



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10101 E. Thompson Peak Parkway, Scottsdale, AZ 85255

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Excelling

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

School Overview

Principal/Administrator : Mr. Sheila Ann Burnham
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : susd.org
Phone Number : (480) 484-1400
Fax Number : (480) 484-1501
E-mail : sburnham@susd.org

Mission

Our mission is to ensure that every student demonstrates measurable gains towards AZ State Standards, develops personal expression through academics, the arts and physical education, and displays personal integrity through life skills.

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

- To increase student achievement in math as measured by AIMS. The percentage of third and/or fifth grade students who meet or exceed the standards will increase by two percent from the 2005 AIMS scores for total math.
To increase student safety, 90 percent of our grade 3 - 5 students will be trained in peer mediation. Ninety percent of the staff will apply to procedures for fire drills and lock downs and be trained for evacuation.
One-hundred percent of full-time teachers will create and update a web page to communicate with parents. Ninety percent of the K-5 students will produce a grade appropriate product using technology.
Ninety percent of full and part-time staff will participate in six hours of professional development that relates to our school improvement goals.

Enrollment

October 1, 2005 School Year Student Enrollment : 515
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 115

Instructional Programs

- ü Gifted and Special Needs Services
- ü Music , Art and Physical Education
- ü All Day Kindergarten Option
- ü Technology

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are dedicated to holding high expectations for student achievement and behavior; maintaining open, timely, and regular communication with parents; ensuring the safety of students; effectively using school time; and ensuring that students succeed.

Parents

Copper Ridge Elementary enjoys a high level of parent involvement and cooperation. We ask that parents be involved in school, support school and District policies, reinforce learning at home, and maintain open and regular communication with teachers.

Transportation Policy

The safety of riders is the first priority. SUSD vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted by all students and staff. Our transportation policy is the one used by all Scottsdale Schools.

School Honors

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

Award/Honor	Year
ü Charros Teacher Award	2004
ü SUSD Student Poetry Winners	2004
ü Silver Apple Teacher Award	2003
ü Student Constitution Commemoration Essay Winners	2002

