

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1667 N Kadota, Casa Grande, AZ 85222

Casa Grande Elementary 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 Performing Plus
2004-05 Performing Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Douglas Price
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address : cgelem.k12.az.us
Phone Number : (520) 836-5601
Fax Number : (520) 836-1437
E-mail : douglas.price@cgelem.k12.az.us

Mission

District Mission: Success for Every One-- The Responsibility is Yours and Mine. School Mission: Planting Seeds to Succeed on the path to reading writing and math. Identity: Everyone-- a Special Person in this Special Place (School Motto). Attitude: Everyone-- Positive, Responsible, Involved, Determined to give best Effort (PRIDE).

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 Out of Improvement

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

School / Academic Goals

- Û Integrate and balance our commitment to the overall well-being of each child with state standards, district goals and school traditions while assisting each child to make at least one year's academic gain in math and reading every year.
- Û Use data analysis to guide programs & decisions by principal, School Improvement Team, & staff.
- Û Teach each child to read at or above grade level by third grade, with no regression thereafter.
- Û Involve students in goal-setting for increased academic achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 633
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- ü Success For All Reading Program
- ü Plan-Do-Check -Act
- ü Planning Teams
- ü Curriculum Enrichment
- ü InstructionMotivationDiscipline
- ü PLATO software in lab
- ü Tutoring
- ü Band

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Parents are the child's first and most important teachers and are welcome in the classroom any time. Newsletters, parent orientation, reading celebrations and book fairs, Kindergarten Round-up, and regular parent-teacher conferences build support.

Parents

Parents' support for the teacher, class assignments and responsible behavior is critical for the child's success. Each child must read (or if Kindergarten or first grade, be read to) at least 20 minutes each night as part of our Success For All reading program.

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.

School Honors

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

Award/Honor	Year
ü Highest District AIMS , reading gr 3; math, gr 3,4, 5	2005
ü District Math Fair Winners	2005
ü Grant by Walmart, three years in a row	2005

