

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9950 East Rees Loop, Tucson, AZ 85747

Vail 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Carol Marie Golembiewski  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : K-6  
 Web Address : www.vail.k12.az.us  
 Phone Number : (520) 762-2600  
 Fax Number : (520) 762-2601  
 E-mail : golebiewskic@vail.k12.az.us

### Mission

The Cottonwood community is proud to provide a quality, nurturing environment where we strive to motivate every student in developing their greatest learning potential.

### 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 Writing: Ninety-five percent of the K-6th grade students will complete a cross-curricular weekly writing assignment aligned with the Arizona writing standards. This will be measured with writing portfolios to be completed by May 2007.
- ü Reading: The percentage of 3rd-6th graders on average exceeding the reading standard will increase from 15% to 20% by the end of the 2006-07 school year as measured by the AIMS test administered April 2007.
- ü PBS Goal: In order to reinforce Cottonwood's positive behavioral standards, 90% of the students will learn the Coyote Code, ACT Statement and Cottonwood Promise by May 1st. Student progress will be measured by observations or written statements.
- ü Communication: 100% of Certified teachers will communicate through a monthly newsletter focusing on core curriculum and special focus areas including a parent instructional tip. This will be measured by submitting newsletters to the principal.

### Enrollment

October 1, 2005 School Year Student Enrollment : 649  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Ü Standards Based Instruction
- Ü Reteach and Enrichment
- Ü Inclusion and Resource Special Education
- Ü Accelerated Reader Program
- Ü Blast - Six-Trait Writing
- Ü Afterschool Tutoring
- Ü Instructional Intercessions
- Ü Family Reading Nights

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/17/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the mission of the Vail School District to provide parents with safe and nurturing school communities, where their children can obtain a quality education. We respect parents and their values.

Parents

Our schools are communities of learners. We believe learning extends well beyond the classroom. Cottonwood parents are to provide a healthy psychological environment; to ensure regular attendance; and support their child's education.

Transportation Policy

Students who live within our attendance area are provided school transportation if they live within a mile of the school.

School Honors

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

Award/Honor	Year
Ü ASBA Golden Bell Award	2005
Ü So. AZ Children's Advocacy Ctr Appreciation Award	2002
Ü Pima County Environmental Quality Award	2002
Ü Learning for Life Character Education Award	2004

