

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

301 N Willard St, Cottonwood, AZ 86326

Cottonwood-Oak Creek 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)

2004-05	Performing Plus
2003-04	Underperforming
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mrs. Denise Kennedy
 Schedule : 07:30 AM to 04:00 PM
 Grades : 3-5
 2005 Enrollment : 518
 Web Address : www2.cocsd.k12.az.us/ces/
 Phone Number : (928) 634-2191
 Fax Number : (928) 639-0467
 E-mail : dkennedy@cocsd.k12.az.us

Mission

Cottonwood Elementary School fully supports the Cottonwood Oak Creek School District's mission statement which is: students will be provided the tools necessary to develop the highest possible level of achievement and encouraged to be lifelong learners through: 1) Partnership with family and community; 2) Highest level of staff training; 3) Excellent facilities; 4) Embracing cultural diversity; 5) Providing a wide range of learning methods and experiences in a safe environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü All students will improve reading skills at each grade level as evidenced by benchmark assessments in fall, winter, and spring using the DIBELS and Galileo ATI Model Test or the Benchmark planner feature in Galileo K-12.
- ü All students will improve their writing skills as evidenced by the district writing assessment and the AIMS/DPA. Instruction is based on the Six Trait Writing Rubric.
- ü All students will improve math skills at each grade level as evidenced by district math benchmark in Galileo assessments and AIMS/DPA.
- ü Reading Intervention will be available for students who are in Title 1 and Special Education. The curriculum will be Reading Mastery, Corrective Reading, and Fast Track which are all scientifically research based.

Enrollment

October 1, 2004 School Year Student Enrollment : 498
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü Integrated Curriculum and Instruction
- ü On-site Special Education
- ü Reading Mastery and Corrective Reading
- ü Advance Learner Program (ALPs)
- ü Sheltered Emmersions Strategies
- ü Accelerated Reading
- ü Compensatory After School Tutoring Class
- ü Behavioral Intervention Class

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Cottonwood Elementary School provides a safe, non-threatening environment where all students are expected to have high academic standards; follow school procedures as outlined in the school handbook/agenda; and accept responsibility for learning and choice of behaviors. Students are expected to respect self and others. PTO and Site Council meet monthly; a monthly newsletter is sent home; Title 1 parent nights and Parent/teacher conferences are a minimum of twice a year each.

Parents

Parents are expected to have their child arrive on time and attend school regularly. Parents are expected to be familiar with the school rules and policies through the school handbook, school newsletters and communication with their child's and teacher. Parents are expected to support the educational process by helping with homework and teach their child to be respectful, responsible and accountable for his/her behavior and attitude toward learning.

Transportation Policy

The COCSD Board authorizes the administration to provide regular school bus transportation to and from school for Special Education students whose handicapping conditions require transportation and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Model School	2002
ü Three students placed to compete in the Junior Olympics	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	183	309	79306	100	100	99	436	428	445	15	15	10	20	20	18	54	55	51	11	11	20
All Students (Prior Year)	102	254	75509	95	98	100	471	503	521	43	21	13	30	28	23	18	27	33	8	24	31
Female	86	147	38691	99	100	99	433	423	446	12	15	10	27	22	18	52	53	52	9	10	20
Male	97	162	40583	100	100	99	439	432	445	18	15	11	13	17	18	56	57	50	13	11	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	60	98	32869	100	100	99	420	412	429	22	23	15	31	28	25	45	44	51	2	5	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	119	206	36197	100	100	99	443	434	463	12	11	5	15	16	11	58	60	53	15	12	31
Students with Disabilities	12	28	10321	100	100	100	402	302	389	63	55	30	0	14	27	25	27	34	13	5	9
Students without Disabilities	171	281	69060	99	100	98	438	438	454	12	11	7	21	20	17	56	57	54	11	11	22
Limited English Proficient Students	40	71	15509	100	100	100	412	385	406	30	31	20	28	27	30	40	39	45	2	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	108	178	39415	99	97	96	424	427	431	19	17	15	24	23	25	53	54	50	4	6	10
Non-Economically Disadvantaged	75	131	39966	100	100	100	452	428	459	10	12	6	14	16	12	56	56	52	20	17	30

