



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11490 Purple Sage Road, Cornville, AZ 86325

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Sherry Villas  
 Schedule : 07:45 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 379  
 Web Address : cocsd.k12.az.us  
 Phone Number : (928) 639-5109  
 Fax Number : (928) 639-5108  
 E-mail : svillas@cocsd.k12.az.us

Mission

Students will be provided the tools necessary to develop the highest possible level of achievement and encouraged to be lifelong learners through:

- \*Partnership with family and community
- \*Highest level of staff training
- \*Excellent facilities
- \*Embracing cultural diversity
- \*Providing a wide range of learning methods

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	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 Oak Creek School's faculty will continue to use 4 quarter planning and essential standard skills to insure that our students are being taught the state standards so they are prepared for the AIMS test.
- ü Oak Creek School will raise reading levels schoolwide by using Corrective Reading and Mastery Reading for students who are in 1st and 2nd grade, Title I and special education.

Enrollment

October 1, 2004 School Year Student Enrollment : 370  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- ü Preschool - Ages 3 and 4
- ü Before and After School Care
- ü Full-day Kindergarten
- ü Special Educational Services
- ü Gifted Program
- ü Interscholastic Sports
- ü DARE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide a safe, non-threatening environment with high academic standards in which students may learn academically, socially and emotionally. We will involve our community in decision making through our PTO-School Council.

Parents

Parents are expected to be aware of school rules and policies and maintain knowledge of school functions through the student handbook, school newsletters and communication with their student's teachers.

Transportation Policy

Students may ride the school bus to and from school as long as they follow the rules so that we are able to transport children safely.

