

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7071 W. Hillcrest Blvd., Glendale, AZ 85310

Deer Valley 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)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Brian Fineberg
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : coppercreek.dvusd.org/
 Phone Number : (623) 376-3900
 Fax Number : (623) 376-3980
 E-mail : brian.fineberg@cc.dvusd.org

Mission

Mission Statement: Copper Creek Elementary will provide educational opportunities that will enable all students to develop to their fullest potential. This will be accomplished through quality instruction, high expectations, and the committed partnership of teachers, family, students and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü 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.
- ü Students will participate in opportunities to enrich their academic experiences.
- ü Students will demonstrate increased awareness of drug and tobacco use and improve pro-social choices.
- ü The school administration will work together with the staff and parents to implement multiple strategies that will continue to strengthen the school/home partnership.

Enrollment

October 1, 2005 School Year Student Enrollment : 850
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 76

Instructional Programs

- Ü On-site Special Education
- Ü Gifted Programs
- Ü Reading Support Programs
- Ü Integrated Curriculum and Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Copper Creek has high academic and behavioral standards to prepare the students for a successful future. Regular communication is provided to parents via handbooks, newsletters, site council, PTSA meetings and conferences.

Parents

Parents are encouraged to provide time, space and support for 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.

School Honors

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

Award/Honor	Year
Ü State Level Award Winners in Chess Tournament	2005
Ü Staff Member Selected -National Board Certified Teacher	2004
Ü Student won 1st place in Smoking Awareness Contest	2004
Ü Four State PTSA Awards	2003