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	183	309	79395	100	0	99	437	428	446	14	14	9	27	27	25	55	54	55	4	4	11
All Students (Prior Year)	102	253	75492	95	98	100	496	514	519	33	18	12	25	15	16	30	49	47	12	18	24
Female	86	147	38743	99	0	100	437	428	451	12	15	7	31	24	24	53	54	57	4	6	12
Male	97	162	40618	100	0	99	438	428	440	17	14	11	24	30	27	56	54	53	4	2	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	60	98	32915	100	0	99	415	407	426	25	24	15	35	30	35	39	45	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	119	206	36221	100	0	99	447	437	465	9	10	4	24	26	15	61	58	63	6	6	17
Students with Disabilities	12	28	10331	100	0	100	393	296	388	25	45	25	63	32	37	13	23	34	0	0	4
Students without Disabilities	171	281	69139	99	0	99	440	440	454	14	12	7	25	27	24	57	57	58	4	4	11
Limited English Proficient Students	40	71	15545	100	0	100	407	380	399	35	33	21	28	27	42	37	40	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	108	178	39484	99	0	96	425	426	429	20	18	14	31	30	35	48	51	47	1	1	4
Non-Economically Disadvantaged	75	131	39986	100	0	100	454	431	461	7	10	4	23	23	16	63	59	63	7	8	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	180	305	78869	99	100	99	418	415	442	11	11	6	26	26	21	57	57	63	5	6	10
All Students (Prior Year)	97	249	75053	91	96	99	489	558	597	33	16	7	21	14	12	47	67	72	0	3	9
Female	85	145	38536	98	99	99	444	433	458	5	8	4	19	19	15	69	65	67	6	8	14
Male	95	160	40302	100	100	99	395	399	428	17	13	8	33	32	26	46	50	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	59	97	32606	98	99	98	379	381	426	28	26	8	26	22	27	42	46	60	4	6	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	117	203	36078	99	100	99	436	430	459	4	4	4	27	27	16	64	63	66	6	6	14
Students with Disabilities	11	26	10246	100	100	100	353	257	367	29	33	18	43	43	39	14	19	40	14	5	4
Students without Disabilities	169	279	68697	98	99	98	421	428	454	11	9	4	26	25	18	59	60	67	5	6	11
Limited English Proficient Students	39	70	15339	98	100	100	376	354	399	24	26	11	31	27	31	45	45	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	106	175	39106	97	96	95	402	410	427	13	12	8	33	33	28	50	50	59	3	5	5
Non-Economically Disadvantaged	74	130	39837	100	100	100	439	422	457	9	9	4	17	17	14	67	67	67	7	8	15

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	169	287	78906	100	100	99	509	495	498	12	11	13	13	14	19	55	58	48	20	16	20
All Students (Prior Year)	99	260	76019	100	100	100	504	508	499	12	9	14	34	37	39	16	15	14	37	39	33
Female	80	138	38644	100	100	99	508	497	500	11	10	12	9	10	19	61	65	49	19	15	19
Male	88	148	40236	99	98	99	510	494	497	14	13	15	16	18	19	49	52	46	21	17	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	53	94	31938	100	100	99	475	462	481	27	17	19	27	23	25	41	53	46	5	6	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	111	186	36483	99	99	99	522	511	517	7	9	7	8	10	13	59	60	51	26	21	30
Students with Disabilities	10	25	10664	100	100	100	460	362	430	38	41	42	38	36	27	13	18	26	13	5	5
Students without Disabilities	159	262	68310	99	100	98	512	508	509	11	9	9	12	12	18	58	62	51	20	17	22
Limited English Proficient Students	25	49	12573	100	100	100	464	440	454	33	22	27	33	32	30	33	46	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	105	169	38679	99	98	96	490	489	483	18	18	20	18	16	25	54	59	45	9	7	10
Non-Economically Disadvantaged	64	118	40295	100	100	100	535	504	513	3	4	7	5	12	13	57	57	50	35	28	30

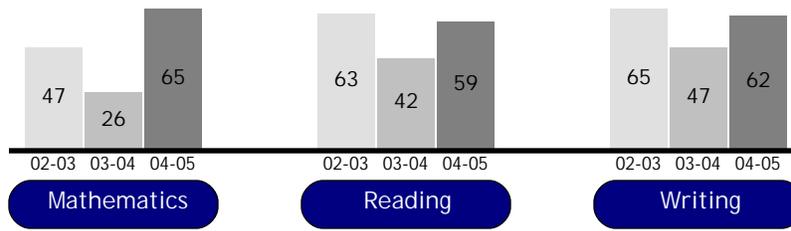
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	287	78908	100	0	99	498	485	484	7	9	10	16	16	23	69	68	58	9	7	9
All Students (Prior Year)	99	260	76020	100	100	100	503	506	503	21	21	25	22	19	23	49	47	40	8	13	12
Female	80	138	38648	100	0	99	502	492	489	5	5	8	15	14	22	70	73	61	9	8	10
Male	88	148	40233	99	0	99	493	478	479	8	12	12	16	18	25	67	63	55	8	6	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	53	94	31940	100	0	99	469	450	465	17	14	16	29	30	32	51	53	49	2	4	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	111	186	36502	99	0	99	510	501	502	3	6	4	10	10	14	75	75	67	12	9	15
Students with Disabilities	10	25	10665	100	0	100	430	345	423	50	59	30	38	18	36	13	23	31	0	0	2
Students without Disabilities	159	262	68312	99	0	98	502	498	493	4	4	7	14	16	21	72	72	62	9	8	10
Limited English Proficient Students	25	49	12556	100	0	100	457	428	436	18	17	24	39	36	40	42	47	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	105	169	38662	99	0	96	485	482	468	9	11	16	22	22	32	66	64	49	3	3	3
Non-Economically Disadvantaged	64	118	40315	100	0	100	517	488	498	3	6	5	7	8	15	73	73	66	17	12	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	169	287	78750	100	100	99	504	501	500	6	5	6	26	24	29	67	68	63	1	2	2
All Students (Prior Year)	99	260	75673	100	100	100	503	511	530	21	18	12	23	24	25	52	53	58	4	5	4
Female	80	138	38586	100	100	99	518	515	515	3	3	4	20	17	22	77	78	71	0	2	3
Male	88	148	40135	99	98	99	489	486	486	10	8	8	32	31	35	56	58	56	3	3	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	53	94	31841	100	100	99	474	463	483	12	9	8	39	32	36	49	58	55	0	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	111	186	36440	99	99	99	515	517	516	4	4	3	21	21	22	74	72	71	2	3	4
Students with Disabilities	10	25	10622	100	100	100	409	340	415	38	27	21	38	41	50	25	27	28	0	5	1
Students without Disabilities	159	262	68196	99	100	98	509	515	513	4	3	3	25	23	25	69	72	69	1	2	3
Limited English Proficient Students	25	49	12504	100	100	100	467	444	451	12	8	12	48	42	44	39	47	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	105	169	38558	99	98	96	494	500	485	7	7	8	31	28	37	61	63	54	1	2	1
Non-Economically Disadvantaged	64	118	40260	100	100	100	517	501	514	5	4	3	18	19	21	75	75	72	2	3	4

