

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Underperforming

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

School Overview

Principal/Administrator : Mr. Randy Koeppe
 Schedule : 07:30 AM to 04:00 PM
 Grades : 3-5
 Web Address : www2.cocsd.k12.az.us/ces/
 Phone Number : (928) 634-2191
 Fax Number : (928) 639-0467
 E-mail : rkoeppe@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)

2005-06	Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 517
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- Integrated Curriculum and Instruction
- On-site Special Education
- Reading Mastery and Corrective Reading
- Advance Learner Program (ALPs)
- Sheltered Immersions Strategies
- Accelerated Reading
- Compensatory After School Tutoring Class
- 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
• Reading Renaissance Model School	2002
• 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	177	281	80010	100	100	99	445	444	447	10	10	10	20	18	18	54	58	53	17	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	130	38935	100	100	99	441	442	447	7	10	9	26	19	19	52	58	55	15	12	17
Male	95	151	40974	99	99	98	448	446	448	12	10	11	15	17	18	55	58	52	19	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	70	106	34545	99	99	99	422	428	432	20	18	14	27	22	24	44	51	53	9	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	102	166	35142	100	100	99	463	456	465	1	4	5	15	16	11	61	63	56	24	17	28
Students with Disabilities	15	24	10161	100	96	93	411	406	419	33	33	28	33	38	28	20	21	36	13	8	8
Students without Disabilities	162	257	69849	100	100	100	448	447	451	7	8	7	19	16	17	57	61	56	17	14	19
Limited English Proficient Students	37	54	14013	100	100	97	402	405	413	32	33	24	35	30	34	32	37	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	120	179	39029	98	98	98	435	437	432	12	11	14	23	20	25	54	60	52	11	9	9
Non-Economically Disadvantaged	57	102	40981	100	100	100	466	457	462	5	9	6	12	15	13	53	55	54	30	22	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	177	280	79438	100	99	98	445	445	451	13	11	9	21	24	24	58	57	56	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	130	38775	100	100	99	445	448	457	10	9	7	27	26	22	55	55	58	9	9	13
Male	95	150	40560	99	98	97	444	443	446	16	13	12	17	23	25	60	58	54	7	7	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	70	106	34297	99	99	98	421	426	434	24	21	14	29	28	31	44	47	50	3	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	102	165	34887	100	99	98	462	459	471	4	4	4	17	22	15	68	64	63	12	10	18
Students with Disabilities	15	23	9588	100	92	88	393	390	416	53	52	30	13	17	32	33	30	34	NA	NA	5
Students without Disabilities	162	257	69850	100	100	100	449	450	456	9	7	7	22	25	23	60	59	59	9	9	12
Limited English Proficient Students	37	54	13856	100	100	96	393	397	407	41	37	27	35	37	43	24	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	120	179	38685	98	98	97	431	436	435	18	14	14	27	28	32	53	54	50	3	4	5
Non-Economically Disadvantaged	57	101	40753	100	100	99	473	462	467	4	6	5	11	18	16	68	62	62	18	14	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	174	277	79971	98	98	99	418	421	423	9	8	8	45	44	41	41	43	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	129	38974	100	100	99	435	437	437	5	6	5	36	31	33	52	56	57	7	7	4
Male	93	148	40895	97	97	98	402	408	410	13	9	10	54	56	47	32	32	41	1	3	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	67	102	34481	94	95	99	399	409	410	16	13	10	48	46	46	31	36	43	4	5	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	102	166	35150	100	100	99	433	431	437	3	4	5	45	44	35	48	47	56	4	5	5
Students with Disabilities	14	22	10258	93	88	94	356	356	377	36	32	23	43	50	51	21	18	25	NA	NA	1
Students without Disabilities	160	255	69713	99	99	100	423	426	429	7	6	5	46	44	39	43	45	52	4	5	3
Limited English Proficient Students	35	51	13985	97	96	97	358	368	382	31	25	18	51	55	54	17	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	118	176	38994	97	97	98	402	410	409	14	11	10	53	48	47	31	40	41	3	2	1
Non-Economically Disadvantaged	56	101	40977	100	100	100	451	441	437	NA	3	5	30	39	34	63	49	56	7	10	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	182	303	80147	100	99	99	472	475	482	12	13	11	21	18	17	52	50	49	15	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	148	39281	100	100	99	469	471	483	14	17	9	20	18	17	51	47	50	15	18	24