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	105	2658	80010	95	99	99	465	460	447	1	5	10	9	11	18	71	61	53	19	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1252	38935	98	99	99	462	458	447	2	4	9	7	12	19	72	63	55	19	21	17
Male	51	1406	40974	91	99	98	468	462	448	NA	5	11	10	11	18	71	59	52	20	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	92	2053	35142	96	99	99	465	465	465	1	4	5	8	10	11	71	62	56	21	25	28
Students with Disabilities	13	327	10161	68	92	93	449	430	419	NA	21	28	15	23	28	85	46	36	NA	10	8
Students without Disabilities	92	2331	69849	100	100	100	467	464	451	1	3	7	8	10	17	70	63	56	22	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	99	2397	40981	97	99	100	466	462	462	1	4	6	8	10	13	71	61	54	20	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2643	79438	95	98	98	481	470	451	1	4	9	7	14	24	74	65	56	18	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1248	38775	98	99	99	486	475	457	2	3	7	6	12	22	67	66	58	26	19	13
Male	51	1395	40560	91	98	97	475	465	446	NA	5	12	8	16	25	82	65	54	10	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	92	2042	34887	96	99	98	481	474	471	1	3	4	8	12	15	73	68	63	18	17	18
Students with Disabilities	13	311	9588	68	88	88	467	437	416	NA	14	30	15	32	32	77	47	34	8	7	5
Students without Disabilities	92	2332	69850	100	100	100	483	474	456	1	2	7	5	12	23	74	68	59	20	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	99	2382	40753	97	99	99	482	472	467	1	3	5	5	13	16	75	66	62	19	17	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	104	2647	79971	94	98	99	455	437	423	NA	4	8	24	34	41	73	59	49	3	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1251	38974	98	99	99	462	451	437	NA	3	5	19	25	33	76	67	57	6	5	4
Male	50	1396	40895	89	98	98	448	425	410	NA	5	10	30	42	47	70	51	41	NA	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	91	2043	35150	95	99	99	456	440	437	NA	3	5	23	33	35	74	60	56	3	4	5
Students with Disabilities	12	328	10258	63	92	94	434	398	377	NA	14	23	42	53	51	58	31	25	NA	2	1
Students without Disabilities	92	2319	69713	100	99	100	458	442	429	NA	3	5	22	31	39	75	63	52	3	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	98	2389	40977	96	99	100	455	440	437	NA	3	5	23	33	34	73	60	56	3	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2846	80147	95	98	99	509	499	482	1	5	11	5	11	17	58	50	49	36	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1403	39281	97	99	99	504	497	483	2	5	9	3	11	17	62	53	50	33	31	24
Male	57	1443	40780	93	98	98	515	501	482	NA	6	12	7	11	17	53	47	48	40	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	NC	405	33494	NC	96	99	NC	474	466	NC	11	15	NC	20	23	NC	54	49	NC	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	102	2215	36122	95	98	99	511	503	501	1	4	5	5	9	10	56	50	50	38	36	35
Students with Disabilities	NC	362	10295	NC	89	92	NC	458	443	NC	22	33	NC	29	26	NC	34	33	NC	15	8
Students without Disabilities	110	2484	69852	100	100	100	510	505	488	1	3	7	3	8	16	60	53	51	36	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	291	38371	--	95	97	--	479	465	--	11	15	--	18	23	--	51	49	--	21	13
Non-Economically Disadvantaged	118	2555	41776	95	99	100	509	501	498	1	5	6	5	10	11	58	50	49	36	35	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2836	79686	95	98	98	509	488	470	2	5	11	6	15	24	66	67	57	26	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1404	39163	97	99	99	511	491	475	2	4	9	5	14	22	64	68	60	30	15	10
Male	57	1432	40438	93	97	97	507	485	465	2	6	13	7	16	25	68	67	54	23	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	NC	405	33299	NC	96	99	NC	467	452	NC	9	17	NC	26	32	NC	59	47	NC	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	98	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	102	2209	35914	95	98	98	512	492	489	1	4	5	5	13	15	67	69	67	27	15	14
Students with Disabilities	NC	350	9808	NC	86	87	NC	449	432	NC	22	35	NC	31	32	NC	41	30	NC	6	3
Students without Disabilities	110	2486	69878	100	100	100	511	493	475	1	2	8	6	13	23	66	71	61	26	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	289	38095	--	94	97	--	468	452	--	9	17	--	24	32	--	62	48	--	6	3
Non-Economically Disadvantaged	118	2547	41591	95	98	99	509	490	486	2	4	6	6	14	16	66	68	65	26	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2871	80372	98	99	99	502	490	475	1	2	4	7	20	30	92	75	64	1	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1417	39452	100	100	99	509	501	488	NA	1	3	5	13	22	94	81	72	2	4	3
Male	58	1454	40836	95	99	98	493	479	464	2	3	6	9	26	37	90	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	NC	408	33608	NC	97	99	NC	477	462	NC	4	6	NC	25	36	NC	70	57	NC	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	105	2235	36213	98	99	99	502	491	489	NA	2	2	6	19	22	93	76	72	1	3	3
Students with Disabilities	11	385	10526	79	94	94	481	446	427	NA	9	15	36	46	53	64	43	31	NA	1	1
Students without Disabilities	110	2486	69846	100	100	100	504	496	482	1	1	3	4	16	26	95	80	69	1	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	295	38521	--	96	98	--	477	461	--	3	6	--	27	38	--	68	55	--	1	1
Non-Economically Disadvantaged	121	2576	41851	98	99	100	502	491	489	1	2	3	7	19	22	92	76	72	1	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2780	79306	90	98	99	526	517	504	2	7	13	11	13	20	60	58	49	27	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1359	38845	94	98	99	521	516	505	NA	5	11	16	14	20	65	62	50	19	19	18
Male	51	1416	40383	86	98	98	533	518	504	4	8	14	6	13	19	53	55	47	37	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	99	2153	36234	91	98	99	524	521	523	2	6	6	12	11	13	61	60	52	25	23	28
Students with Disabilities	NC	350	10286	NC	91	91	NC	472	462	NC	29	41	NC	30	27	NC	36	27	NC	5	5
Students without Disabilities	110	2430	69020	99	100	100	528	523	510	1	3	9	11	11	18	60	61	52	28	24	21
Limited English Proficient Students	--	92	10291	--	92	96	--	462	458	--	34	38	--	41	34	--	20	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	110	2517	41869	91	99	100	528	519	521	NA	6	7	11	13	14	61	59	51	28	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2775	79000	91	98	98	522	505	489	NA	5	10	3	15	24	78	68	58	18	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1360	38774	96	98	99	522	510	494	NA	4	7	2	12	22	83	70	61	16	14	10
Male	51	1411	40150	86	98	98	521	500	485	NA	6	12	6	17	25	73	65	55	22	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	100	2148	36135	92	98	98	522	509	508	NA	4	4	4	12	14	78	70	67	18	14	15
Students with Disabilities	NC	347	9991	NC	90	88	NC	460	449	NC	21	33	NC	40	36	NC	35	29	NC	4	2
Students without Disabilities	110	2428	69009	99	100	100	523	511	495	NA	2	6	1	11	22	80	72	62	19	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	111	2515	41766	92	99	99	523	507	505	NA	4	5	3	13	16	78	69	65	19	13	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	123	2787	79611	98	99	99	534	515	496	NA	3	7	13	26	37	86	70	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1367	39016	97	99	99	548	528	511	NA	2	4	6	17	29	92	80	66	2	1	1
Male	58	1415	40519	98	98	98	519	503	482	NA	4	10	21	36	44	79	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	106	2153	36380	97	98	99	535	518	511	NA	2	4	13	25	30	86	72	65	1	1	1
Students with Disabilities	13	360	10664	87	94	94	472	468	440	NA	11	23	77	56	54	23	32	22	NA	1	1
Students without Disabilities	110	2427	68947	99	99	100	542	521	504	NA	2	4	5	22	34	94	76	61	1	1	1
Limited English Proficient Students	--	96	10362	--	96	97	--	453	438	--	18	22	--	59	57	--	23	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	118	2522	41985	98	99	100	536	517	511	NA	2	4	11	26	30	88	71	65	1	1	1