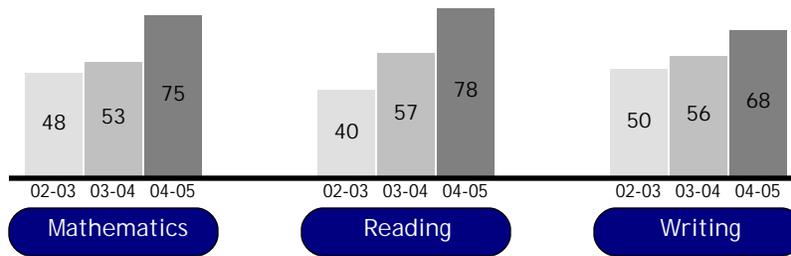
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	100	29	48	47	92	33	NA	55	100	39	39	44
	Language	100	39	51	54	98	30	45	61	100	37	37	44
	Mathematics	100	41	56	54	98	31	43	61	100	45	45	51
4	Reading	98	46	57	52	99	51	NA	56	100	40	45	48
	Language	100	41	52	48	98	42	53	52	100	40	44	49
	Mathematics	99	52	62	57	98	51	62	61	100	49	51	53
5	Reading	100	41	54	50	98	56	NA	55	100	55	54	50
	Language	100	36	46	46	98	46	53	49	100	52	51	50
	Mathematics	100	52	61	57	98	58	64	63	100	52	50	49

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

Council Duties

- Ü School/Business/Community Relations
- Ü Instructional Programs
- Ü School Improvement
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	20.00
Other Professional Staff	8.10	Teacher Aide	6.35

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	1	0	0
10 or more years	7	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Building
- Ü Technology Lab
- Ü Library

Extracurricular Activities

- Ü MAC-Ro Math Club
- Ü Beg. and Intermed. Band
- Ü Student Council/Leadership Club
- Ü Jump Team/Club
- Ü Chorus
- Ü Astronomy Club
- Ü Drama Club
- Ü After School Tutoring

Social Services

- Ü Counseling Services
- Ü Free Breakfast Program
- Ü Buena Vista Children' Discovery Program
- Ü School Registered Nurse
- Ü Lunch Program
- Ü Clothing Bank
- Ü Community Recreational Programs
- Ü On Site NAU Extention Classes

School Achievements/Accomplishments 2004-05

- ü Professional development for teachers in curriculum mapping of the essential standards in reading and math.

- ü Three students from Cottonwood Elementary School competed in the National Junior Olympics in New Orleans, LA in June. One placed 9th overall.

- ü Students and teachers worked with professional resident artist through the Verde Valley Art Connection, creating and developing an appreciation for the fine arts.

- ü Leadership Club and three classrooms partnered with LightHeart Organization to create a relationship between our students and seniors in our community.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

All visitors are required to report to the office and wear a visitor's badge during their stay on campus. They must also sign out the time they depart. No one is allowed to remove a child from the classroom or campus without a release from the office. Cottonwood Elementary School has a crisis plan coordinated with the community agencies which is practiced in accordance with district policy. 'Best Character Education' program targeting life skills, 'Just Say No to Drugs' drug awareness.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Denise Kennedy	(928) 634-2191
Transportation Policy	Debra Latimore	(928) 634-9679
Community Resources	Norma Sneider	(928) 634-2191
School Nutrition Programs	Denise Bridenbach	(928) 639-4703
Parent Organization	Lori Simmons	(928) 634-2191
Student Health/Nurse	Tricia Hill	(928) 634-7209

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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