Male	91	155	40780	100	99	98	475	479	482	10	9	12	22	19	17	53	54	48	15	18	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	61	100	33494	100	100	99	455	462	466	20	18	15	26	23	23	46	46	49	8	13	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	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	114	194	36122	100	99	99	481	482	501	8	10	5	18	16	10	54	52	50	20	21	35
Students with Disabilities	13	32	10295	100	94	92	419	425	443	46	47	33	31	22	26	15	28	33	8	3	8
Students without Disabilities	169	271	69852	100	100	100	476	480	488	9	9	7	20	18	16	54	53	51	16	20	26
Limited English Proficient Students	37	56	12722	100	100	97	437	433	441	27	29	27	32	32	33	41	39	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	112	181	38371	99	99	97	458	462	465	15	17	15	28	25	23	49	45	49	8	13	13
Non-Economically Disadvantaged	70	122	41776	100	100	100	494	495	498	7	7	6	10	9	11	56	58	49	27	26	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	182	303	79686	100	99	98	459	461	470	14	15	11	25	22	24	58	59	57	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	148	39163	100	100	99	462	462	475	12	16	9	25	22	22	59	59	60	3	3	10
Male	91	155	40438	100	99	97	455	460	465	16	14	13	24	23	25	56	59	54	3	5	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	61	100	33299	100	100	98	439	444	452	26	24	17	31	27	32	43	49	47	NA	NA	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	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	114	194	35914	100	99	98	469	469	489	8	10	5	22	20	15	65	63	67	5	6	14
Students with Disabilities	13	32	9808	100	94	87	409	413	432	54	50	35	31	22	32	8	25	30	8	3	3
Students without Disabilities	169	271	69878	100	100	100	463	466	475	11	11	8	24	22	23	62	63	61	3	4	9
Limited English Proficient Students	37	56	12594	100	100	96	418	416	422	35	39	34	46	41	45	19	20	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	112	181	38095	99	99	97	445	448	452	19	20	17	35	30	32	45	48	48	2	2	3
Non-Economically Disadvantaged	70	122	41591	100	100	99	481	481	486	7	7	6	9	11	16	79	75	65	6	7	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	181	302	80372	99	99	99	457	460	475	7	8	4	38	34	30	55	58	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	148	39452	100	100	99	473	472	488	2	6	3	32	28	22	65	65	72	1	1	3
Male	90	154	40836	99	98	98	440	449	464	11	9	6	44	40	37	44	51	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	61	100	33608	100	100	99	440	450	462	11	12	6	43	34	36	46	54	57	NA	NA	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	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	113	193	36213	99	98	99	466	466	489	4	5	2	37	35	22	58	60	72	1	1	3
Students with Disabilities	13	32	10526	100	94	94	364	380	427	46	41	15	38	41	53	15	19	31	NA	NA	1
Students without Disabilities	168	270	69846	99	100	100	464	468	482	4	4	3	38	34	26	58	62	69	1	0	2
Limited English Proficient Students	37	56	12747	100	100	97	409	416	432	19	20	12	54	48	52	27	32	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	112	181	38521	99	99	98	443	447	461	8	9	6	48	43	38	44	48	55	NA	NA	1
Non-Economically Disadvantaged	69	121	41851	100	99	100	480	481	489	4	5	3	22	22	22	72	72	72	1	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	173	285	79306	100	100	99	492	491	504	12	12	13	29	29	20	47	49	49	12	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	132	38845	100	100	99	482	488	505	14	14	11	35	30	20	44	48	50	8	8	18
Male	93	153	40383	100	100	98	500	495	504	11	11	14	24	28	19	49	50	47	16	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	68	106	32673	100	99	99	471	477	487	22	18	18	35	34	25	40	45	46	3	3	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	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	101	174	36234	100	100	99	507	500	523	6	9	6	23	25	13	53	52	52	18	14	28
Students with Disabilities	16	29	10286	100	100	91	459	454	462	38	41	41	38	28	27	19	28	27	6	3	5
Students without Disabilities	157	256	69020	100	100	100	495	495	510	10	9	9	28	29	18	50	51	52	13	11	21
Limited English Proficient Students	42	60	10291	100	100	96	461	461	458	33	30	38	31	37	34	36	33	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	117	164	37437	100	100	97	483	483	486	16	17	19	34	33	26	41	43	46	9	7	9
Non-Economically Disadvantaged	56	121	41869	100	100	100	511	503	521	4	6	7	18	24	14	59	56	51	20	14	27