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	100	739	80010	100	100	99	441	438	447	9	11	10	22	24	18	58	53	53	11	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	372	38935	100	100	99	446	437	447	4	10	9	21	24	19	65	57	55	10	9	17
Male	52	367	40974	100	100	98	435	439	448	13	12	11	23	23	18	52	50	52	12	15	19
African American	NC	31	4201	NC	100	99	NC	440	430	NC	3	17	NC	32	23	NC	55	51	NC	10	9
Hispanic	46	382	34545	98	100	99	439	431	432	9	14	14	22	24	24	59	55	53	11	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	47	3979	NC	100	96	NC	415	424	NC	15	17	NC	43	30	NC	43	47	NC	NA	6
White	35	274	35142	100	100	99	451	452	465	6	7	5	17	19	11	63	54	56	14	20	28
Students with Disabilities	11	81	10161	100	100	93	415	412	419	18	33	28	45	27	28	36	32	36	NA	7	8
Students without Disabilities	89	658	69849	100	100	100	444	441	451	8	8	7	19	23	17	61	56	56	12	12	19
Limited English Proficient Students	NC	100	14013	NC	97	97	NC	409	413	NC	23	24	NC	36	34	NC	40	39	NC	1	3
Migrant Students	NC	18	603	NC	95	96	NC	443	417	NC	11	22	NC	22	32	NC	44	42	NC	22	4
Economically Disadvantaged	76	490	39029	99	99	98	435	430	432	12	14	14	22	26	25	59	52	52	7	8	9
Non-Economically Disadvantaged	24	249	40981	100	100	100	458	454	462	NA	4	6	21	20	13	54	55	54	25	20	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	100	741	79438	100	100	98	452	446	451	9	11	9	30	27	24	47	54	56	14	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	373	38775	100	100	99	468	450	457	4	8	7	27	27	22	52	54	58	17	11	13
Male	52	368	40560	100	100	97	437	442	446	13	13	12	33	27	25	42	54	54	12	6	9
African American	NC	31	4178	NC	100	98	NC	456	439	NC	3	13	NC	42	29	NC	39	52	NC	16	6
Hispanic	46	383	34297	98	100	98	442	437	434	11	14	14	28	28	31	54	54	50	7	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	47	3940	NC	100	95	NC	426	429	NC	17	14	NC	36	36	NC	45	47	NC	2	3
White	35	275	34887	100	100	98	474	461	471	6	6	4	26	22	15	40	57	63	29	15	18
Students with Disabilities	11	81	9588	100	100	88	406	411	416	36	38	30	45	31	32	9	27	34	9	4	5
Students without Disabilities	89	660	69850	100	100	100	457	450	456	6	7	7	28	27	23	52	57	59	15	9	12
Limited English Proficient Students	NC	100	13856	NC	97	96	NC	410	407	NC	24	27	NC	42	43	NC	34	29	NC	NA	1
Migrant Students	NC	18	600	NC	95	96	NC	432	418	NC	17	22	NC	28	38	NC	56	39	NC	NA	2
Economically Disadvantaged	76	490	38685	99	99	97	446	437	435	11	13	14	33	32	32	42	48	50	14	7	5
Non-Economically Disadvantaged	24	251	40753	100	100	99	470	465	467	4	6	5	21	17	16	63	65	62	13	13	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	100	739	79971	100	100	99	418	415	423	7	7	8	44	49	41	49	42	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	373	38974	100	100	99	427	426	437	8	6	5	35	40	33	56	51	57	NA	2	4
Male	52	366	40895	100	99	98	410	403	410	6	8	10	52	58	47	42	32	41	NA	1	2
African American	NC	31	4203	NC	100	99	NC	426	411	NC	6	11	NC	32	45	NC	58	43	NC	3	2
Hispanic	46	382	34481	98	100	99	418	414	410	7	8	10	41	48	46	52	43	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	47	3995	NC	100	96	NC	406	409	NC	13	10	NC	47	47	NC	40	42	NC	NA	1
White	35	274	35150	100	100	99	425	417	437	6	6	5	49	53	35	46	39	56	NA	3	5
Students with Disabilities	11	79	10258	100	99	94	382	368	377	18	24	23	55	57	51	27	19	25	NA	NA	1
Students without Disabilities	89	660	69713	100	100	100	422	420	429	6	5	5	43	48	39	52	45	52	NA	2	3
Limited English Proficient Students	NC	100	13985	NC	97	97	NC	384	382	NC	14	18	NC	59	54	NC	27	27	NC	NA	0
Migrant Students	NC	18	608	NC	95	97	NC	405	389	NC	11	16	NC	39	50	NC	44	33	NC	6	0
Economically Disadvantaged	76	489	38994	99	99	98	413	409	409	8	9	10	46	51	47	46	40	41	NA	1	1
Non-Economically Disadvantaged	24	250	40977	100	100	100	432	427	437	4	5	5	38	44	34	58	46	56	NA	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	104	703	80147	100	100	99	480	480	482	12	11	11	14	16	17	56	52	49	18	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	367	39281	100	100	99	483	486	483	8	10	9	19	12	17	52	54	50	21	24	24
Male	52	336	40780	100	100	98	478	473	482	15	13	12	10	21	17	60	49	48	15	18	24
African American	NC	46	4249	NC	100	99	NC	471	464	NC	13	17	NC	24	22	NC	48	48	NC	15	13
Hispanic	46	381	33494	100	100	99	474	475	466	11	12	15	22	18	23	54	52	49	13	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	40	4117	NC	100	96	NC	459	456	NC	25	19	NC	23	27	NC	35	46	NC	18	8
White	41	228	36122	100	100	99	492	493	501	10	7	5	2	11	10	63	54	50	24	29	35
Students with Disabilities	11	85	10295	100	100	92	450	437	443	36	48	33	NA	13	26	64	29	33	NA	9	8
Students without Disabilities	93	618	69852	100	100	100	484	485	488	9	6	7	16	17	16	55	55	51	20	22	26
Limited English Proficient Students	NC	86	12722	NC	100	97	NC	446	441	NC	26	27	NC	23	33	NC	47	37	NC	5	3
Migrant Students	NC	20	622	NC	100	97	NC	460	454	NC	20	19	NC	25	30	NC	50	43	NC	5	8
Economically Disadvantaged	66	439	38371	100	100	97	477	471	465	15	14	15	15	19	23	52	49	49	18	17	13
Non-Economically Disadvantaged	38	264	41776	100	100	100	487	496	498	5	6	6	13	11	11	63	56	49	18	27	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	104	702	79686	100	100	98	469	463	470	10	11	11	31	29	24	47	52	57	13	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	367	39163	100	100	99	481	472	475	6	6	9	25	28	22	52	57	60	17	9	10
Male	52	335	40438	100	100	97	457	453	465	13	17	13	37	31	25	42	47	54	8	5	7
African American	NC	46	4228	NC	100	98	NC	462	458	NC	7	15	NC	39	28	NC	43	53	NC	11	4
Hispanic	46	381	33299	100	100	98	458	455	452	11	13	17	39	35	32	41	48	47	9	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	40	4087	NC	100	96	NC	446	446	NC	25	16	NC	25	38	NC	48	44	NC	3	2
White	41	227	35914	100	100	98	487	478	489	5	8	5	22	18	15	54	63	67	20	12	14
Students with Disabilities	11	84	9808	100	100	87	418	416	432	45	49	35	27	29	32	27	18	30	NA	5	3
Students without Disabilities	93	618	69878	100	100	100	475	469	475	5	6	8	31	29	23	49	57	61	14	7	9
Limited English Proficient Students	NC	86	12594	NC	100	96	NC	426	422	NC	27	34	NC	49	45	NC	23	21	NC	1	0
Migrant Students	NC	20	611	NC	100	95	NC	438	439	NC	20	22	NC	50	39	NC	25	37	NC	5	2
Economically Disadvantaged	66	439	38095	100	100	97	460	455	452	11	13	17	36	36	32	44	47	48	9	5	3
Non-Economically Disadvantaged	38	263	41591	100	100	99	485	477	486	8	9	6	21	19	16	53	62	65	18	11	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	104	703	80372	100	100	99	456	462	475	3	5	4	51	40	30	46	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	367	39452	100	100	99	469	478	488	2	2	3	42	30	22	56	67	72	NA	1	3
Male	52	336	40836	100	100	98	443	445	464	4	7	6	60	51	37	37	41	56	NA	0	1
African American	NC	46	4264	NC	100	99	NC	460	465	NC	2	5	NC	48	35	NC	50	59	NC	NA	1
Hispanic	46	381	33608	100	100	99	453	459	462	2	5	6	54	43	36	43	51	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	40	4128	NC	100	97	NC	441	464	NC	10	4	NC	55	39	NC	35	56	NC	NA	1
White	41	228	36213	100	100	99	463	471	489	2	4	2	46	32	22	51	64	72	NA	1	3
Students with Disabilities	11	85	10526	100	100	94	399	399	427	18	25	15	82	62	53	NA	12	31	NA	1	1
Students without Disabilities	93	618	69846	100	100	100	463	470	482	1	2	3	47	37	26	52	61	69	NA	0	2
Limited English Proficient Students	NC	86	12747	NC	100	97	NC	428	432	NC	13	12	NC	60	52	NC	27	36	NC	NA	0
Migrant Students	NC	20	621	NC	100	97	NC	434	452	NC	20	9	NC	45	40	NC	35	51	NC	NA	0
Economically Disadvantaged	66	439	38521	100	100	98	449	455	461	5	5	6	58	46	38	38	48	55	NA	NA	1
Non-Economically Disadvantaged	38	264	41851	100	100	100	468	475	489	NA	3	3	39	30	22	61	65	72	NA	1	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	109	708	79306	100	100	99	524	507	504	6	12	13	12	18	20	48	50	49	35	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	343	38845	100	100	99	527	512	505	4	7	11	15	17	20	46	54	50	35	21	18
Male	61	365	40383	100	100	98	522	502	504	7	16	14	10	18	19	49	46	47	34	20	19
African American	NC	42	4171	NC	100	98	NC	496	485	NC	14	20	NC	17	26	NC	52	44	NC	17	10
Hispanic	61	376	32673	100	100	99	522	501	487	5	12	18	11	20	25	54	50	46	30	18	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	98	97	NC	490	479	NC	20	22	NC	27	29	NC	43	43	NC	11	7
White	34	229	36234	100	100	99	538	520	523	3	9	6	9	13	13	44	51	52	44	28	28
Students with Disabilities	13	92	10286	100	100	91	471	460	462	23	42	41	23	26	27	54	27	27	NA	4	5
Students without Disabilities	96	616	69020	100	100	100	531	513	510	3	7	9	10	17	18	47	53	52	40	23	21
Limited English Proficient Students	NC	66	10291	NC	100	96	NC	464	458	NC	32	38	NC	33	34	NC	30	26	NC	5	2
Migrant Students	--	17	630	--	100	95	--	503	478	--	12	24	--	18	27	--	59	43	--	12	6
Economically Disadvantaged	77	469	37437	100	100	97	517	497	486	5	14	19	14	22	26	51	49	46	30	16	9
Non-Economically Disadvantaged	32	239	41869	100	100	100	542	527	521	6	6	7	6	11	14	41	53	51	47	30	27

