

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2939 Del Rio Drive, Cottonwood, AZ 86326

Cottonwood-Oak Creek Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	N/A
2002-03	Not Evaluated

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Sandra Lee Huson  
 Schedule : 07:45 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 395  
 Web Address : www2cocsd.k12.az.us/TES  
 Phone Number : (928) 649-8144  
 Fax Number : (928) 649-8145  
 E-mail : shuson@cocsd.k12.az.us

### Mission

We will foster respect for lifelong learning. We emphasize the basic skills through an enriched curriculum. We promote students' intrinsic motivation by encouraging cooperation. Curiosity is encouraged, the arts appreciated and lifeskills promoted. Handicapp awareness is an integral part of our daily program.

### School / Academic Goals

- ü Student reading comprehension will improve as measured by the Terra Nova, AIMS and DIBELS through support of Corrective and Mastery Reading, phonics-based Houghton Mifflin reading and a curriculum guide which reflects the Arizona Academic Standards.
- ü Student math instruction will be taught through the math curriculum, with an emphasis in computation in context, according to the Arizona Academic Standards for mathematics, and skills measured by the Terra Nova and AIMS and district assessments.
- ü The teaching staff will promote effective and timely communication between school and home. Effective teamwork will have a positive affect on student achievement. Teachers will communicate with parents/guardians a minimum of two times each month.
- ü Teachers will begin work on development of integrated, thematic units or model products aligned to the Arizona State Standards which will correlate to the grade level subject matter.

### Enrollment

October 1, 2004 School Year Student Enrollment : 449  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Full-day Kindergarten
- ü Gifted Education
- ü Fine Arts Education
- ü Title 1
- ü English Language Learner Program
- ü Special Education Resource Program
- ü Speech and Language Program
- ü Self Contained Special Education program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Each week/month parents receive either a progress report or newsletter from the classroom teacher. A schoolwide newsletter will go home as well. Each year the school surveys parents to get their suggestions for improvement. Open House will take place at the opening of the school year and parent conferences will take place twice a year. Title 1 Parent Nights are provided to inform parents about school programs. Consistent communication will take place between our EL parents and the teachers.

Parents

Parents are responsible for children coming to school prepared to learn and on time. We ask that parents provide an appropriate bed time for students so they come to school rested and ready to learn. We expect parents to conference with the teacher regularly and share pertinent student information with the classroom teacher/principal that would have an effect on student learning. We invite parents to participate in school sponsored activities, such as PTO and School Site Council, etc.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Our bus drivers do a good job of considering the safety of students to and from school and uphold bus safety rules at all times. Students are held accountable for their behavior while on the bus. Transportation personnel communicate with parents in a timely manner.

School Honors

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

Award/Honor	Year
ü New School	2004
ü Adequate Yearly Progress	2005

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	72	309	79306	100	100	99	404	428	445	18	15	10	19	20	18	51	55	51	11	11	20
All Students (Prior Year)	--	254	75509	--	98	100	--	503	521	--	21	13	--	28	23	--	27	33	--	24	31
Female	37	147	38691	100	100	99	396	423	446	22	15	10	16	22	18	51	53	52	11	10	20
Male	35	162	40583	100	100	99	411	432	445	14	15	11	23	17	18	51	57	50	11	11	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	29	98	32869	100	100	99	394	412	429	28	23	15	21	28	25	41	44	51	10	5	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	42	206	36197	100	100	99	407	434	463	12	11	5	19	16	11	60	60	53	10	12	31
Students with Disabilities	NC	28	10321	NC	100	100	NC	302	389	NC	55	30	NC	14	27	NC	27	34	NC	5	9
Students without Disabilities	64	281	69060	100	100	98	436	438	454	14	11	7	20	20	17	53	57	54	13	11	22
Limited English Proficient Students	23	71	15509	100	100	100	331	385	406	36	31	20	20	27	30	36	39	45	8	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	41	178	39415	93	97	96	434	427	431	15	17	15	20	23	25	56	54	50	10	6	10
Non-Economically Disadvantaged	31	131	39966	100	100	100	363	428	459	23	12	6	19	16	12	45	56	52	13	17	30