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	88	1919	80010	100	99	99	492	473	447	1	5	10	3	10	18	45	48	53	50	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	919	38935	100	99	99	494	471	447	2	5	9	NA	12	19	43	49	55	54	35	17
Male	42	1000	40974	100	99	98	489	474	448	NA	6	11	7	9	18	48	47	52	45	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	82	1436	35142	100	99	99	492	481	465	1	3	5	4	7	11	45	48	56	50	42	28
Students with Disabilities	11	297	10161	100	96	93	474	448	419	9	19	28	NA	18	28	55	42	36	36	21	8
Students without Disabilities	77	1622	69849	100	100	100	494	477	451	NA	3	7	4	9	17	44	49	56	52	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	87	1506	40981	100	99	100	492	482	462	1	3	6	3	7	13	45	47	54	51	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1921	79438	100	99	98	489	472	451	1	6	9	5	13	24	67	61	56	27	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	919	38775	100	99	99	489	477	457	2	4	7	2	11	22	63	61	58	33	23	13
Male	42	1002	40560	100	99	97	489	469	446	NA	7	12	7	14	25	71	61	54	21	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	NC	301	34297	NC	100	99	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	82	1438	34887	100	99	98	489	481	471	NA	3	4	4	10	15	71	64	63	26	24	18
Students with Disabilities	11	297	9588	100	96	88	466	441	416	NA	20	30	18	23	32	73	46	34	9	11	5
Students without Disabilities	77	1624	69850	100	100	100	492	478	456	1	3	7	3	11	23	66	63	59	30	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	87	1507	40753	100	99	99	490	482	467	1	3	5	3	9	16	68	64	62	28	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	88	1922	79971	100	99	99	458	439	423	2	4	8	24	35	41	65	55	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	921	38974	100	99	99	465	452	437	4	3	5	15	27	33	67	63	57	13	7	4
Male	42	1001	40895	100	99	98	451	427	410	NA	5	10	33	43	47	62	48	41	5	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	82	1439	35150	100	99	99	458	446	437	1	3	5	26	31	35	65	60	56	9	6	5
Students with Disabilities	11	301	10258	100	97	94	442	403	377	NA	14	23	45	50	51	45	33	25	9	3	1
Students without Disabilities	77	1621	69713	100	100	100	461	445	429	3	2	5	21	33	39	68	59	52	9	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	87	1507	40977	100	99	100	458	448	437	2	2	5	24	31	34	64	61	56	9	6	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1948	80147	100	99	99	517	505	482	1	6	11	6	10	17	51	44	49	42	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	974	39281	100	99	99	526	506	483	NA	7	9	5	9	17	48	44	50	48	41	24
Male	45	973	40780	100	99	98	509	504	482	2	6	12	7	10	17	53	44	48	38	39	24
African American	--	53	4249	--	100	99	--	464	464	--	25	17	--	11	22	--	49	48	--	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	464	456	--	26	19	--	15	27	--	35	46	--	24	8
White	80	1490	36122	100	99	99	517	514	501	1	4	5	6	6	10	51	44	50	41	46	35
Students with Disabilities	NC	282	10295	NC	96	92	NC	464	443	NC	27	33	NC	19	26	NC	37	33	NC	17	8
Students without Disabilities	78	1666	69852	100	100	100	523	512	488	NA	3	7	3	8	16	51	45	51	46	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	84	1565	41776	100	99	100	518	516	498	1	3	6	6	7	11	50	43	49	43	47	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1946	79686	99	99	98	500	493	470	1	5	11	7	13	24	79	65	57	13	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	973	39163	100	99	99	507	497	475	NA	4	9	8	12	22	78	65	60	15	19	10
Male	44	972	40438	98	99	97	494	490	465	2	6	13	7	14	25	80	64	54	11	16	7
African American	--	52	4228	--	98	98	--	465	458	--	13	15	--	23	28	--	62	53	--	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	--	35	4087	--	100	96	--	452	446	--	14	16	--	29	38	--	57	44	--	NA	2
White	79	1489	35914	99	99	98	500	502	489	1	3	5	8	9	15	78	68	67	13	20	14
Students with Disabilities	NC	279	9808	NC	95	87	NC	457	432	NC	19	35	NC	30	32	NC	42	30	NC	9	3
Students without Disabilities	77	1667	69878	99	100	100	504	499	475	NA	3	8	6	10	23	79	69	61	14	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	83	1562	41591	99	99	99	500	503	486	1	3	6	7	8	16	78	68	65	13	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1954	80372	99	100	99	501	495	475	1	2	4	14	19	30	82	76	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	976	39452	100	100	99	510	505	488	3	1	3	NA	13	22	95	80	72	3	6	3
Male	44	977	40836	98	99	98	492	485	464	NA	3	6	27	24	37	70	71	56	2	2	1
African American	--	53	4264	--	100	99	--	462	465	--	6	5	--	36	35	--	58	59	--	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	--	35	4128	--	100	97	--	467	464	--	3	4	--	40	39	--	57	56	--	NA	1
White	79	1496	36213	99	100	99	500	501	489	1	1	2	14	15	22	82	79	72	3	4	3
Students with Disabilities	NC	288	10526	NC	98	94	NC	453	427	NC	8	15	NC	46	53	NC	46	31	NC	1	1
Students without Disabilities	77	1666	69846	99	100	100	504	502	482	1	1	3	10	14	26	86	81	69	3	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	83	1568	41851	99	100	100	501	503	489	1	1	3	14	15	22	82	80	72	2	4	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2007	79306	100	100	99	556	536	504	NA	6	13	3	9	20	47	47	49	50	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	966	38845	100	100	99	556	536	505	NA	5	11	3	9	20	49	48	50	49	39	18
Male	39	1041	40383	100	100	98	556	535	504	NA	6	14	3	10	19	46	46	47	51	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	72	1554	36234	100	100	99	556	544	523	NA	3	6	3	7	13	49	47	52	49	43	28
Students with Disabilities	NC	270	10286	NC	99	91	NC	492	462	NC	24	41	NC	22	27	NC	38	27	NC	16	5
Students without Disabilities	69	1737	69020	100	100	100	562	542	510	NA	3	9	NA	7	18	46	48	52	54	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	75	1613	41869	100	100	100	557	545	521	NA	3	7	3	7	14	47	46	51	51	44	27