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	83	514	80010	94	97	99	485	481	447	4	2	10	5	5	18	52	57	53	40	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	246	38935	97	96	99	487	485	447	3	1	9	6	4	19	53	55	55	39	39	17
Male	47	267	40974	92	98	98	484	478	448	4	2	11	4	5	18	51	59	52	40	34	19
African American	NC	20	4201	NC	95	99	NC	463	430	NC	5	17	NC	5	23	NC	65	51	NC	25	9
Hispanic	16	102	34545	94	94	99	466	463	432	13	3	14	6	11	24	50	64	53	31	23	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	488	474	NC	NA	4	NC	13	10	NC	40	50	NC	47	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	60	373	35142	95	98	99	492	487	465	2	1	5	3	3	11	52	55	56	43	41	28
Students with Disabilities	NC	38	10161	NC	66	93	NC	471	419	NC	3	28	NC	13	28	NC	53	36	NC	32	8
Students without Disabilities	77	476	69849	97	100	100	485	482	451	4	2	7	4	4	17	52	57	56	40	37	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	12	82	39029	92	85	98	480	470	432	8	4	14	NA	4	25	50	67	52	42	26	9
Non-Economically Disadvantaged	71	432	40981	95	100	100	486	483	462	3	1	6	6	5	13	52	55	54	39	39	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	83	513	79438	94	97	98	482	481	451	1	1	9	10	11	24	67	65	56	22	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	246	38775	97	96	99	488	487	457	NA	1	7	8	8	22	64	63	58	28	28	13
Male	47	266	40560	92	97	97	477	476	446	2	2	12	11	13	25	70	66	54	17	19	9
African American	NC	19	4178	NC	90	98	NC	474	439	NC	NA	13	NC	21	29	NC	58	52	NC	21	6
Hispanic	16	102	34297	94	94	98	458	467	434	NA	2	14	25	18	31	69	68	50	6	13	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	490	475	NC	NA	3	NC	13	15	NC	53	63	NC	33	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	60	373	34887	95	98	98	489	485	471	2	1	4	3	8	15	68	65	63	27	26	18
Students with Disabilities	NC	37	9588	NC	64	88	NC	478	416	NC	NA	30	NC	11	32	NC	73	34	NC	16	5
Students without Disabilities	77	476	69850	97	100	100	482	481	456	1	1	7	9	11	23	68	64	59	22	24	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	12	81	38685	92	84	97	470	469	435	NA	NA	14	25	19	32	50	65	50	25	16	5
Non-Economically Disadvantaged	71	432	40753	95	100	99	484	483	467	1	2	5	7	9	16	70	65	62	21	25	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	87	524	79971	99	99	99	452	434	423	NA	3	8	28	40	41	70	56	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	251	38974	100	98	99	475	450	437	NA	2	5	11	28	33	84	69	57	5	2	4
Male	50	272	40895	98	100	98	435	419	410	NA	4	10	40	51	47	60	44	41	NA	0	2
African American	NC	21	4203	NC	100	99	NC	420	411	NC	5	11	NC	38	45	NC	57	43	NC	NA	2
Hispanic	17	106	34481	100	97	99	458	434	410	NA	3	10	24	42	46	71	53	43	6	3	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	445	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	62	378	35150	98	99	99	450	434	437	NA	3	5	29	40	35	69	56	56	2	1	5
Students with Disabilities	NC	45	10258	NC	78	94	NC	416	377	NC	4	23	NC	53	51	NC	38	25	NC	4	1
Students without Disabilities	79	479	69713	100	100	100	454	435	429	NA	3	5	24	39	39	75	58	52	1	1	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	13	85	38994	100	89	98	459	432	409	NA	4	10	23	36	47	77	60	41	NA	NA	1
Non-Economically Disadvantaged	74	439	40977	99	100	100	451	434	437	NA	3	5	28	41	34	69	55	56	3	1	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	87	556	80147	94	98	99	534	523	482	1	2	11	3	4	17	36	42	49	60	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	290	39281	91	98	99	516	520	483	NA	1	9	7	5	17	52	47	50	40	48	24
Male	45	265	40780	96	99	98	550	528	482	2	3	12	NA	3	17	20	37	48	78	57	24
African American	NC	31	4249	NC	94	99	NC	516	464	NC	NA	17	NC	10	22	NC	45	48	NC	45	13
Hispanic	24	134	33494	96	99	99	509	506	466	4	4	15	13	10	23	33	46	49	50	41	14
Asian/Pacific Islander	--	16	2103	--	100	99	--	532	515	--	NA	4	--	NA	8	--	44	44	--	56	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	56	368	36122	92	98	99	546	530	501	NA	1	5	NA	2	10	34	40	50	66	57	35
Students with Disabilities	NC	43	10295	NC	75	92	NC	495	443	NC	14	33	NC	16	26	NC	37	33	NC	33	8
Students without Disabilities	83	513	69852	100	100	100	532	526	488	1	1	7	4	3	16	36	43	51	59	54	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	95	38371	86	91	97	497	504	465	8	5	15	17	12	23	42	42	49	33	41	13
Non-Economically Disadvantaged	75	461	41776	95	100	100	539	527	498	NA	1	6	1	3	11	35	42	49	64	54	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	87	551	79686	94	97	98	511	499	470	NA	2	11	6	10	24	72	72	57	22	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	292	39163	91	98	99	507	501	475	NA	1	9	7	9	22	76	73	60	17	17	10
Male	45	258	40438	96	96	97	514	497	465	NA	2	13	4	11	25	69	70	54	27	17	7
African American	NC	32	4228	NC	97	98	NC	493	458	NC	3	15	NC	19	28	NC	59	53	NC	19	4
Hispanic	24	129	33299	96	96	98	493	486	452	NA	2	17	17	13	32	67	77	47	17	9	3