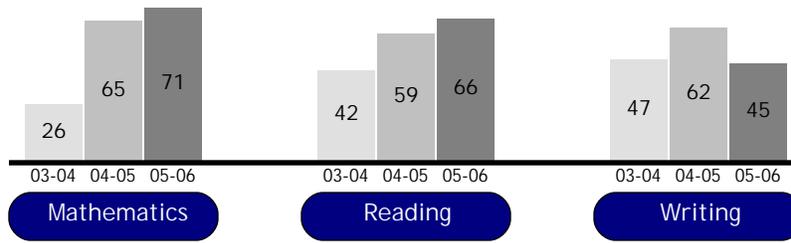
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	285	79000	100	100	98	483	484	489	9	8	10	24	23	24	62	63	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	132	38774	100	100	99	479	483	494	10	9	7	25	23	22	61	62	61	4	6	10
Male	93	153	40150	100	100	98	486	486	485	8	7	12	23	24	25	62	64	55	8	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	68	106	32508	100	99	98	459	464	472	21	18	15	29	26	33	50	56	49	NA	NA	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	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	101	174	36135	100	100	98	498	497	508	1	2	4	19	21	14	70	68	67	10	9	15
Students with Disabilities	16	29	9991	100	100	88	452	450	449	25	21	33	38	38	36	38	38	29	NA	3	2
Students without Disabilities	157	256	69009	100	100	100	486	488	495	7	6	6	22	21	22	64	66	62	6	6	10
Limited English Proficient Students	42	60	10199	100	100	95	446	447	439	29	28	35	40	37	47	31	35	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	117	164	37234	100	100	97	475	475	472	12	11	15	26	26	33	59	60	50	3	3	3
Non-Economically Disadvantaged	56	121	41766	100	100	99	499	497	505	2	3	5	20	19	16	68	68	65	11	10	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	173	284	79611	100	100	99	484	483	496	7	7	7	50	50	37	42	43	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	132	39016	100	100	99	490	493	511	6	5	4	43	39	29	49	53	66	3	2	1
Male	93	152	40519	100	100	98	478	475	482	8	8	10	56	59	44	37	34	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	68	106	32855	100	99	99	465	470	481	12	10	10	56	53	43	32	37	47	NA	NA	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	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	101	173	36380	100	100	99	496	491	511	4	5	4	46	48	30	49	46	65	2	2	1
Students with Disabilities	16	29	10664	100	100	94	434	432	440	19	17	23	63	59	54	19	24	22	NA	NA	1
Students without Disabilities	157	255	68947	100	100	100	489	488	504	6	5	4	48	49	34	45	45	61	1	1	1
Limited English Proficient Students	42	60	10362	100	100	97	444	442	438	14	15	22	74	68	57	12	17	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	117	164	37626	100	100	98	477	477	479	8	8	10	53	52	45	38	40	45	1	1	0
Non-Economically Disadvantaged	56	120	41985	100	100	100	497	492	511	5	5	4	43	47	30	50	47	65	2	2	1

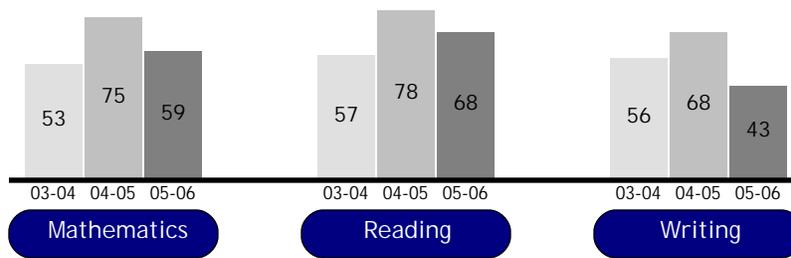
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
3	Reading	92	33	NA	55	100	39	39	44	100	41	41	46
	Language	98	30	45	61	100	37	37	44	100	41	41	46
	Mathematics	98	31	43	61	100	45	45	51	100	50	50	52
4	Reading	99	51	NA	56	100	40	45	48	98	43	43	52
	Language	98	42	53	52	100	40	44	49	98	43	44	52
	Mathematics	98	51	62	61	100	49	51	53	98	50	50	58
5	Reading	98	56	NA	55	100	55	54	50	100	48	50	56
	Language	98	46	53	49	100	52	51	50	100	48	50	54
	Mathematics	98	58	64	63	100	52	50	49	100	46	46	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)
- 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 Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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

- ü CES participates in a Geography Bee, Spelling Bee and Science Fair. Last year we had a student place first in the County Science Fair in the category of Physical Science and a student place 2nd in the category of Biology.

- 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 2005-06

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

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 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	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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.