School Honors

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

Award/Honor	Year
ü Embry Riddle Scholarships for 2 students	2005
ü Reading Renaissance Model School and Library	2002
ü Sixteen Regional Science Fair Winners	2005
ü State Geography Bee Finalist	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	54	309	79306	100	100	99	436	428	445	9	15	10	19	20	18	65	55	51	7	11	20
All Students (Prior Year)	34	254	75509	97	98	100	502	503	521	16	21	13	25	28	23	41	27	33	19	24	31
Female	24	147	38691	100	100	99	436	423	446	12	15	10	12	22	18	65	53	52	12	10	20
Male	30	162	40583	100	100	99	436	432	445	8	15	11	23	17	18	65	57	50	4	11	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	98	32869	NC	100	99	NC	412	429	NC	23	15	NC	28	25	NC	44	51	NC	5	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	45	206	36197	100	100	99	437	434	463	8	11	5	16	16	11	68	60	53	8	12	31
Students with Disabilities	NC	28	10321	NC	100	100	NC	302	389	NC	55	30	NC	14	27	NC	27	34	NC	5	9
Students without Disabilities	46	281	69060	100	100	98	445	438	454	3	11	7	16	20	17	73	57	54	8	11	22
Limited English Proficient Students	NC	71	15509	NC	100	100	NC	385	406	NC	31	20	NC	27	30	NC	39	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	29	178	39415	91	97	96	428	427	431	17	17	15	22	23	25	57	54	50	4	6	10
Non-Economically Disadvantaged	25	131	39966	100	100	100	445	428	459	0	12	6	15	16	12	75	56	52	10	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	54	309	79395	100	0	99	433	428	446	12	14	9	35	27	25	47	54	55	7	4	11
All Students (Prior Year)	33	253	75492	94	98	100	508	514	519	19	18	12	10	15	16	61	49	47	10	18	24
Female	24	147	38743	100	0	100	446	428	451	18	15	7	18	24	24	47	54	57	18	6	12
Male	30	162	40618	100	0	99	425	428	440	8	14	11	46	30	27	46	54	53	0	2	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	98	32915	NC	0	99	NC	407	426	NC	24	15	NC	30	35	NC	45	47	NC	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	45	206	36221	100	0	99	437	437	465	11	10	4	35	26	15	46	58	63	8	6	17
Students with Disabilities	NC	28	10331	NC	0	100	NC	296	388	NC	45	25	NC	32	37	NC	23	34	NC	0	4
Students without Disabilities	46	281	69139	100	0	99	440	440	454	5	12	7	35	27	24	51	57	58	8	4	11
Limited English Proficient Students	NC	71	15545	NC	0	100	NC	380	399	NC	33	21	NC	27	42	NC	40	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	29	178	39484	91	0	96	417	426	429	22	18	14	35	30	35	43	51	47	0	1	4
Non-Economically Disadvantaged	25	131	39986	100	0	100	452	431	461	0	10	4	35	23	16	50	59	63	15	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	53	305	78869	98	100	99	422	415	442	9	11	6	35	26	21	49	57	63	7	6	10
All Students (Prior Year)	34	249	75053	97	96	99	512	558	597	16	16	7	13	14	12	72	67	72	0	3	9
Female	23	145	38536	96	99	99	448	433	458	6	8	4	29	19	15	53	65	67	12	8	14
Male	30	160	40302	100	100	99	405	399	428	12	13	8	38	32	26	46	50	60	4	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	97	32606	NC	99	98	NC	381	426	NC	26	8	NC	22	27	NC	46	60	NC	6	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	44	203	36078	98	100	99	433	430	459	5	4	4	32	27	16	54	63	66	8	6	14
Students with Disabilities	NC	26	10246	NC	100	100	NC	257	367	NC	33	18	NC	43	39	NC	19	40	NC	5	4
Students without Disabilities	46	279	68697	100	99	98	437	428	454	5	9	4	30	25	18	57	60	67	8	6	11
Limited English Proficient Students	NC	70	15339	NC	100	100	NC	354	399	NC	26	11	NC	27	31	NC	45	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	175	39106	88	96	95	401	410	427	13	12	8	48	33	28	39	50	59	0	5	5
Non-Economically Disadvantaged	25	130	39837	100	100	100	446	422	457	5	9	4	20	17	14	60	67	67	15	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	51	287	78906	96	100	99	487	495	498	15	11	13	13	14	19	66	58	48	6	16	20
All Students (Prior Year)	35	260	76019	100	100	100	486	508	499	26	9	14	35	37	39	3	15	14	35	39	33
Female	24	138	38644	100	100	99	489	497	500	14	10	12	9	10	19	73	65	49	5	15	19
Male	27	148	40236	93	98	99	485	494	497	16	13	15	16	18	19	60	52	46	8	17	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	94	31938	NC	100	99	NC	462	481	NC	17	19	NC	23	25	NC	53	46	NC	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	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	41	186	36483	95	99	99	490	511	517	13	9	7	13	10	13	66	60	51	8	21	30
Students with Disabilities	NC	25	10664	NC	100	100	NC	362	430	NC	41	42	NC	36	27	NC	18	26	NC	5	5
Students without Disabilities	47	262	68310	98	100	98	492	508	509	11	9	9	11	12	18	70	62	51	7	17	22
Limited English Proficient Students	NC	49	12573	NC	100	100	NC	440	454	NC	22	27	NC	32	30	NC	46	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	169	38679	100	98	96	483	489	483	22	18	20	0	16	25	78	59	45	0	7	10
Non-Economically Disadvantaged	25	118	40295	93	100	100	491	504	513	8	4	7	25	12	13	54	57	50	13	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	51	287	78908	96	0	99	486	485	484	11	9	10	15	16	23	70	68	58	4	7	9
All Students (Prior Year)	35	260	76020	100	100	100	505	506	503	39	21	25	16	19	23	26	47	40	19	13	12
Female	24	138	38648	100	0	99	492	492	489	5	5	8	14	14	22	77	73	61	5	8	10
Male	27	148	40233	93	0	99	480	478	479	16	12	12	16	18	25	64	63	55	4	6	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	94	31940	NC	0	99	NC	450	465	NC	14	16	NC	30	32	NC	53	49	NC	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	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	41	186	36502	95	0	99	489	501	502	11	6	4	13	10	14	71	75	67	5	9	15
Students with Disabilities	NC	25	10665	NC	0	100	NC	345	423	NC	59	30	NC	18	36	NC	23	31	NC	0	2
Students without Disabilities	47	262	68312	98	0	98	490	498	493	7	4	7	14	16	21	75	72	62	5	8	10
Limited English Proficient Students	NC	49	12556	NC	0	100	NC	428	436	NC	17	24	NC	36	40	NC	47	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	169	38662	100	0	96	487	482	468	9	11	16	13	22	32	78	64	49	0	3	3
Non-Economically Disadvantaged	25	118	40315	93	0	100	484	488	498	13	6	5	17	8	15	63	73	66	8	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	51	287	78750	96	100	99	527	501	500	2	5	6	19	24	29	74	68	63	4	2	2
All Students (Prior Year)	35	260	75673	100	100	100	490	511	530	23	18	12	39	24	25	32	53	58	6	5	4
Female	24	138	38586	100	100	99	545	515	515	0	3	4	14	17	22	82	78	71	5	2	3
Male	27	148	40135	93	98	99	511	486	486	4	8	8	24	31	35	68	58	56	4	3	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	94	31841	NC	100	99	NC	463	483	NC	9	8	NC	32	36	NC	58	55	NC	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	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	41	186	36440	95	99	99	527	517	516	3	4	3	21	21	22	71	72	71	5	3	4
Students with Disabilities	NC	25	10622	NC	100	100	NC	340	415	NC	27	21	NC	41	50	NC	27	28	NC	5	1
Students without Disabilities	47	262	68196	98	100	98	535	515	513	0	3	3	16	23	25	80	72	69	5	2	3
Limited English Proficient Students	NC	49	12504	NC	100	100	NC	444	451	NC	8	12	NC	42	44	NC	47	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	169	38558	100	98	96	534	500	485	0	7	8	13	28	37	83	63	54	4	2	1
Non-Economically Disadvantaged	25	118	40260	93	100	100	520	501	514	4	4	3	25	19	21	67	75	72	4	3	4

