

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Dr. Daniel Bright Elementary School

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

Cottonwood-Oak Creek Elementary District  
1500 Monte Tesoro, Cottonwood, AZ 86326-0057  
Mailing Address: 1 N. Willard Street, Cottonwood, AZ 86326-0057

Principal: Mrs. Sandra Lee Huson

Schedule: 7:30 AM to 4:00 PM

Web Address: [www.cocsd.k12.az.us/ddb](http://www.cocsd.k12.az.us/ddb)

E-mail: [jholmes@cocsd.k12.az.us](mailto:jholmes@cocsd.k12.az.us)

Grades: K-5

2002 Enrollment: 793

Phone: (928) 634-7039

Fax: (928) 639-8428

### ∨ School Overview ∨

#### Mission

We will foster a respect for the earth, its people and lifelong learning. We emphasize the basic skills through an enriched curriculum that provides opportunities for all children to be successful. A variety of teaching techniques and assessments encourage children to become responsible for their education. We strive to promote students' intrinsic motivation/interest by encouraging cooperation instead of competition. Curiosity is encouraged, the arts appreciated and lifeskills promoted.

#### Organization and Philosophy

- w Traditional
- w Extensive Fine Arts Program
- w Cooperative Education
- w Looping: Some Teachers Follow Students

#### Instructional Programs

- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w Title I
- w Specialized Physical Education
- w ELL Program
- w Technology
- w Fine Arts

#### School/Academic Goals

- w Student reading comprehension will improve as measured by the Stanford 9, STAR and AIMS through support of the Accelerated Reader Program, phonics-based reading and a curriculum guide which reflects the Arizona Academic Standards.
- w Student math instruction will be taught, with an emphasis in computation in context, according to the Arizona Academic Standards for mathematics, and skills measured by the Stanford 9 and AIMS.
- w Writing in grades K-5 will improve with support of the Six Trait Writing Rubric, the District Writing Assessment, conventions taught at every grade level and a curriculum which reflects the standards. Writing in grades 3 & 5 will be measured by AIMS.
- w Language arts test scores will improve as measured by the Stanford 9. Our Core literature will be reevaluated and the curriculum will reflect the Arizona Academic Standards.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	836
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

**Council Composition**

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Instructional Strategies
- w Facilitate School Improvement Planning
- w Textbook Selection
- w School Safety/Program Development
- w Parent/Educator Relations
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	11	0	0
10 or more years	4	18	0	0

∨ **Shared Responsibilities** ∨

**School**

Parents are contacted each month regarding student progress through either a progress report or report card. Each year the school surveys all parents to learn of their concerns/suggestions for improvement. Parent conferences offer open communication as a support. Each month a newsletter is sent home updating parents on activities and explaining teaching goals. Every month a grade-level program takes place. Title I Parent Nights are provided to educate parents in many aspects of our curriculum.

**Parents**

Parents are responsible for their children's welfare so the students will come to school prepared to learn. We expect parents to conference with the teacher a minimum of two times each academic year. Parents are encouraged to communicate with the school regarding any concern, so that the child can view adults as partners in their education and well-being. We invite parents to participate in school sponsored activities, such as PTO and Site Council, etc.

∨ **Transportation Policy** ∨

Transportation is provided for students who live more than one mile away from school. The district does not provide transportation for students living out of the attendance area. Our bus drivers do an excellent job of considering the safety of all students during the trips to and from school. They practice emergency procedures 3 times per year with staff and students. Transportation personnel communicate with parents in a timely manner.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/14/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

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

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Technology Lab
- W Expanded Library
- W Arboretum-Environmental Studies
- W School/Community Exercise Track

**Extracurricular Activities**

- W Before/After School Band
- W Afterschool Art Club
- W Dance Team/Jog Club/Yo Yo Club
- W Signing Club
- W Before/After School Chorus
- W During/After School Tutoring
- W Student Council
- W Computer Club/After Math Club

**School/Community Resources**

- W Afterschool Programs
- W Lunch Program
- W Counseling Services
- W Crisis Intervention
- W Breakfast Program
- W Clothing/Food Banks
- W DES Service
- W School-to-Work Extension