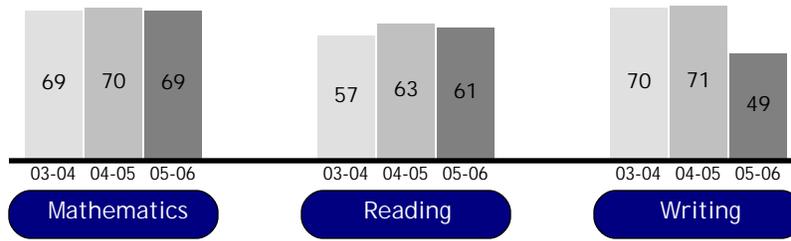
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	706	79000	99	100	98	486	482	489	9	10	10	23	27	24	61	57	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	342	38774	98	99	99	491	490	494	6	4	7	17	25	22	68	64	61	9	7	10
Male	61	364	40150	100	100	98	482	475	485	11	16	12	28	29	25	56	50	55	5	4	8
African American	NC	42	4153	NC	100	98	NC	482	476	NC	12	13	NC	26	30	NC	57	53	NC	5	4
Hispanic	60	375	32508	100	100	98	487	478	472	10	12	15	17	27	33	68	57	49	5	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	98	96	NC	468	467	NC	13	14	NC	43	37	NC	43	46	NC	2	2
White	34	228	36135	100	100	98	490	492	508	9	8	4	26	23	14	53	60	67	12	9	15
Students with Disabilities	12	90	9991	92	100	88	443	437	449	25	42	33	50	40	36	25	17	29	NA	1	2
Students without Disabilities	96	616	69009	100	100	100	491	488	495	7	6	6	20	25	22	66	63	62	7	6	10
Limited English Proficient Students	NC	66	10199	NC	100	95	NC	444	439	NC	36	35	NC	41	47	NC	23	18	NC	NA	0
Migrant Students	--	17	629	--	100	95	--	467	457	--	18	22	--	24	41	--	59	37	--	NA	1
Economically Disadvantaged	77	468	37234	100	100	97	479	473	472	10	13	15	25	31	33	61	53	50	4	3	3
Non-Economically Disadvantaged	31	238	41766	97	100	99	501	501	505	6	5	5	19	19	16	61	65	65	13	11	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	109	708	79611	100	100	99	488	482	496	3	8	7	52	46	37	44	45	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	343	39016	100	100	99	505	503	511	2	3	4	35	35	29	60	61	66	2	1	1
Male	61	365	40519	100	100	98	476	462	482	3	13	10	66	56	44	31	31	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	464	486	NC	14	9	NC	40	40	NC	45	50	NC	NA	0
Hispanic	61	376	32855	100	100	99	485	478	481	5	10	10	52	49	43	41	41	47	2	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	56	3992	NC	98	96	NC	465	478	NC	7	10	NC	64	46	NC	29	44	NC	NA	0
White	34	229	36380	100	100	99	499	496	511	NA	5	4	41	38	30	59	57	65	NA	0	1
Students with Disabilities	13	92	10664	100	100	94	435	400	440	15	36	23	62	53	54	15	10	22	8	1	1
Students without Disabilities	96	616	68947	100	100	100	495	493	504	1	4	4	51	45	34	48	51	61	NA	0	1
Limited English Proficient Students	NC	66	10362	NC	100	97	NC	435	438	NC	24	22	NC	64	57	NC	12	21	NC	NA	NA
Migrant Students	--	17	636	--	100	96	--	463	467	--	12	14	--	59	47	--	29	38	--	NA	0
Economically Disadvantaged	77	469	37626	100	100	98	483	469	479	3	11	10	56	53	45	40	36	45	1	0	0
Non-Economically Disadvantaged	32	239	41985	100	100	100	501	507	511	3	3	4	44	33	30	53	64	65	NA	0	1