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

8th 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	44	284	78250	100	99	99	580	564	548	5	14	21	15	16	18	59	54	48	21	16	13
All Students (Prior Year)	49	272	75001	100	100	99	472	476	468	30	30	37	38	39	36	30	23	16	2	8	10
Female	18	137	38071	100	99	99	577	564	549	6	14	20	19	17	19	44	54	49	31	14	12
Male	26	147	40126	100	99	99	583	565	547	4	14	23	13	14	17	70	55	46	13	17	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	89	29129	NC	100	99	NC	539	527	NC	27	32	NC	18	23	NC	53	40	NC	3	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	35	184	38320	100	93	99	590	577	568	3	9	12	9	13	14	66	55	55	22	22	19
Students with Disabilities	NC	24	9329	NC	100	100	NC	465	454	NC	68	64	NC	11	18	NC	21	16	NC	0	2
Students without Disabilities	41	260	68996	100	98	99	583	572	561	3	10	16	16	16	18	61	57	52	21	17	14
Limited English Proficient Students	NC	37	10133	NC	100	100	NC	513	488	NC	35	45	NC	22	25	NC	43	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	117	33388	91	95	94	547	550	530	22	20	32	22	17	22	44	56	40	11	7	5
Non-Economically Disadvantaged	34	167	44937	100	100	100	591	574	561	0	10	13	13	15	15	63	53	54	23	21	18

