

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1500 Monte Tesoro Dr., 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Kathy Epperson  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-2  
 Web Address : [www2.cocsd.k12.az.us/ddb/index.htm](http://www2.cocsd.k12.az.us/ddb/index.htm)  
 Phone Number : (928) 634-7039  
 Fax Number : (928) 639-8428  
 E-mail : [kepperson@cocsd.k12.az.us](mailto:kepperson@cocsd.k12.az.us)

### Mission

Dr. Daniel Bright's mission, in partnership with families and the community, to provide a quality educational program for all students that develop the knowledge, skills, abilities, and values for our students to reach their full potential. Providing quality learning-for every child, in every classroom, every day.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	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 Student reading comprehension will improve as measured in 2nd grade by the Terra Nova through support of DIBELS, Reading Mastery, AR program, phonics-based Houghton Mifflin reading & a curriculum guide which reflects the Arizona Academic Standards.
- ü Student math instruction will be taught through the math curriculum, with an emphasis in computation in context, according to the Arizona Academic Standards for mathematics, and skills measured by the Terra Nova and district assessments.
- ü Our goal is to have all children reading at grade level, by the end of their 3rd grade year. Title I is part of a support system for teachers and parents to help meet the needs of the whole child in our K-2 school.
- ü Conduct valid assessment using curriculum mapping techniques to determine essential skills and assess instruction using quarterly benchmark tests in reading and math to determine academic progress in acquiring the Arizona State Academic Standards.

### Enrollment

October 1, 2005 School Year Student Enrollment : 556  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Special Needs Preschool/Community Presch
- Ü Full-day Kindergarten
- Ü Fine Arts Education
- Ü School Wide Title I
- Ü English Language Acquisition Program
- Ü Special Education Resource program
- Ü Speech and Language program
- Ü DIBELS and Reading Mastery

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a positive, safe and student-centered learning environment where students will be encouraged to be responsible for his/her own behavior and learning. Maintain high expectations for all. Communicate and work with families to support learning.

Parents

Place priorities on attendance and support education by providing time, space and support for assignments. Maintain contact with their child's teacher. Support school efforts to maintain discipline and academic expectations. Participate in school PTO and site council.

Transportation Policy

Bus Transportation is a privilege provided to all student in the bus route areas. Students who live more than one mile from school and special education students, and preschool aged students requiring transportation are also eligible.

School Honors

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

Award/Honor	Year
Ü Yavapai County Teacher of the year finalist	2004
Ü District Teacher of the Year	2001
Ü Tim McMenamain Award Recipient	2005
Ü Governor's Award Recipient	2002

No AIMS test data found for this school.

No AIMS test data found for this school.

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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
2	Reading	100	53	NA	58	99	44	45	47	99	41	46	46
	Language	100	46	43	50	99	43	43	47	99	34	43	48
	Mathematics	100	57	55	64	100	48	48	50	100	48	50	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/](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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Programs/ Strategies
- Ü Facilitate School Planning
- Ü Textbook Selection/Curriculum Review
- Ü School Safety/Program Development
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	28.50
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	6	14	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Technology/Computer Lab
- Ü Library/Media Center
- Ü Arboretum-Environmental/Wildlife Studies
- Ü Physical Fitness Track

Extracurricular Activities

- Ü Before School Gardening Club
- Ü Music Performances/Programs
- Ü Before/After School CLIP Tutoring
- Ü Family Curriculum Nights
- Ü Field Day
- Ü Title 1 Summer School
- Ü Family BBQ
- Ü Field Trips

Social Services

- Ü Counseling Services
- Ü Part Time SRO
- Ü Breakfast & Lunch Program
- Ü Community Preschool
- Ü Special Needs Preschool
- Ü Health Services
- Ü Clothing/Food Bank
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reading abilities improved as demonstrated by an increase in school wide DIBELS scores.
  
- ü Arizona State essential standards in Math and Reading have been identified and structured by quarters. Providing campus and district teachers with continuity in instruction and assessment.
  
- ü A committee of campus and district Reading and Math teachers have been trained in Curriculum mapping, backward design methodology and valid benchmark assessment. The committee is dedicated to providing campus and district trainings.
  
- ü Teaching & support staff are receiving professional development on current reading strategies to increase student learning

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	NA	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

Staff utilizes comprehensive discipline and emergency crisis plans. The S.R.O., nurse, counselor, and classroom teachers present life skills to all students. School handbook outlines safe behaviors and school policies. Students view safety films created by their teachers and transportation Department. Campus Visitors receive approval from office staff and are identified as a visitor through the use of a visitor pass.

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	Kathy Epperson	(928) 634-7039
Transportation Policy	Debbie Lattimore	(928) 634-9679
Community Resources	Sharon Block	(928) 634-7039
School Nutrition Programs	Denise Bridenbach	(928) 639-4703
Parent Organization	Kathy Epperson	(928) 634-7039
Student Health/Nurse	Judy Osborn	(928) 634-7039

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."

ACHIEVEMENT PROFILES

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 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](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.