

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cottonwood Elementary School

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

Cottonwood-Oak Creek Elementary District
301 N. Willard, Cottonwood, AZ 86326
Mailing Address: 1 N. Willard Street, Cottonwood, AZ 86326

Principal: Ms. Barbara U'Ren

Schedule: 7:30 AM to 4:00 PM

Web Address: www.cocsd.k12.us/ces/index.htm

E-mail: buren@cocsd.k12.az.us

Grades: K-5

2002 Enrollment: 662

Phone: (928) 634-2191

Fax: (928) 639-0467

∨ School Overview ∨

Mission

Demands of the 21st Century require that students use individual and cooperative talents and skills to interact successfully in a complex society. CES will develop and utilize instructional methods and materials which are based on the seven intelligences (Mathematical Logical, Verbal, Musical, Visual Spatial, Bodily Kinesthetic, Interpersonal, Intrapersonal). This will enable each student to develop mind, body and heart to the fullest extent, and to participate productively in our community.

Organization and Philosophy

- w Accelerated School
- w Unity of Purpose
- w Building Upon Individual Strengths
- w Empowerment Coupled with Responsibility

Instructional Programs

- w At-risk Preschool
- w Full-day Kindergarten
- w Reading Renaissance
- w Advance Learner Program
- w Collaborative Literacy Intervention Prg.
- w ELL Learner
- w Afterschool Enrichment Programs

School/Academic Goals

- w All students will improve reading skills at each grade level as evidenced by districtwide standardized testing. All students will receive daily reading instruction supplemented by Reading Recovery, CLIP and Reading Renaissance.
- w All students will improve their writing skills as evidenced by plan assessment, the Six Trait Writing Rubric and AIMS. Every student will receive weekly instruction using the Six Trait Writing Rubric.
- w All students will be provided a math program which meets the NCTM standards, rich in content with practical strategies for problem solving and test taking.
- w All English Language Learners (ELL) students will increase their English language skills as evidenced by the ELL teacher, classroom teacher, observations, assessments and Stanford 9 achievement.

Enrollment

October 1, 2001 School Year Student Enrollment:	611
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	602

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

Council Duties

- w Input--Community/Staff/Students
- w Access Cadre Recommendations
- w Take Recommendations to School as Whole
- w Recommend Staff Development
- w Recommend School as a Whole

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	20.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	45	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	3	0	0
10 or more years	9	12	0	0

∨ **Shared Responsibilities** ∨

School

Cottonwood Elementary School provides a safe, non-threatening environment with high academic standards in which all students are expected to learn, follow school procedures and take responsibilities by making no excuses. Students respect the cultural differences of other students and their families and honor the Cottonwood Elementary School-Parent Compact.

Parents

Parents are expected to be aware of school rules and policies. Parents are expected to maintain knowledge of school activities. They are to be supportive by having their children to school on time, helping with homework and holding the same high expectations for their children as the school. Parents are expected to honor the Cottonwood Elementary School-Parent Compact.

∨ **Transportation Policy** ∨

The COCSD Board authorizes the administration to provide regular school bus transportation to and from school for the following categories: Special education students whose handicapping conditions require transportation as indicated on their Individual Education Plan; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided and students who live more than one mile from school.

∨ **Calendar Information** ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	5 hrs. 25 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/10/03	3/14/03	5/23/03
----------	---------	---------	---------

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 Multipurpose Building | W Computer Lab |
| W Soccer/Baseball Fields | W Library/Learning Center |

Extracurricular Activities

- | | |
|-------------------|---------------------|
| W Einstein Math | W Reading Explosion |
| W Student Council | W Jump Team |
| W Band | W Chorus |
| W Astronomy Club | W Drama |

School/Community Resources

- | | |
|---------------------------|------------------------|
| W Counseling Services | W Adult ESOL Education |
| W Recreational Activities | |

∨ 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

w 2001-02 Reading Renaissance Model School. w 2000-01 Distinguished Title I School.

w 1999-2000 First Reading Renaissance Model School in Arizona. w 1998 Member of the Stanford University Accelerated Schools Program.

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	18.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.4 %	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
County Teacher of the Year Finalists	1998
District & Regional Poetry Winners	1998
First Reading Renaissance School in Arizona	1999
Distinguished Title I School	2000

∨ 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	82	511	16%	18%	49%	17%
	School State	58840	524	9%	17%	45%	29%
Writing	School	78	523	14%	21%	58%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	82	508	16%	26%	34%	24%
	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	84	498	30%	20%	44%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	486	29%	33%	32%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	84	480	18%	54%	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	--	--	--	--	--	--	--	--	--	56	53	60	--	--	--
2	Reading	--	--	--	100	43	50	88	52	52	63	54	53	62	50	57
	Language	--	--	--	100	27	40	93	40	43	68	48	44	65	49	48
	Mathematics	--	--	--	100	40	51	93	50	55	68	53	57	64	60	61
3	Reading	93	37	47	100	47	47	89	49	48	85	42	50	78	43	50
	Language	100	31	49	100	45	51	94	40	54	85	45	56	81	49	57
	Mathematics	99	28	46	100	48	49	95	46	52	87	43	54	81	41	56
4	Reading	95	46	53	100	55	54	83	55	54	75	53	55	88	51	55
	Language	100	31	47	100	36	49	86	40	48	77	43	50	90	44	50
	Mathematics	100	29	51	100	40	54	87	51	55	77	57	57	89	62	58
5	Reading	89	39	51	100	45	51	96	49	51	88	46	51	83	43	53
	Language	98	27	42	100	31	44	100	42	45	89	43	45	87	37	47
	Mathematics	95	35	51	100	38	54	100	50	55	89	49	57	87	46	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	61	61
Grades 3-4	77	94
Grades 4-5	50	55
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 Elementary School requires all visitors to sign-in at the office. Upon sign-in completion, the individual wears a visitor badge during their duration on campus. Additionally, parents or guardians are required to check their children out for appointments through the front office. Once parent or guardian verification is secured, the office notifies the student's teacher in order to have the student report to the office.

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	\$2,460	\$1,473,377
Classroom Supplies	\$42	\$25,297
Administration	\$530	\$317,682
Support Services-Students	\$283	\$169,444
Other Support Services and Operations	\$645	\$386,390
Total Expenditures- All Categories 2000-2001	\$3,960	\$2,372,190

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	Barbara J. U'Ren	(928) 634-2191	1112
Transportation Policy	Debra Latimore	(928) 634-9679	139
Community Resources	NDS		
School Nutrition Programs	Denise Bridenbach	(928) 639-4703	
Parent Organization	Stephanie Phyfer	(928) 634-2191	1111
Student Health/Nurse	Deborah Randall	(928) 634-7209	1413

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."