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	72	309	79395	100	0	99	405	428	446	17	14	9	22	27	25	58	54	55	3	4	11
All Students (Prior Year)	--	253	75492	--	98	100	--	514	519	--	18	12	--	15	16	--	49	47	--	18	24
Female	37	147	38743	100	0	100	403	428	451	22	15	7	14	24	24	59	54	57	5	6	12
Male	35	162	40618	100	0	99	407	428	440	11	14	11	31	30	27	57	54	53	0	2	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	29	98	32915	100	0	99	392	407	426	24	24	15	21	30	35	55	45	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	42	206	36221	100	0	99	412	437	465	12	10	4	24	26	15	60	58	63	5	6	17
Students with Disabilities	NC	28	10331	NC	0	100	NC	296	388	NC	45	25	NC	32	37	NC	23	34	NC	0	4
Students without Disabilities	64	281	69139	100	0	99	439	440	454	11	12	7	25	27	24	61	57	58	3	4	11
Limited English Proficient Students	23	71	15545	100	0	100	325	380	399	32	33	21	24	27	42	44	40	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	41	178	39484	93	0	96	433	426	429	12	18	14	27	30	35	61	51	47	0	1	4
Non-Economically Disadvantaged	31	131	39986	100	0	100	368	431	461	23	10	4	16	23	16	55	59	63	6	8	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	72	305	78869	100	100	99	404	415	442	11	11	6	19	26	21	63	57	63	7	6	10
All Students (Prior Year)	--	249	75053	--	96	99	--	558	597	--	16	7	--	14	12	--	67	72	--	3	9
Female	37	145	38536	100	99	99	404	433	458	16	8	4	14	19	15	62	65	67	8	8	14
Male	35	160	40302	100	100	99	404	399	428	6	13	8	26	32	26	63	50	60	6	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	29	97	32606	100	99	98	392	381	426	21	26	8	10	22	27	59	46	60	10	6	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	42	203	36078	100	100	99	412	430	459	5	4	4	24	27	16	67	63	66	5	6	14
Students with Disabilities	NC	26	10246	NC	100	100	NC	257	367	NC	33	18	NC	43	39	NC	19	40	NC	5	4
Students without Disabilities	64	279	68697	100	99	98	440	428	454	8	9	4	19	25	18	66	60	67	8	6	11
Limited English Proficient Students	23	70	15339	100	100	100	319	354	399	28	26	11	12	27	31	52	45	54	8	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	41	175	39106	93	96	95	430	410	427	10	12	8	24	33	28	56	50	59	10	5	5
Non-Economically Disadvantaged	31	130	39837	100	100	100	369	422	457	13	9	4	13	17	14	71	67	67	3	8	15

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	67	287	78906	100	100	99	472	495	498	7	11	13	18	14	19	60	58	48	15	16	20
All Students (Prior Year)	--	260	76019	--	100	100	--	508	499	--	9	14	--	37	39	--	15	14	--	39	33
Female	34	138	38644	100	100	99	478	497	500	6	10	12	12	10	19	68	65	49	15	15	19
Male	33	148	40236	100	98	99	465	494	497	9	13	15	24	18	19	52	52	46	15	17	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	32	94	31938	100	100	99	440	462	481	6	17	19	22	23	25	63	53	46	9	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	34	186	36483	100	99	99	501	511	517	9	9	7	12	10	13	59	60	51	21	21	30
Students with Disabilities	11	25	10664	100	100	100	274	362	430	36	41	42	36	36	27	27	18	26	0	5	5
Students without Disabilities	56	262	68310	100	100	98	510	508	509	2	9	9	14	12	18	66	62	51	18	17	22
Limited English Proficient Students	21	49	12573	100	100	100	400	440	454	5	22	27	32	32	30	64	46	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	38	169	38679	90	98	96	488	489	483	13	18	20	21	16	25	61	59	45	5	7	10
Non-Economically Disadvantaged	29	118	40295	100	100	100	451	504	513	0	4	7	14	12	13	59	57	50	28	28	30

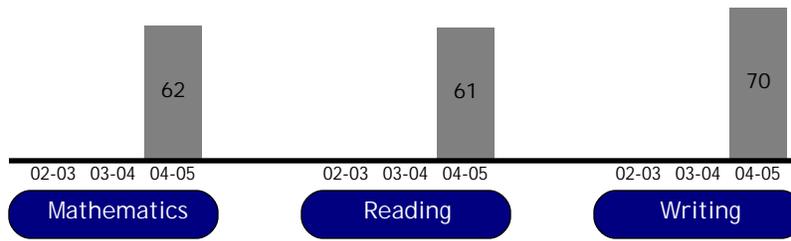
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	287	78908	100	0	99	456	485	484	12	9	10	18	16	23	66	68	58	4	7	9
All Students (Prior Year)	--	260	76020	--	100	100	--	506	503	--	21	25	--	19	23	--	47	40	--	13	12
Female	34	138	38648	100	0	99	469	492	489	6	5	8	12	14	22	76	73	61	6	8	10
Male	33	148	40233	100	0	99	442	478	479	18	12	12	24	18	25	55	63	55	3	6	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	32	94	31940	100	0	99	420	450	465	9	14	16	31	30	32	53	53	49	6	4	3
Asian/Pacific Islander	--	NC	1805	--	NC	99	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	34	186	36502	100	0	99	490	501	502	12	6	4	6	10	14	79	75	67	3	9	15
Students with Disabilities	11	25	10665	100	0	100	264	345	423	64	59	30	0	18	36	36	23	31	0	0	2
Students without Disabilities	56	262	68312	100	0	98	493	498	493	2	4	7	21	16	21	71	72	62	5	8	10
Limited English Proficient Students	21	49	12556	100	0	100	380	428	436	9	17	24	36	36	40	55	47	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	38	169	38662	90	0	96	473	482	468	16	11	16	29	22	32	53	64	49	3	3	3
Non-Economically Disadvantaged	29	118	40315	100	0	100	433	488	498	7	6	5	3	8	15	83	73	66	7	12	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	67	287	78750	100	100	99	475	501	500	6	5	6	24	24	29	67	68	63	3	2	2
All Students (Prior Year)	--	260	75673	--	100	100	--	511	530	--	18	12	--	24	25	--	53	58	--	5	4
Female	34	138	38586	100	100	99	490	515	515	6	3	4	12	17	22	79	78	71	3	2	3
Male	33	148	40135	100	98	99	460	486	486	6	8	8	36	31	35	55	58	56	3	3	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	32	94	31841	100	100	99	434	463	483	6	9	8	28	32	36	63	58	55	3	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	34	186	36440	100	99	99	513	517	516	6	4	3	21	21	22	71	72	71	3	3	4
Students with Disabilities	11	25	10622	100	100	100	273	340	415	18	27	21	36	41	50	36	27	28	9	5	1
Students without Disabilities	56	262	68196	100	100	98	515	515	513	4	3	3	21	23	25	73	72	69	2	2	3
Limited English Proficient Students	21	49	12504	100	100	100	401	444	451	5	8	12	32	42	44	59	47	43	5	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	169	38558	90	98	96	493	500	485	11	7	8	32	28	37	55	63	54	3	2	1
Non-Economically Disadvantaged	29	118	40260	100	100	100	452	501	514	0	4	3	14	19	21	83	75	72	3	3	4