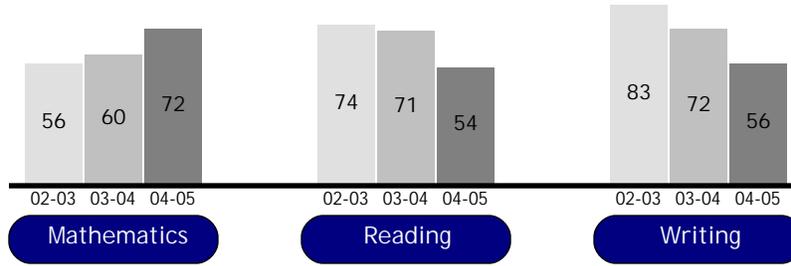
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	284	78302	100	0	99	531	523	512	3	7	11	13	19	25	77	66	57	8	8	7
All Students (Prior Year)	49	272	74918	100	100	99	501	502	497	26	28	32	19	18	19	43	42	35	13	13	15
Female	18	137	38082	100	0	99	540	529	518	0	5	8	13	19	24	81	67	61	6	9	7
Male	26	147	40166	100	0	99	525	518	507	4	9	14	13	20	26	74	64	54	9	7	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	89	29152	NC	0	99	NC	502	492	NC	13	17	NC	30	34	NC	54	46	NC	3	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	35	184	38347	100	0	99	535	534	531	3	5	5	9	13	17	78	73	68	9	10	10
Students with Disabilities	NC	24	9353	NC	0	100	NC	435	429	NC	47	40	NC	37	38	NC	16	22	NC	0	1
Students without Disabilities	41	260	69024	100	0	99	534	530	524	0	4	7	13	18	23	79	70	62	8	8	7
Limited English Proficient Students	NC	37	10140	NC	0	100	NC	471	451	NC	22	28	NC	43	43	NC	35	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	10	117	33398	91	0	94	498	505	495	11	14	18	22	26	35	67	57	46	0	3	2
Non-Economically Disadvantaged	34	167	44979	100	0	100	541	536	525	0	2	6	10	15	18	80	72	66	10	11	10

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	43	282	78094	100	99	99	548	552	545	8	3	3	15	15	18	72	80	77	5	2	2
All Students (Prior Year)	49	271	74503	100	100	99	498	477	491	9	10	9	30	36	32	51	51	51	11	4	8
Female	18	137	38025	100	99	99	591	568	558	0	1	2	6	10	13	81	85	82	13	4	2
Male	25	145	40013	100	98	99	519	536	534	13	5	5	22	20	23	65	75	71	0	1	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	88	29068	NC	100	99	NC	532	523	NC	4	5	NC	23	27	NC	73	67	NC	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	34	183	38265	97	93	99	556	560	564	6	2	2	13	12	11	75	83	84	6	3	3
Students with Disabilities	NC	23	9275	NC	100	100	NC	452	444	NC	16	14	NC	42	46	NC	42	39	NC	0	1
Students without Disabilities	41	259	68892	100	98	98	555	560	559	5	2	2	16	13	14	74	83	82	5	3	2
Limited English Proficient Students	NC	36	10084	NC	100	100	NC	494	474	NC	9	10	NC	33	39	NC	58	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	10	116	33296	91	94	94	474	530	527	22	4	5	44	26	27	33	70	67	0	0	0
Non-Economically Disadvantaged	33	166	44871	100	100	100	571	566	559	3	2	2	7	8	12	83	86	84	7	4	3

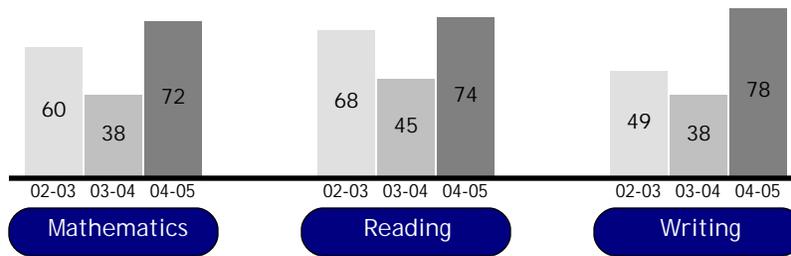
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