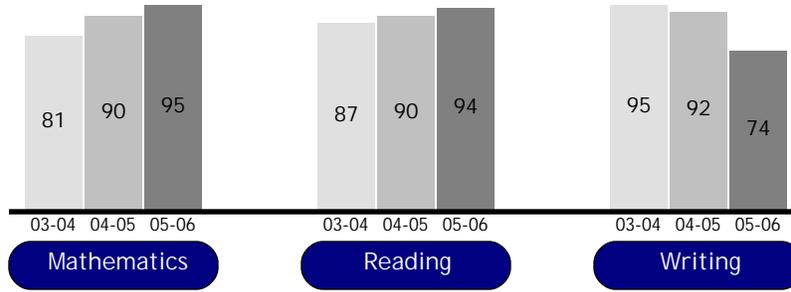
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1994	79000	100	99	98	529	517	489	NA	4	10	4	11	24	72	64	58	24	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	963	38774	100	99	99	529	522	494	NA	2	7	5	10	22	70	64	61	24	24	10
Male	39	1031	40150	100	99	98	529	512	485	NA	5	12	3	13	25	74	63	55	23	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	72	1549	36135	100	99	98	529	525	508	NA	2	4	4	7	14	71	66	67	25	25	15
Students with Disabilities	NC	258	9991	NC	94	88	NC	479	449	NC	14	33	NC	29	36	NC	50	29	NC	7	2
Students without Disabilities	69	1736	69009	100	100	100	533	522	495	NA	2	6	1	8	22	72	66	62	26	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	75	1605	41766	100	99	99	529	526	505	NA	1	5	4	8	16	72	66	65	24	25	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	76	2007	79611	100	100	99	538	524	496	NA	3	7	14	22	37	86	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	967	39016	100	100	99	547	537	511	NA	2	4	11	14	29	89	81	66	NA	3	1
Male	39	1040	40519	100	100	98	529	511	482	NA	3	10	18	29	44	82	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	72	1554	36380	100	100	99	536	531	511	NA	2	4	15	19	30	85	78	65	NA	2	1
Students with Disabilities	NC	271	10664	NC	99	94	NC	471	440	NC	13	23	NC	49	54	NC	36	22	NC	2	1
Students without Disabilities	69	1736	68947	100	100	100	542	532	504	NA	1	4	10	18	34	90	79	61	NA	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	75	1614	41985	100	100	100	539	532	511	NA	1	4	13	19	30	87	78	65	NA	2	1

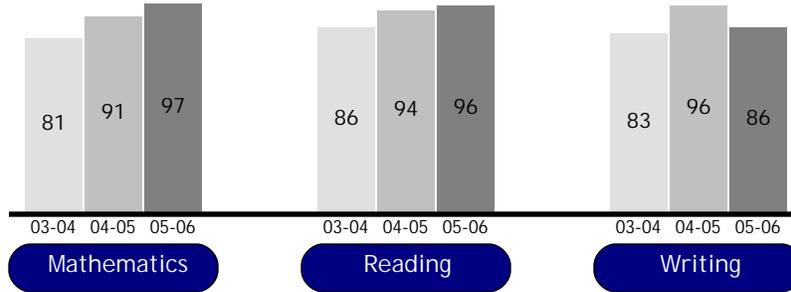
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	97	65	NA	58	99	70	62	47	100	72	65	46
	Language	99	62	68	50	99	66	64	47	100	72	70	48
	Mathematics	99	69	79	64	100	74	67	50	100	75	72	52
3	Reading	100	70	NA	55	100	63	57	44	100	75	63	46
	Language	100	80	77	61	100	66	57	44	100	67	59	46
	Mathematics	100	73	76	61	100	70	65	51	100	76	70	52
4	Reading	97	87	NA	56	100	69	61	48	100	73	68	52
	Language	99	74	69	52	100	72	64	49	100	75	70	52
	Mathematics	99	84	79	61	100	79	66	53	100	75	70	58
5	Reading	98	77	NA	55	100	71	64	50	100	79	73	56
	Language	98	69	69	49	100	74	65	50	100	82	73	54
	Mathematics	98	84	83	63	100	74	65	49	100	83	72	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Provide Input on the School Mission
- Ü Oversight of Other Committees
- Ü Monitor School Improvement Plan
- Ü Provide Input on Family Handbook

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.40
Other Professional Staff	9.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	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	2	0	0
10 or more years	3	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
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 Media Center
- Ü Computer Lab
- Ü Band and Strings Rooms
- Ü Art Room

Extracurricular Activities

- Ü Spelling Bee
- Ü Word Masters/Math Olympiads
- Ü Art Masterpiece/Music Memory
- Ü Student Council
- Ü Battle of the Books
- Ü Geography Bee

Social Services

- Ü Scottsdale Prevention Institute
- Ü On Site Liaison Officer
- Ü Health Services
- Ü Outstanding Parent Teacher Organization

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On the 2004 AIMS for fifth graders 93% percent of the students met or exceeded standards in math, 97% percent met or exceeded standards in writing, and 94% percent met or exceeded standards in reading.

- ü On the 2005 Parent Survey, 90.1 percent of the parents agreed that CRES is a safe and orderly school.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We focus on student use of life skills and teach students how to resolve conflict. Specific safety procedures are in place and practiced regularly. Safety rules are clear and implemented. Visitors sign in and wear badges. A crisis plan is in place.

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	Sheila Burnham	(480) 484-1400
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Keith Sterling	(480) 484-6111
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Cheryl Crone	(480) 513-6954
Student Health/Nurse	Victoria Trahan	(480) 484-6209

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.