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

6th 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	128	2934	79327	92	99	98	560	537	518	2	9	19	7	13	20	51	56	46	41	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1475	38961	96	99	98	557	540	520	NA	8	16	9	13	20	52	56	48	39	24	16
Male	64	1456	40295	89	98	97	562	534	516	3	11	21	5	13	19	50	55	44	42	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	11	430	32327	85	99	98	555	515	499	9	19	27	9	19	25	55	50	41	27	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	106	2288	36373	92	98	98	558	541	538	1	7	10	8	12	14	51	57	52	41	24	25
Students with Disabilities	11	345	9321	48	91	87	512	486	467	18	39	54	9	24	22	64	31	21	9	6	3
Students without Disabilities	117	2589	70006	100	100	100	564	543	524	NA	6	14	7	11	19	50	59	49	44	24	18
Limited English Proficient Students	--	91	9431	--	98	95	--	473	466	--	56	53	--	21	27	--	18	18	--	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	126	2671	42230	94	99	99	561	539	535	2	8	11	6	13	15	51	56	50	41	23	24

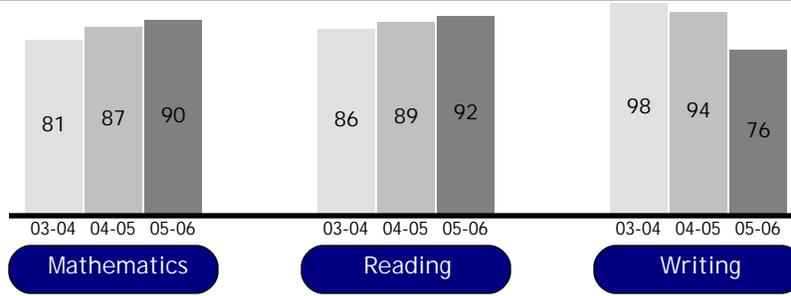
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2939	79501	94	99	98	526	514	497	2	5	10	8	16	25	79	73	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1477	39062	96	99	99	533	522	502	NA	3	8	9	12	23	77	76	64	14	8	5
Male	67	1458	40368	93	99	98	519	507	491	4	6	13	7	20	27	81	69	57	7	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	11	423	32389	85	97	98	521	496	478	9	11	16	NA	24	34	73	62	48	18	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	109	2300	36446	95	99	99	524	518	516	2	3	4	9	14	15	81	75	73	8	7	7
Students with Disabilities	14	350	9411	61	93	88	478	469	453	21	25	36	29	38	36	43	35	26	7	3	1
Students without Disabilities	117	2589	70090	100	100	100	531	520	502	NA	2	7	6	13	24	83	78	65	11	7	5
Limited English Proficient Students	--	87	9401	--	94	94	--	445	443	--	41	40	--	43	46	--	16	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	128	2676	42318	96	99	99	526	517	513	2	4	5	8	15	17	79	74	70	11	7	7