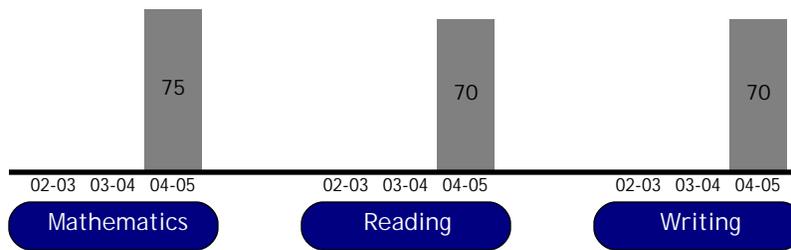
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	40	50	--	--	NA	58	94	43	45	47
	Language	--	--	31	43	--	--	43	50	94	40	43	47
	Mathematics	--	--	46	57	--	--	55	64	96	45	48	50
3	Reading	--	--	48	47	--	--	NA	55	93	40	39	44
	Language	--	--	51	54	--	--	45	61	93	38	37	44
	Mathematics	--	--	56	54	--	--	43	61	93	47	45	51
4	Reading	--	--	57	52	--	--	NA	56	91	53	45	48
	Language	--	--	52	48	--	--	53	52	91	51	44	49
	Mathematics	--	--	62	57	--	--	62	61	91	57	51	53
5	Reading	--	--	54	50	--	--	NA	55	94	49	54	50
	Language	--	--	46	46	--	--	53	49	94	50	51	50
	Mathematics	--	--	61	57	--	--	64	63	94	51	50	49

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)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	25.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	2	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Fish Pond -outdoor science/learning area
- Ü School Library
- Ü Self Contained Special Education Class

Extracurricular Activities

- Ü Before School Band
- Ü After School Chorus
- Ü After School Volleyball Intramurals
- Ü During/After School Tutoring
- Ü After School Dance Club
- Ü After School Basketball Intramurals
- Ü Computer Club
- Ü Math Olympiad Club

Social Services

- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing Bank
- Ü Food Bank
- Ü Social Worker on campus
- Ü Nurse on campus
- Ü Crisis intervention available on request

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Schoolwide emphasis on arts includes monthly performances, band, choir, student art show, poetry reading, study and modeling of famous artwork. Artist in Resident (Joan Bourque) directed students in a mural project which hangs in our library.
- ü Students at Tavasci Elementary School met Adequate Yearly Progress (AYP) for the 2004-2005 school year. This label is based on 3rd and 5th grade reading and math scores. We are very proud of our students.
- ü The 04-05 school year was the inaugural year for Tavasci Elementary School. We started with no grass and no playground equipment. We are proud of how well students handled the challenge. We enjoyed seeing the grounds develop into a lovely campus.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

Our Emergency Crisis plan is in effect. Fencing is being added for the safety of students. A surveillance system is being installed. Every visitor must check-in at the office and wear a visitor's pass. Explicit parent directions have been sent home with that message. We have a no-tolerance policy in the area of drugs, alcohol and violence. Policies and procedures have been developed and refined by staff to ensure the safety of students and staff.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2
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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	Sandra Huson	(928) 649-8144
Transportation Policy	Debbie Lattimore	(928) 634-9679
Community Resources	Sharon Block	(928) 649-8144
School Nutrition Programs	Denise Bridenbach	(928) 639-4703
Parent Organization	Michelle Ebel and Michelle Rhodes	(928) 649-8144
Student Health/Nurse	Deborah Randall	(928) 649-8144

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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