Asian/Pacific Islander	--	16	2097	--	100	99	--	501	490	--	NA	5	--	6	13	--	88	68	--	6	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	56	367	35914	92	98	98	519	504	489	NA	2	5	2	8	15	73	70	67	25	20	14
Students with Disabilities	NC	40	9808	NC	70	87	NC	470	432	NC	10	35	NC	20	32	NC	65	30	NC	5	3
Students without Disabilities	83	511	69878	100	100	100	510	501	475	NA	1	8	6	9	23	71	72	61	23	18	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	91	38095	86	88	97	488	482	452	NA	4	17	25	19	32	67	62	48	8	15	3
Non-Economically Disadvantaged	75	460	41591	95	100	99	514	502	486	NA	1	6	3	8	16	73	74	65	24	17	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	94	570	80372	100	100	99	503	496	475	NA	1	4	11	18	30	89	78	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	301	39452	100	100	99	508	506	488	NA	1	3	11	13	22	89	83	72	NA	4	3
Male	48	268	40836	100	100	98	497	485	464	NA	1	6	10	25	37	90	73	56	NA	1	1
African American	NC	32	4264	NC	97	99	NC	492	465	NC	NA	5	NC	25	35	NC	75	59	NC	NA	1
Hispanic	25	136	33608	100	100	99	498	488	462	NA	1	6	8	21	36	92	76	57	NA	1	1
Asian/Pacific Islander	--	16	2098	--	100	99	--	507	500	--	NA	2	--	6	16	--	94	75	--	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	62	379	36213	100	100	99	504	499	489	NA	1	2	13	18	22	87	78	72	NA	3	3
Students with Disabilities	11	55	10526	100	96	94	454	456	427	NA	5	15	55	45	53	45	45	31	NA	4	1
Students without Disabilities	83	515	69846	100	100	100	508	500	482	NA	1	3	5	16	26	95	82	69	NA	2	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	14	100	38521	100	96	98	495	474	461	NA	3	6	14	25	38	86	71	55	NA	1	1
Non-Economically Disadvantaged	80	470	41851	100	100	100	504	501	489	NA	1	3	10	17	22	90	80	72	NA	3	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	107	571	79306	96	97	99	530	546	504	2	3	13	14	6	20	50	46	49	34	45	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	273	38845	96	96	99	531	547	505	NA	1	11	17	6	20	48	48	50	35	45	18
Male	55	297	40383	96	98	98	530	545	504	4	4	14	11	6	19	53	45	47	33	44	19
African American	NC	28	4171	NC	100	98	NC	537	485	NC	NA	20	NC	4	26	NC	57	44	NC	39	10
Hispanic	24	120	32673	89	93	99	520	533	487	4	5	18	25	10	25	38	51	46	33	34	10
Asian/Pacific Islander	NC	17	2147	NC	94	99	NC	558	539	NC	NA	5	NC	6	10	NC	29	46	NC	65	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	72	400	36234	100	98	99	536	550	523	1	3	6	10	5	13	54	45	52	35	48	28
Students with Disabilities	NC	39	10286	NC	70	91	NC	503	462	NC	15	41	NC	26	27	NC	38	27	NC	21	5
Students without Disabilities	102	532	69020	98	100	100	532	548	510	1	2	9	11	5	18	53	47	52	35	46	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	11	102	37437	85	91	97	535	523	486	NA	7	19	9	8	26	55	58	46	36	27	9
Non-Economically Disadvantaged	96	469	41869	98	99	100	530	551	521	2	2	7	15	6	14	50	44	51	33	48	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	107	573	79000	96	98	98	508	520	489	4	3	10	10	9	24	77	68	58	9	20	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	275	38774	96	96	99	512	525	494	2	1	7	12	7	22	73	69	61	13	23	10
Male	55	297	40150	96	98	98	503	515	485	5	4	12	9	10	25	80	68	55	5	18	8
African American	NC	28	4153	NC	100	98	NC	510	476	NC	NA	13	NC	11	30	NC	79	53	NC	11	4
Hispanic	24	121	32508	89	94	98	501	510	472	8	6	15	17	10	33	67	69	49	8	15	3
Asian/Pacific Islander	NC	17	2142	NC	94	99	NC	524	510	NC	NA	4	NC	NA	14	NC	88	67	NC	12	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	72	401	36135	100	99	98	512	524	508	3	2	4	6	8	14	81	66	67	11	23	15
Students with Disabilities	NC	42	9991	NC	75	88	NC	479	449	NC	14	33	NC	26	36	NC	60	29	NC	NA	2
Students without Disabilities	102	531	69009	98	100	100	508	522	495	3	2	6	10	7	22	77	69	62	10	22	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	11	102	37234	85	91	97	507	505	472	NA	5	15	9	12	33	82	68	50	9	16	3
Non-Economically Disadvantaged	96	471	41766	98	99	99	508	523	505	4	3	5	10	8	16	76	68	65	9	21	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	111	582	79611	100	99	99	522	526	496	1	1	7	23	20	37	77	77	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	280	39016	100	98	99	528	537	511	2	1	4	13	11	29	85	85	66	NA	3	1
Male	57	301	40519	100	100	98	517	516	482	NA	2	10	32	28	44	68	70	46	NA	0	0
African American	NC	28	4188	NC	100	98	NC	524	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	27	126	32855	100	98	99	529	524	481	NA	1	10	22	22	43	78	76	47	NA	1	0
Asian/Pacific Islander	NC	18	2149	NC	100	100	NC	522	519	NC	6	4	NC	17	24	NC	78	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	72	403	36380	100	99	99	524	528	511	NA	1	4	22	20	30	78	77	65	NA	1	1
Students with Disabilities	NC	48	10664	NC	86	94	NC	473	440	NC	8	23	NC	50	54	NC	38	22	NC	4	1
Students without Disabilities	104	534	68947	100	100	100	524	530	504	1	1	4	20	18	34	79	81	61	NA	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	107	37626	100	96	98	503	509	479	8	3	10	23	31	45	69	65	45	NA	1	0
Non-Economically Disadvantaged	98	475	41985	100	100	100	525	530	511	NA	1	4	22	18	30	78	80	65	NA	1	1

