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>111</b>	<b>540</b>	<b>2%</b>	<b>20%</b>	<b>12%</b>	<b>67%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	98	84	60	--	--	--
2	Reading	--	--	--	100	72	50	100	80	52	98	79	53	89	80	57
	Language	--	--	--	100	70	40	100	81	43	98	79	44	92	84	48
	Mathematics	--	--	--	100	75	51	100	87	55	98	84	57	92	88	61
3	Reading	--	68	47	100	68	47	100	69	48	96	71	50	95	71	50
	Language	--	73	49	100	76	51	100	79	54	95	81	56	94	79	57
	Mathematics	--	78	46	100	88	49	100	83	52	96	85	54	94	86	56
4	Reading	--	74	53	100	73	54	100	77	54	96	78	55	86	80	55
	Language	--	66	47	100	68	49	100	72	48	96	72	50	83	74	50
	Mathematics	--	80	51	100	81	54	100	88	55	96	86	57	89	88	58
5	Reading	--	71	51	100	70	51	100	70	51	96	71	51	93	67	53
	Language	--	64	42	100	65	44	100	67	45	95	72	45	89	69	47
	Mathematics	--	78	51	100	79	54	100	78	55	96	86	57	94	81	59
6	Reading	--	71	53	100	74	54	98	74	53	91	72	54	94	73	56
	Language	--	66	41	100	69	44	98	67	44	91	67	45	92	75	47
	Mathematics	--	79	57	100	84	59	99	80	60	91	81	63	95	85	65

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>68</b>	<b>84</b>
<b>Grades 3-4</b>	<b>88</b>	<b>88</b>
<b>Grades 4-5</b>	<b>50</b>	<b>69</b>
<b>Grades 5-6</b>	<b>85</b>	<b>82</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The Copper Creek Continuous Improvement Team has developed goals, objectives and strategies to promote a safe school environment. A team of staff members developed an Emergency Preparedness Plan. Staff and parents are informed of the contents of this plan. Monthly fire drills and quarterly lock-downs are scheduled to assist our students and staff to respond safely and confidently in the event of a real emergency.

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

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,710	\$3,622,728
Classroom Supplies	\$5	\$7,130
Administration	\$374	\$500,425
Support Services-Students	\$153	\$203,904
Other Support Services and Operations	\$543	\$725,434
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,785</b>	<b>\$5,059,621</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Patrick Lahaie	(623) 376-3900	
<b>Transportation Policy</b>	Tamara Teague	(623) 467-5096	
<b>Community Resources</b>	Candace Isherwood	(623) 376-3900	
<b>School Nutrition Programs</b>	Chris Mahle	(623) 376-3900	
<b>Parent Organization</b>	Denise Hutchinson	(623) 376-3900	
<b>Student Health/Nurse</b>	Jana Yingst	(623) 376-3900	

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.

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