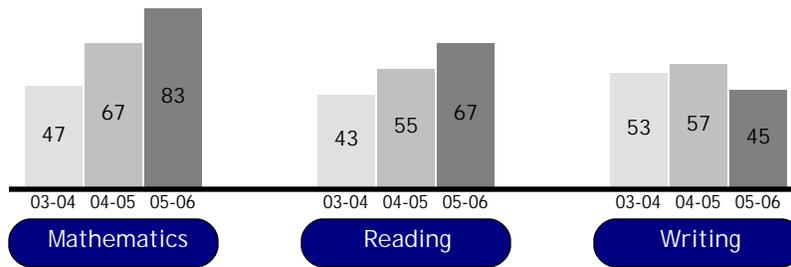
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	42	NA	58	99	46	45	47	98	46	44	46
	Language	99	30	34	50	99	47	46	47	98	41	44	48
	Mathematics	99	72	67	64	98	55	49	50	98	44	43	52
3	Reading	96	32	NA	55	100	40	39	44	100	50	43	46
	Language	96	36	44	61	100	44	41	44	100	44	41	46
	Mathematics	95	56	54	61	100	51	47	51	100	44	43	52
4	Reading	95	33	NA	56	100	48	44	48	100	52	48	52
	Language	98	34	38	52	100	49	44	49	100	44	44	52
	Mathematics	98	58	58	61	100	59	53	53	100	54	54	58
5	Reading	100	34	NA	55	95	46	44	50	98	56	50	56
	Language	99	33	36	49	95	46	44	50	99	54	46	54
	Mathematics	100	64	56	63	95	45	48	49	99	58	50	52