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

6th 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	13	606	79327	65	100	98	552	561	518	NA	4	19	8	8	20	62	48	46	31	40	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	290	38961	NC	100	98	NC	566	520	NC	2	16	NC	8	20	NC	49	48	NC	41	16
Male	NC	316	40295	NC	100	97	NC	557	516	NC	6	21	NC	8	19	NC	47	44	NC	39	16
African American	--	28	4247	--	100	98	--	552	499	--	7	27	--	4	24	--	57	41	--	32	8
Hispanic	NC	125	32327	NC	98	98	NC	551	499	NC	5	27	NC	10	25	NC	50	41	NC	35	8
Asian/Pacific Islander	--	16	1939	--	100	99	--	560	556	--	13	6	--	13	10	--	25	47	--	50	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	NC	432	36373	NC	100	98	NC	565	538	NC	3	10	NC	7	14	NC	48	52	NC	41	25
Students with Disabilities	NC	54	9321	NC	83	87	NC	500	467	NC	33	54	NC	19	22	NC	37	21	NC	11	3
Students without Disabilities	NC	552	70006	NC	100	100	NC	566	524	NC	1	14	NC	7	19	NC	49	49	NC	43	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	97	37097	NC	94	97	NC	553	498	NC	4	27	NC	11	25	NC	48	41	NC	36	7
Non-Economically Disadvantaged	NC	509	42230	NC	100	99	NC	562	535	NC	4	11	NC	7	15	NC	48	50	NC	40	24