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>W Schoolwide emphasis on arts includes monthly performances, band, choir, student art show, poetry reading, study and modeling of famous artwork. Two Artists-in-Residence: K-1 (art) in spring 2002 and 2-3 (music) in the fall of 2001.</p> | <p>W Student Council oversees APS Environmental Garden using materials to teach about environment, composting, planting and garden animals (birds, fish, rabbits). All students are involved. Students participate in the Junior Master Gardener program.</p> |
| <p>W School pets include two rabbits, birds (finch and cockatiels and pigeons), and fish that live in habitats (student-designed) in the arboretum. These habitats are cared for, and animals fed daily by different classes.</p>                | <p>W Physical fitness is supported through weekly schoolwide exercising (ACES). Students keep track of their laps schoolwide. An afterschool dance team and walking/jogging are additions to our program to encourage youth fitness.</p>                      |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
APS/Phoenix Suns Environmental Grant	2001
Accelerated Reader Model Classroom/School	2002
County Teacher of the Year/Wal-Mart Teacher of Year	2001
Arizona School-to-Work Grant	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
<b>Reading</b>	School	119	536	2%	10%	47%	41%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	118	554	6%	7%	69%	18%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	119	542	2%	20%	40%	38%
	State	59030	517	11%	27%	35%	27%

**Legend**

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	School	135	508	20%	18%	43%	19%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	129	511	14%	29%	39%	18%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	133	502	11%	35%	14%	40%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	65	69	60	--	--	--
2	Reading	--	--	--	100	56	50	95	55	52	93	63	53	87	66	57
	Language	--	--	--	100	41	40	100	42	43	93	53	44	88	54	48
	Mathematics	--	--	--	100	49	51	100	51	55	97	67	57	88	71	61
3	Reading	100	51	47	100	59	47	100	60	48	89	60	50	94	65	50
	Language	100	46	49	100	57	51	100	56	54	89	59	56	96	66	57
	Mathematics	100	55	46	100	59	49	100	56	52	89	58	54	96	72	56
4	Reading	96	64	53	100	62	54	97	65	54	89	67	55	83	64	55
	Language	100	50	47	100	51	49	98	55	48	90	57	50	85	56	50
	Mathematics	100	54	51	100	60	54	98	68	55	92	68	57	85	65	58
5	Reading	100	63	51	100	66	51	90	57	51	100	68	51	88	62	53
	Language	100	46	42	100	51	44	92	47	45	100	51	45	89	50	47
	Mathematics	100	58	51	100	59	54	93	52	55	100	70	57	88	70	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>74</b>	<b>81</b>
<b>Grades 3-4</b>	<b>75</b>	<b>82</b>
<b>Grades 4-5</b>	<b>67</b>	<b>77</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

**School-level Efforts to Ensure a Safe and Healthy Learning Environment**

For the first time, DDB has a School Resource Officer who is on staff and visible during the school day, before and after school, and at special events like programs, field trips and assemblies. Our Crisis plan is in effect and practiced regularly. Additional fencing has been added for the safety of students, as well as locking all doors with the exception of the main entrance. Every visitor must check-in at the office. We have a no-tolerance policy in the area of drugs, alcohol and violence.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,120	\$1,644,500
Classroom Supplies	\$29	\$22,126
Administration	\$475	\$368,399
Support Services-Students	\$300	\$232,386
Other Support Services and Operations	\$640	\$496,845
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,563</b>	<b>\$2,764,256</b>

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.  
 Information is self-reported by the district and is unaudited.  
 \* Based upon 2000-2001 Average Daily Membership (ADM).  
 (School Expenditures divided by ADM)  
 \*\*Due to technical difficulties, data for multiple charter school sites is not available.

∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Sandra Huson	(928) 634-7039	102
<b>Transportation Policy</b>	Debbie Lattimore	(928) 634-9679	
<b>Community Resources</b>	Sharon Block	(928) 634-7039	108
<b>School Nutrition Programs</b>	Denise Bridenbach	(928) 639-4703	
<b>Parent Organization</b>	Diana Smithson	(928) 634-7039	
<b>Student Health/Nurse</b>	Judy Osborn	(928) 634-7001	

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