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)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	4	0	0
10 or more years	3	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	19
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center at Center of School
- Ü Computer Lab, PLATO Reading & Math
- Ü Tutoring rooms
- Ü Large grass playgrounds

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Announcers' Club
- Ü Bobcat Den for Young Readers
- Ü Young Authors Conference
- Ü Reading Buddies
- Ü Spelling Bee
- Ü Accelerated Reader Program

Social Services

- Ü Academic Intervention
- Ü Behavior Intervention
- Ü School Psychologist
- Ü Getting-Along-Together Behavior Support
- Ü Family Partnership Teams
- Ü Counseling agencies work on campus
- Ü OASIS After-School Program
- Ü Parent Nights for Reading & Math

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continuous improvement in reaching our goal: all students reading at or above grade level by third grade with no regression thereafter. We started measuring four years ago, with 22% of students reading at/above grade level. Year-end 2006 was 64 %.
- ü 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.
- ü 81% of Cottonwood families responded to the annual district survey. 94% of these families rated the overall school quality as 'A' or 'B'.
- ü An increasing number of our students are becoming more aware and involved in improving their level of reading.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	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

Our students are not allowed to be aggressive in clothing, manners or behavior in the classroom, on the playground, or on their way to/from school. Getting Along Together and Positive Discipline support cooperative, respectful behavior.

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	Douglas Price	(520) 836-5601
Transportation Policy	Paul Potts	(520) 836-5231
Community Resources	Douglas Price	(520) 836-5601
School Nutrition Programs	Kimberly Swartz	(520) 836-5601
Parent Organization	Mike & Monica Gaffney	(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. "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.