

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cottonwood Elementary School

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

Casa Grande Elementary District
1667 N. Kadota, Casa Grande, AZ 85222-2708

Principal: Mr. Douglas Price
Schedule: 7:30 AM to 4:00 PM
Web Address: internal.cgelem.k12.az.us
E-mail: cwprin@casagrande.com

Grades: K-5
2002 Enrollment: 497
Phone: (520) 836-5601
Fax: (520) 836-1437

∨ School Overview ∨

Mission

Mission: The Cottonwood School community: Planting Seeds to Succeed, on the path to reading, writing, and math. Identity: Every one: a Special Person in this Special Place. (School Motto). Attitude: Every one: Positive, Responsible, Involved, Determined to give best Effort. (PRIDE).

Organization and Philosophy

- w Standards-based Curriculum
- w Responsibility Training
- w High Standards Academics/Behavior
- w Consistency Across Grades

Instructional Programs

- w Success For All reading program
- w Curriculum Enrichment
- w Close Collaboration at Grade Levels
- w Connections Across Grade Levels
- w Hands-on Science All Grade Levels
- w Site-based Staff Development
- w Integrated Language Approach
- w Strong Emphasis Math Facts/Other Basics

School/Academic Goals

- w Integrate and balance our commitment to the overall well-being of each child with state standards, district goals and school traditions. Assist each child to make at least one year's academic gain in math and reading.
- w Focus and strengthen parent-student involvement and commitment to core school values and goals. Work with parents to maintain reputation for solid academic program and character education.
- w Use on-site staff development to enhance an outstanding tradition of discipline and orderliness through use of the Positive Discipline program and Getting Along Together.
- w Integrate the new Success For All Program reading program in grades 1-5. Extend the program's strategies for instruction and cooperative learning throughout the curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	497
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

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

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Instructional Strategies
- w Curriculum Development
- w School Safety Issues
- w Extracurricular Activities
- w Student Discipline
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	1.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	2	0	0	0
10 or more years	6	8	0	0

∨ **Shared Responsibilities** ∨

School

We recognize that parents are the child's first and most important teachers. Open communication and mutual support are necessary for children to develop their full potential. Parents are welcome in the classroom any time, but please check with the office first. Newsletters are sent home from both the school and classrooms. Parent orientation is held at the beginning of each school year. Kindergarten Round-up brings our new five-year-olds, parents and staff together before the year begins.

Parents

For students to develop their full potential, parents must value education. Parents' support for the teacher, class assignments and responsible behavior is critical for the child's success. Each child must read (or be read to) at least 20 minutes each night as part of our Success for All reading program. Participation in parent/teacher conferences is extremely important.

∨ **Transportation Policy** ∨

Cottonwood is a neighborhood school. Most students walk or ride bikes. Kindergarten children are bused. The school provides extraordinary supervision at dismissal, and discipline to and from the campus, to ensure student safety and well-being.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/10/02 1/7/03 3/20/03 5/22/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:
Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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.

Special Facilities

- W Media Center at center of School
- W Art room
- W Computer Lab
- W Large Playing Fields

Extracurricular Activities

- W Student Council
- W Science Fair
- W Poetry, Essay, Creative Writing Contests
- W Organized Soccer at Recess
- W Young Authors Conference
- W Spelling Bee
- W Talent Show/Band/Chorus
- W After School Academic Program

School/Community Resources

- W Academic Intervention Liaison
- W Community Center for students
- W Strong Reputation
- W Parent Volunteers
- W Counselling agencies work with students
- W Neighborhood School Support
- W Mayor's Reading Club
- W Cottonwood PLUS (PTO)

∨ 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 Integration of new reading program: Success For All. Goal: All students reading at or above grade level by third grade with no regression thereafter.</p> <p>W Development of improved math instruction: Plan, Do, Check, Act. Using data from achievement tests, teachers plan instructional focus for 90 minutes of math each day, with re-teaching for those who haven't mastered performance objectives.</p> | <p>W PRIDE-Positive, Responsible, Involved, Determined to give their best Effort. One student from each class each month has his/her personal characteristics detailed in an assembly and newsletter. Peer modeling is more important than peer pressure.</p> <p>W Schoolwide Positive Discipline program integrated with Getting Along Together to provide direction and skills for social success in class and on the playground.</p> |
|---|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	7.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Essay Contest Winners	2002
Poetry Contest Winners	2002
Science Fair Winners	2002
Math Fair Winner	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	69	511	13%	28%	45%	14%
	School State	58840	524	9%	17%	45%	29%
Writing	School	68	517	21%	12%	62%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	70	487	23%	41%	29%	7%
	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

Reading	School	66	491	35%	21%	35%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	62	492	23%	34%	37%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	466	31%	41%	7%	21%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	94	36	60	--	--	--
2	Reading	--	--	--	100	29	50	89	25	52	98	28	53	76	38	57
	Language	--	--	--	100	22	40	100	14	43	100	17	44	80	23	48
	Mathematics	--	--	--	100	24	51	100	24	55	100	31	57	85	43	61
3	Reading	98	27	47	100	33	47	98	32	48	98	41	50	77	40	50
	Language	100	32	49	100	44	51	100	44	54	100	47	56	78	40	57
	Mathematics	100	26	46	100	37	49	94	32	52	100	40	54	82	43	56
4	Reading	89	35	53	100	38	54	99	35	54	100	42	55	78	44	55
	Language	93	30	47	100	34	49	98	42	48	100	38	50	80	41	50
	Mathematics	93	30	51	100	38	54	99	44	55	100	44	57	78	45	58
5	Reading	93	35	51	100	36	51	88	40	51	100	27	51	86	37	53
	Language	96	33	42	100	29	44	91	41	45	100	32	45	85	39	47
	Mathematics	96	45	51	100	40	54	91	47	55	100	35	57	86	43	59

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	77
Grades 3-4	79	72
Grades 4-5	60	61
Grades 5-6	***	***

*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

Cottonwood School has a fine reputation for a safe and orderly climate. Our students are not allowed to be aggressive in clothing, manners or behavior in the classroom or on the playground, or on their way to and from school. We believe that: Being assertive means standing up for what's right and fair; being aggressive means being forceful without respect or care. Positive Discipline and Getting Along Together lead disruptive students to take responsibility for their behavior and improvement.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,517	\$1,123,433
Classroom Supplies	\$45	\$20,274
Administration	\$498	\$222,387
Support Services-Students	\$308	\$137,480
Other Support Services and Operations	\$738	\$329,335
Total Expenditures- All Categories 2000-2001	\$4,106	\$1,832,909

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 ∨

	Name	Phone	Extension
School Site Council	Douglas Price	(520) 836-5601	
Transportation Policy	Paul Potts	(520) 836-5231	
Community Resources	Douglas Price	(520) 836-5601	
School Nutrition Programs	Betty Hornbeck	(520) 836-5601	
Parent Organization	Ange Mankel	(520) 836-5601	
Student Health/Nurse	G. Walker/S. Reed	(520) 836-5601	

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.

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