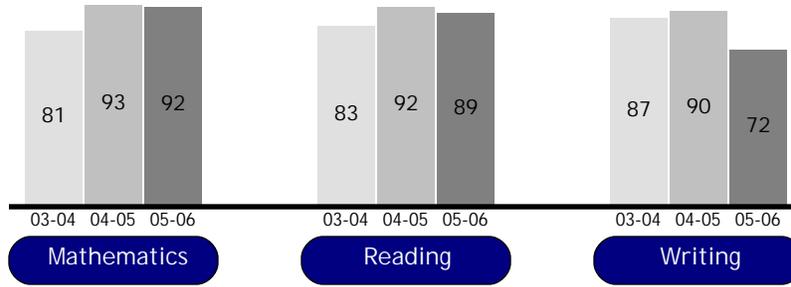
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	609	79501	65	100	98	509	523	497	NA	3	10	8	10	25	92	78	60	NA	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	293	39062	NC	100	99	NC	530	502	NC	2	8	NC	8	23	NC	78	64	NC	13	5
Male	NC	316	40368	NC	100	98	NC	517	491	NC	4	13	NC	11	27	NC	79	57	NC	6	3
African American	--	27	4279	--	96	99	--	514	485	--	NA	14	--	11	30	--	85	54	--	4	2
Hispanic	NC	126	32389	NC	99	98	NC	515	478	NC	6	16	NC	11	34	NC	75	48	NC	9	1
Asian/Pacific Islander	--	16	1936	--	100	99	--	525	519	--	NA	3	--	19	14	--	69	73	--	13	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	NC	435	36446	NC	100	99	NC	527	516	NC	2	4	NC	9	15	NC	80	73	NC	9	7
Students with Disabilities	NC	56	9411	NC	86	88	NC	471	453	NC	23	36	NC	27	36	NC	48	26	NC	2	1
Students without Disabilities	NC	553	70090	NC	100	100	NC	528	502	NC	1	7	NC	8	24	NC	82	65	NC	10	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	99	37183	NC	96	97	NC	518	479	NC	3	16	NC	13	34	NC	77	49	NC	7	1
Non-Economically Disadvantaged	NC	510	42318	NC	100	99	NC	525	513	NC	3	5	NC	9	17	NC	79	70	NC	9	7

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	19	616	80000	95	100	99	542	581	564	5	2	3	21	6	11	63	81	75	11	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	297	39288	NC	100	99	NC	597	579	NC	1	2	NC	2	6	NC	76	77	NC	21	16
Male	10	319	40644	91	100	98	NA	565	549	NA	3	4	NA	9	15	NA	84	74	NA	4	7
African American	--	28	4307	--	100	99	--	580	551	--	NA	4	--	7	13	--	75	75	--	18	7
Hispanic	NC	128	32672	NC	100	99	NC	577	548	NC	1	4	NC	8	14	NC	80	76	NC	12	6
Asian/Pacific Islander	--	16	1945	--	100	99	--	583	592	--	NA	1	--	6	4	--	81	69	--	13	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	12	439	36602	92	100	99	551	582	579	8	2	2	17	5	7	67	81	75	8	12	16
Students with Disabilities	11	64	9919	92	98	93	502	511	505	9	8	9	36	31	35	55	61	54	NA	NA	2
Students without Disabilities	NC	552	70081	NC	100	100	NC	588	571	NC	1	2	NC	3	7	NC	83	79	NC	14	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	101	37534	NC	98	98	NC	574	547	NC	NA	4	NC	10	15	NC	81	76	NC	9	5
Non-Economically Disadvantaged	12	515	42466	92	100	100	560	582	578	8	2	2	8	5	7	67	80	75	17	13	16