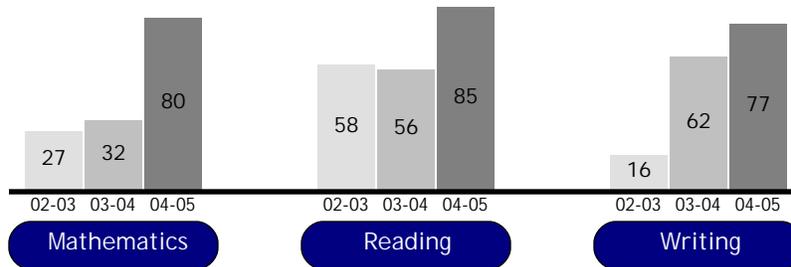
3rd Grade Proficiency



5th Grade Proficiency



8th 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
2	Reading	93	47	40	50	95	40	NA	58	95	53	45	47
	Language	100	40	31	43	100	41	43	50	95	51	43	47
	Mathematics	97	54	46	57	100	63	55	64	98	53	48	50
3	Reading	100	54	48	47	97	46	NA	55	100	34	39	44
	Language	100	49	51	54	97	39	45	61	100	37	37	44
	Mathematics	100	49	56	54	97	39	43	61	100	43	45	51
4	Reading	100	54	57	52	98	53	NA	56	98	51	45	48
	Language	100	48	52	48	100	49	53	52	98	51	44	49
	Mathematics	100	63	62	57	100	54	62	61	98	50	51	53
5	Reading	95	64	54	50	94	53	NA	55	96	54	54	50
	Language	100	43	46	46	97	49	53	49	96	48	51	50
	Mathematics	100	59	61	57	97	56	64	63	96	42	50	49
6	Reading	100	65	58	53	95	62	NA	56	98	55	54	51
	Language	100	55	48	45	100	48	49	48	98	50	50	47
	Mathematics	98	70	65	62	100	66	66	66	98	60	52	52
7	Reading	100	54	59	51	96	65	NA	54	100	59	58	50
	Language	100	58	65	54	98	63	59	58	100	60	60	52
	Mathematics	100	60	63	58	98	64	63	62	100	51	54	50
8	Reading	98	63	59	53	96	61	NA	55	100	65	58	51
	Language	96	62	53	49	100	56	55	52	100	60	54	50
	Mathematics	100	73	67	58	100	69	70	61	100	63	58	53

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/](http://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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Textbook Selection
- Ü School Safety Issues
- Ü Budget
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	16.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
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 Computer Lab
- Ü Library
- Ü Science Lab
- Ü Gym

Extracurricular Activities

- Ü Afterschool Tutoring
- Ü Before and After School Care
- Ü Cross Country/Track/Volleyball
- Ü Basketball/Flag Football/Softball
- Ü Student Council
- Ü Open Gym Weekly
- Ü Band
- Ü Choir

Social Services

- Ü School Counselor
- Ü School Registered Nurse
- Ü Resource Officer
- Ü Youth Empowerment Services
- Ü Verde Valley Guidance Center
- Ü Page Springs Fire Department

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Two students won \$500 scholarships to Embry Riddle for outstanding science projects. Ten of our students won first place in our regional science fair.
  
- ü Eight classroom teachers have been trained in the Northern Arizona Writing Project at Northern Arizona University.
  
  
  
  
  
- ü One of our students qualified for the state geography bee.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

This year our students will learn and use 7 basic life skills: Trust, honesty, patience, kindness, responsibility, perseverance and integrity.  
 Our school counselor, assistant principal and principal are trained in conflict resolution.

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) :

3

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	Sherry Villas	(928) 639-5109
Transportation Policy	Debbie Lattimore	(928) 634-9679
Community Resources	Norma Sneider	(928) 639-5109
School Nutrition Programs	Denise Briedenbach	(928) 634-2288
Parent Organization	Sue Williams	(928) 639-5109
Student Health/Nurse	Denise Stearley	(928) 639-5107

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](http://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](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.

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](http://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.