

Copper Ridge Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

10101 E. Thompson Peak Pkwy, Scottsdale, AZ 85255

Scottsdale Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Mrs. Marianne McMurrin Bursi
Schedule : 7:30 AM to 4:30 PM
Grades : 6-8
2003 Enrollment : 533
Web Address : www.susd.org/schools/middle/copperridgems/ind
Phone Number : (480) 484-1500
Fax Number : (480) 484-1501
E-mail : mbursi@susd.org

Mission

The staff of Copper Ridge Middle School is committed to providing all students the resources and opportunities to achieve academic and personal excellence in a safe and supportive environment.

School / Academic Goals

ü Student achievement in reading and writing will increase.

ü One hundred percent (100%) of the faculty will develop a personal web page. One hundred percent (100%) of the faculty will utilize Easy Grade Pro and SASI to maintain classroom records.

Instructional Programs

- ü Heterogeneous Groupings
- ü Exploratory Programs
- ü Gifted/Integrated/Thematic
- ü Humanities/Reading

Enrollment

October 1, 2002 School Year Student Enrollment : 531
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Vision
- ü Develop School Improvement Plan
- ü Establish/Coordinate School Goals
- ü Public Relations
- ü Promote Continuous Student Achievement
- ü Conduct Self-assessment

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	27.90
Other Professional Staff	2.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	2	3	0	0
10 or more years	2	16	0	0

Shared Responsibilities

School

The staff at Copper Ridge Middle School is committed to providing all students the resources and opportunities to achieve academic and personal excellence in a safe and supportive environment.

Parents

Provide a supportive home environment conducive to study and learning; motivate their children to do their best; be role models by valuing education and by participating in the activities of the school and parent organizations.

Resources Available at School Site

Special Facilities

- ü Gymnasium/Mini-Auditorium
- ü Multimedia Computer Labs

Extracurricular Activities

- ü Athletic Programs
- ü Student Government and Leadership
- ü Diversity/Mini-Town Events
- ü Menu of Student Clubs/Yearbook

Social Services

- ü Scottsdale Prevention Institute
- ü City of Scottsdale Parks and Recreation
- ü Counseling Services
- ü Health Services

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. The safety and welfare of student riders is the first consideration.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Heritage Music Festival, Gold, Silver and Bronze Awards.

ü 2003 Beyond the Battle of the Books District Champions.

School Honors

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

Award/Honor	Year
ü Heritage Festival (Silver and Bronze Awarded)	2001
ü Heritage Festival (Gold and Silver Awards)	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	80	82
Grades 6-7	69	60
Grades 7-8	70	70

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	172	2261	71167	102	101	99	486	477	463	15	25	38	49	43	41	25	22	14	11	10	7
All Students (Prior Year)	--	2147	66213	--	NA	NA	--	478	459	--	24	39	--	44	40	--	21	14	--	11	7
Female	78	1100	34825	101	101	99	480	475	462	18	26	38	54	45	42	24	21	14	4	8	6
Male	93	1160	36047	101	101	99	491	480	464	11	24	38	45	42	39	26	22	15	18	12	8
African American	NC	44	3225	NC	90	95	NC	443	441	NC	49	57	NC	46	34	NC	6	6	NC	0	2
Hispanic	NC	223	23643	NC	98	97	NC	437	445	NC	59	53	NC	29	37	NC	9	8	NC	2	2
Asian/Pacific Islander	NC	64	1503	NC	110	100	NC	511	493	NC	10	18	NC	35	40	NC	28	23	NC	27	19
American Indian/Alaskan Native	--	27	5161	--	87	103	--	432	435	--	61	63	--	35	30	--	4	5	--	0	2
White	143	1725	35245	92	92	95	485	482	476	14	20	26	53	46	45	22	23	19	11	11	10
Students with Disabilities	11	158	8095	92	84	104	455	430	426	20	65	69	80	30	25	0	6	5	0	0	1
Students without Disabilities	161	2103	63072	103	103	99	487	479	464	15	24	37	48	44	41	25	22	15	12	11	7
Limited English Proficient Students	NC	121	10317	NC	95	111	NC	406	426	NC	91	72	NC	8	25	NC	2	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	172	2241	54110				486	478	468	15	24	33	49	44	43	25	22	16	11	10	8