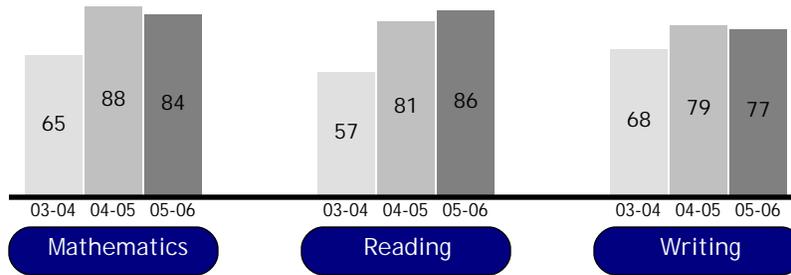
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	72	NA	58	100	52	59	47	92	59	63	46
	Language	94	70	60	50	100	52	60	47	92	67	65	48
	Mathematics	97	81	80	64	100	54	62	50	92	65	63	52
3	Reading	96	65	NA	55	99	64	58	44	93	67	67	46
	Language	96	70	71	61	99	60	55	44	98	63	63	46
	Mathematics	97	77	76	61	99	71	64	51	93	73	73	52
4	Reading	100	70	NA	56	100	61	62	48	92	75	70	52
	Language	99	65	59	52	100	57	60	49	100	70	67	52
	Mathematics	100	80	75	61	100	68	66	53	92	78	76	58
5	Reading	99	59	NA	55	100	64	61	50	95	67	76	56
	Language	99	53	59	49	100	61	61	50	97	67	73	54
	Mathematics	99	69	75	63	100	65	63	49	95	65	72	52
6	Reading	100	61	NA	56	100	52	64	51	65	58	75	56
	Language	100	53	55	48	100	52	58	47	95	48	65	50
	Mathematics	100	76	76	66	100	58	68	52	65	73	79	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Development of School Mission and Goals
- Ü School Improvement
- Ü School Safety Issues
- Ü Code of Ethics/Dress Code
- Ü School Fundraising and Field Trips
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 Computer Lab with 32 Computers
- Ü Media Center/Library with 12 Computers
- Ü Each Classroom Cluster with 2 Computers

Extracurricular Activities

- Ü Student Council
- Ü Art Club
- Ü Intramurals
- Ü Peer Mediation Group
- Ü Band
- Ü Chorus
- Ü CAT Club
- Ü Family Reading Nights

Social Services

- Ü Intersession Tutoring
- Ü Intersession Remediation Classes
- Ü Afterschool Tutoring
- Ü Federal Food Program
- Ü Kiddco and Vail Aftercare Program
- Ü Services from to the Vail Cares Grant

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AIMS SCORES - GRADE 3  
Ninety percent or more of the students met or exceeded the standards on the Reading and Math sections.
  
- ü AIMS SCORES - GRADE 4  
Ninety percent of the students met or exceeded standards on the Reading, Math and Writing section.
  
- ü AIMS SCORES - GRADE 5  
Eighty-seven percent for more of the students met or exceeded the standards on the Reading and Math sections.
  
- ü AZ School Excelling School Label for 2005 & 2006

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	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

Cottonwood's Caring Community is an anti-bullying program that identifies bullying behaviors and empowers students to practice corrective measures. The school participates in the GREAT Program through the Tucson Police Department. The School Code of Conduct and Dress Code is updated annually. Visitors are required to sign in at the front office and receive visitor identification.

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) :

1

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	Carol Golembiewski	(520) 762-2604
Transportation Policy	Al Flores	(520) 762-2050
Community Resources	Rosemary McCain	(520) 762-3931
School Nutrition Programs	Marilyn Bennett	(520) 762-2035
Parent Organization	Melissa Grossheim	(520) 762-2690
Student Health/Nurse	Bridget Steffen	(520) 762-2609

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

\*\* 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.