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	140	2943	80000	100	99	99	579	582	564	2	2	3	7	6	11	73	76	75	18	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1484	39288	100	99	99	606	597	579	NA	2	2	NA	2	6	69	72	77	31	25	16
Male	73	1455	40644	100	98	98	553	566	549	4	2	4	14	9	15	77	79	74	5	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	13	429	32672	100	98	99	558	564	548	NA	5	4	23	10	14	62	75	76	15	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	116	2297	36602	100	99	99	579	585	579	3	1	2	6	5	7	73	76	75	18	18	16
Students with Disabilities	23	358	9919	100	95	93	503	530	505	13	7	9	26	23	35	57	67	54	4	4	2
Students without Disabilities	117	2585	70081	100	100	100	593	588	571	NA	1	2	3	3	7	76	77	79	21	19	12
Limited English Proficient Students	--	88	9571	--	95	96	--	503	502	--	13	10	--	26	29	--	60	60	--	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	135	2678	42466	100	99	100	581	584	578	1	2	2	7	5	7	73	76	75	19	18	16

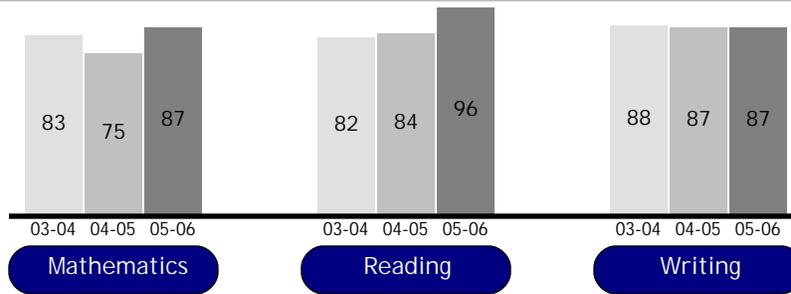
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	86	NA	58	100	65	57	47	100	68	59	46
	Language	93	87	61	50	100	70	58	47	100	80	63	48
	Mathematics	93	92	72	64	100	69	62	50	100	75	65	52
3	Reading	94	77	NA	55	100	65	55	44	95	65	59	46
	Language	94	82	70	61	100	62	53	44	95	63	58	46
	Mathematics	95	84	69	61	98	70	60	51	95	68	65	52
4	Reading	96	78	NA	56	99	66	57	48	95	78	63	52
	Language	99	69	63	52	99	67	59	49	98	80	65	52
	Mathematics	99	84	74	61	98	67	63	53	95	78	70	58
5	Reading	97	75	NA	55	100	63	60	50	91	76	67	56
	Language	97	70	60	49	100	64	59	50	98	75	65	54
	Mathematics	97	83	75	63	100	59	58	49	90	72	63	52
6	Reading	99	73	NA	56	99	74	61	51	94	73	67	56
	Language	99	70	60	48	99	69	58	47	100	70	61	50
	Mathematics	98	89	79	66	99	75	66	52	92	80	70	58

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."

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

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	9	4	0	2
10 or more years	6	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Media Center
- Ü Multi-Purpose room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü After School Intramural Sports
- Ü Chess Program
- Ü Computer Program
- Ü Hip Hip Dance
- Ü Art Program

Social Services

- Ü Before/After School Day Care
- Ü Facilities Usage Opportunities
- Ü Summer School Programs
- Ü Kindergarten Enrichment

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AIMS and Terra Nova scores are consistently above state and district averages.

- ü As reported on the Safe and Drug Free School Report, Copper Creek had zero percent students who committed substance abuse or severe violent acts on campus.

- ü The Copper Creek Jazz Band received a 'Superior' award for the participation in the Jazz Festival.

- ü The Copper Creek Student Council collected a total of 6,737 cans of food that were donated to the Westside Food Bank.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

The 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.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Brian Fineberg	(623) 376-3900
Transportation Policy	Kim Bethers	(602) 467-5072
Community Resources	Stephanie Tennille	(623) 376-3900
School Nutrition Programs	Chris Mahle	(623) 376-3900
Parent Organization	Roberta Scaramella	(623) 376-3900
Student Health/Nurse	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 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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.