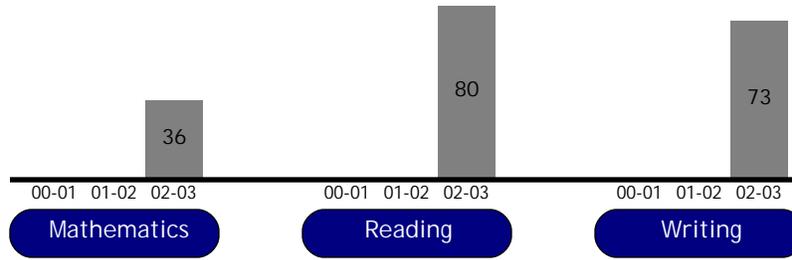
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2237	71100	102	100	99	524	518	502	7	14	25	13	15	21	55	48	40	25	24	15
All Students (Prior Year)	--	2140	66144	--	NA	NA	--	524	504	--	12	24	--	14	20	--	45	40	--	29	16
Female	78	1093	34801	101	100	99	524	521	505	5	11	21	16	15	22	59	49	42	20	24	15
Male	93	1143	36010	101	100	99	526	516	499	8	16	28	10	14	20	53	46	38	29	24	14
African American	NC	44	3219	NC	90	95	NC	486	486	NC	37	38	NC	23	24	NC	29	31	NC	11	7
Hispanic	NC	220	23630	NC	96	96	NC	490	485	NC	38	37	NC	20	25	NC	32	32	NC	9	6
Asian/Pacific Islander	NC	65	1509	NC	112	100	NC	535	522	NC	7	12	NC	11	14	NC	48	46	NC	34	28
American Indian/Alaskan Native	--	27	5144	--	87	102	--	478	478	--	39	46	--	26	24	--	35	25	--	0	5
White	143	1711	35198	92	92	95	524	522	515	7	10	15	14	14	18	56	50	47	23	26	21
Students with Disabilities	11	151	8121	92	80	105	491	471	470	40	45	55	20	34	20	20	19	21	20	2	4
Students without Disabilities	161	2086	62979	103	102	99	525	520	503	6	13	23	12	14	21	57	48	41	25	25	15
Limited English Proficient Students	NC	120	10304	NC	94	110	NC	454	462	NC	68	63	NC	23	23	NC	8	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	172	2217	54060				524	519	507	7	13	20	13	14	20	55	48	43	25	24	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	167	2206	69001	99	99	96	512	505	490	4	8	17	23	28	37	72	63	45	1	1	1
All Students (Prior Year)	--	2055	63579	--	NA	NA	--	513	493	--	5	15	--	30	42	--	60	41	--	5	2
Female	77	1081	34086	100	99	97	515	511	496	1	5	13	20	25	36	79	69	51	0	1	1
Male	89	1124	34644	97	98	95	510	499	484	6	12	22	26	31	39	66	56	38	2	1	0
African American	NC	43	3115	NC	88	92	NC	481	478	NC	21	25	NC	44	44	NC	35	31	NC	0	0
Hispanic	NC	216	22656	NC	95	92	NC	476	476	NC	27	27	NC	40	43	NC	33	30	NC	0	0
Asian/Pacific Islander	NC	65	1472	NC	112	98	NC	521	507	NC	2	8	NC	20	30	NC	74	60	NC	5	2
American Indian/Alaskan Native	--	25	4940	--	81	98	--	480	469	--	17	34	--	57	43	--	26	23	--	0	0
White	139	1690	34501	89	90	93	512	509	500	4	6	10	24	26	34	71	67	55	1	1	1
Students with Disabilities	NC	137	7386	NC	73	95	NC	470	459	NC	34	46	NC	41	37	NC	25	17	NC	0	0
Students without Disabilities	158	2069	61615	101	101	97	513	506	491	3	8	16	23	28	37	73	63	45	1	1	1
Limited English Proficient Students	NC	116	9662	NC	91	104	NC	451	454	NC	52	51	NC	41	40	NC	7	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	167	2188	52618				512	506	494	4	8	14	23	28	36	72	63	49	1	1	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)

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	72	54	100	78	72	49	99	78	72	53
	Language	--	--	66	46	99	71	66	42	99	76	67	45
	Mathematics	--	--	80	61	99	82	78	58	98	80	78	62
7	Reading	--	--	74	53	99	79	70	48	99	78	70	51
	Language	--	--	76	55	98	82	74	51	99	83	75	54
	Mathematics	--	--	76	57	98	81	74	54	98	76	74	58
8	Reading	--	--	74	55	--	--	71	49	98	76	71	53
	Language	--	--	74	50	--	--	71	46	99	79	70	49
	Mathematics	--	--	74	57	--	--	73	54	99	77	72	58

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 Safety

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

Pillars of Character Program, Take a Stand Against Harassment Program, Open Lines for Parents and Staff.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Marianne M. Bursi	(480) 484-1510
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Carol Hughes	(480) 952-6188
School Nutrition Programs	Barbara Savasito	(480) 661-1126
Parent Organization	Michelle Radcliffe	(480) 484-1500
Student Health/Nurse	Victoria Trahan	(480) 443-7122

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, 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."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards