

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

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 Overview

Principal/Administrator : Mrs. Sandra Lee Huson
 Schedule : 07:45 AM to 04:00 PM
 Grades : K-5
 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, 2005 School Year Student Enrollment : 388
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- Full-day Kindergarten
- Gifted Education
- Fine Arts Education
- Title 1
- English Language Learner Program
- Special Education Resource Program
- Speech and Language Program
- 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
• New School	2004
• Adequate Yearly Progress	2004
• Adequate Yearly Progress	2005
• Performing Plus label	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	65	281	80010	98	100	99	442	444	447	14	10	10	12	18	18	63	58	53	11	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	130	38935	100	100	99	442	442	447	17	10	9	7	19	19	63	58	55	13	12	17
Male	35	151	40974	97	99	98	442	446	448	11	10	11	17	17	18	63	58	52	9	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	33	106	34545	100	99	99	438	428	432	15	18	14	9	22	24	64	51	53	12	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	30	166	35142	97	100	99	448	456	465	10	4	5	17	16	11	63	63	56	10	17	28
Students with Disabilities	NC	24	10161	NC	96	93	NC	406	419	NC	33	28	NC	38	28	NC	21	36	NC	8	8
Students without Disabilities	59	257	69849	100	100	100	445	447	451	10	8	7	10	16	17	68	61	56	12	14	19
Limited English Proficient Students	15	54	14013	100	100	97	415	405	413	33	33	24	13	30	34	53	37	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	36	179	39029	97	98	98	437	437	432	14	11	14	6	20	25	75	60	52	6	9	9
Non-Economically Disadvantaged	29	102	40981	100	100	100	449	457	462	14	9	6	21	15	13	48	55	54	17	22	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	64	280	79438	97	99	98	443	445	451	9	11	9	30	24	24	55	57	56	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	130	38775	100	100	99	451	448	457	10	9	7	23	26	22	57	55	58	10	9	13
Male	34	150	40560	94	98	97	436	443	446	9	13	12	35	23	25	53	58	54	3	7	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	33	106	34297	100	99	98	429	426	434	15	21	14	30	28	31	55	47	50	NA	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	29	165	34887	94	99	98	459	459	471	3	4	4	28	22	15	59	64	63	10	10	18
Students with Disabilities	NC	23	9588	NC	92	88	NC	390	416	NC	52	30	NC	17	32	NC	30	34	NC	NA	5
Students without Disabilities	59	257	69850	100	100	100	446	450	456	5	7	7	31	25	23	58	59	59	7	9	12
Limited English Proficient Students	15	54	13856	100	100	96	407	397	407	27	37	27	47	37	43	27	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	36	179	38685	97	98	97	436	436	435	11	14	14	28	28	32	61	54	50	NA	4	5
Non-Economically Disadvantaged	28	101	40753	97	100	99	452	462	467	7	6	5	32	18	16	46	62	62	14	14	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	64	277	79971	97	98	99	435	421	423	5	8	8	41	44	41	45	43	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	129	38974	100	100	99	448	437	437	10	6	5	17	31	33	63	56	57	10	7	4
Male	34	148	40895	94	97	98	423	408	410	NA	9	10	62	56	47	29	32	41	9	3	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	32	102	34481	97	95	99	424	409	410	6	13	10	44	46	46	44	36	43	6	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	30	166	35150	97	100	99	447	431	437	3	4	5	37	44	35	47	47	56	13	5	5
Students with Disabilities	NC	22	10258	NC	88	94	NC	356	377	NC	32	23	NC	50	51	NC	18	25	NC	NA	1
Students without Disabilities	59	255	69713	100	99	100	437	426	429	3	6	5	39	44	39	47	45	52	10	5	3
Limited English Proficient Students	14	51	13985	93	96	97	389	368	382	14	25	18	57	55	54	29	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	35	176	38994	95	97	98	425	410	409	6	11	10	37	48	47	57	40	41	NA	2	1
Non-Economically Disadvantaged	29	101	40977	100	100	100	447	441	437	3	3	5	45	39	34	31	49	56	21	10	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	69	303	80147	97	99	99	484	475	482	14	13	11	13	18	17	45	50	49	28	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	148	39281	100	100	99	481	471	483	22	17	9	13	18	17	34	47	50	31	18	24
Male	37	155	40780	95	99	98	487	479	482	8	9	12	14	19	17	54	54	48	24	18	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	30	100	33494	100	100	99	479	462	466	13	18	15	20	23	23	40	46	49	27	13	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	37	194	36122	95	99	99	487	482	501	16	10	5	8	16	10	49	52	50	27	21	35
Students with Disabilities	NC	32	10295	NC	94	92	NC	425	443	NC	47	33	NC	22	26	NC	28	33	NC	3	8
Students without Disabilities	60	271	69852	100	100	100	488	480	488	8	9	7	15	18	16	45	53	51	32	20	26
Limited English Proficient Students	12	56	12722	100	100	97	427	433	441	25	29	27	42	32	33	33	39	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	41	181	38371	98	99	97	476	462	465	20	17	15	20	25	23	34	45	49	27	13	13
Non-Economically Disadvantaged	28	122	41776	97	100	100	497	495	498	7	7	6	4	9	11	61	58	49	29	26	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	69	303	79686	97	99	98	464	461	470	17	15	11	13	22	24	68	59	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	148	39163	100	100	99	461	462	475	22	16	9	16	22	22	63	59	60	NA	3	10
Male	37	155	40438	95	99	97	466	460	465	14	14	13	11	23	25	73	59	54	3	5	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	30	100	33299	100	100	98	456	444	452	20	24	17	17	27	32	63	49	47	NA	NA	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	37	194	35914	95	99	98	469	469	489	16	10	5	11	20	15	70	63	67	3	6	14
Students with Disabilities	NC	32	9808	NC	94	87	NC	413	432	NC	50	35	NC	22	32	NC	25	30	NC	3	3
Students without Disabilities	60	271	69878	100	100	100	468	466	475	12	11	8	15	22	23	72	63	61	2	4	9
Limited English Proficient Students	12	56	12594	100	100	96	416	416	422	42	39	34	25	41	45	33	20	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	41	181	38095	98	99	97	456	448	452	22	20	17	15	30	32	61	48	48	2	2	3
Non-Economically Disadvantaged	28	122	41591	97	100	99	475	481	486	11	7	6	11	11	16	79	75	65	NA	7	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	69	302	80372	97	99	99	468	460	475	7	8	4	28	34	30	65	58	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	148	39452	100	100	99	468	472	488	13	6	3	22	28	22	66	65	72	NA	1	3
Male	37	154	40836	95	98	98	469	449	464	3	9	6	32	40	37	65	51	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	30	100	33608	100	100	99	479	450	462	7	12	6	20	34	36	73	54	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	37	193	36213	95	98	99	461	466	489	8	5	2	30	35	22	62	60	72	NA	1	3
Students with Disabilities	NC	32	10526	NC	94	94	NC	380	427	NC	41	15	NC	41	53	NC	19	31	NC	NA	1
Students without Disabilities	60	270	69846	100	100	100	471	468	482	3	4	3	28	34	26	68	62	69	NA	0	2
Limited English Proficient Students	12	56	12747	100	100	97	452	416	432	8	20	12	42	48	52	50	32	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	41	181	38521	98	99	98	458	447	461	10	9	6	29	43	38	61	48	55	NA	NA	1
Non-Economically Disadvantaged	28	121	41851	97	99	100	484	481	489	4	5	3	25	22	22	71	72	72	NA	1	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	68	285	79306	100	100	99	494	491	504	13	12	13	28	29	20	50	49	49	9	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	132	38845	100	100	99	500	488	505	15	14	11	21	30	20	52	48	50	12	8	18
Male	35	153	40383	100	100	98	488	495	504	11	11	14	34	28	19	49	50	47	6	11	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	29	106	32673	100	99	99	491	477	487	14	18	18	28	34	25	55	45	46	3	3	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	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	38	174	36234	100	100	99	496	500	523	13	9	6	29	25	13	45	52	52	13	14	28
Students with Disabilities	NC	29	10286	NC	100	91	NC	454	462	NC	41	41	NC	28	27	NC	28	27	NC	3	5
Students without Disabilities	60	256	69020	100	100	100	495	495	510	12	9	9	30	29	18	48	51	52	10	11	21
Limited English Proficient Students	15	60	10291	100	100	96	459	461	458	27	30	38	47	37	34	27	33	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	33	164	37437	100	100	97	486	483	486	21	17	19	27	33	26	48	43	46	3	7	9
Non-Economically Disadvantaged	35	121	41869	100	100	100	501	503	521	6	6	7	29	24	14	51	56	51	14	14	27

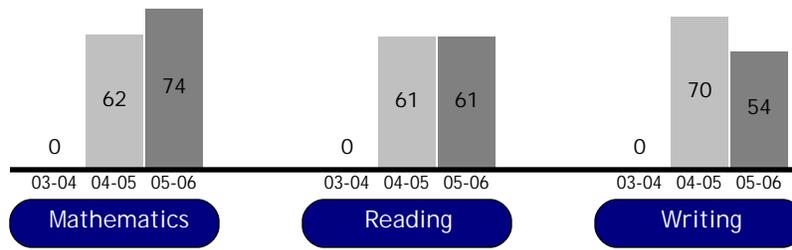
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	285	79000	100	100	98	481	484	489	7	8	10	24	23	24	62	63	58	7	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	132	38774	100	100	99	481	483	494	9	9	7	21	23	22	61	62	61	9	6	10
Male	35	153	40150	100	100	98	481	486	485	6	7	12	26	24	25	63	64	55	6	6	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	29	106	32508	100	99	98	468	464	472	17	18	15	21	26	33	62	56	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	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	38	174	36135	100	100	98	491	497	508	NA	2	4	26	21	14	63	68	67	11	9	15
Students with Disabilities	NC	29	9991	NC	100	88	NC	450	449	NC	21	33	NC	38	36	NC	38	29	NC	3	2
Students without Disabilities	60	256	69009	100	100	100	482	488	495	8	6	6	22	21	22	63	66	62	7	6	10
Limited English Proficient Students	15	60	10199	100	100	95	447	447	439	33	28	35	27	37	47	40	35	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	33	164	37234	100	100	97	468	475	472	9	11	15	33	26	33	55	60	50	3	3	3
Non-Economically Disadvantaged	35	121	41766	100	100	99	493	497	505	6	3	5	14	19	16	69	68	65	11	10	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	284	79611	100	100	99	486	483	496	4	7	7	52	50	37	43	43	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	132	39016	100	100	99	500	493	511	3	5	4	36	39	29	61	53	66	NA	2	1
Male	34	152	40519	100	100	98	473	475	482	6	8	10	68	59	44	26	34	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	29	106	32855	100	99	99	485	470	481	7	10	10	48	53	43	45	37	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	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	37	173	36380	97	100	99	487	491	511	3	5	4	57	48	30	41	46	65	NA	2	1
Students with Disabilities	NC	29	10664	NC	100	94	NC	432	440	NC	17	23	NC	59	54	NC	24	22	NC	NA	1
Students without Disabilities	59	255	68947	98	100	100	488	488	504	5	5	4	53	49	34	42	45	61	NA	1	1
Limited English Proficient Students	15	60	10362	100	100	97	454	442	438	13	15	22	53	68	57	33	17	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	33	164	37626	100	100	98	474	477	479	9	8	10	52	52	45	39	40	45	NA	1	0
Non-Economically Disadvantaged	34	120	41985	100	100	100	497	492	511	NA	5	4	53	47	30	47	47	65	NA	2	1

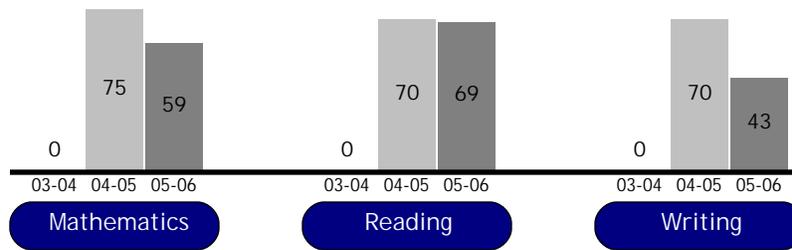
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	NA	58	94	43	45	47	94	50	46	46
	Language	--	--	43	50	94	40	43	47	94	52	43	48
	Mathematics	--	--	55	64	96	45	48	50	95	43	50	52
3	Reading	--	--	NA	55	93	40	39	44	92	37	41	46
	Language	--	--	45	61	93	38	37	44	92	39	41	46
	Mathematics	--	--	43	61	93	47	45	51	94	50	50	52
4	Reading	--	--	NA	56	91	53	45	48	90	46	43	52
	Language	--	--	53	52	91	51	44	49	90	50	44	52
	Mathematics	--	--	62	61	91	57	51	53	90	59	50	58
5	Reading	--	--	NA	55	94	49	54	50	94	48	50	56
	Language	--	--	53	49	94	50	51	50	94	48	50	54
	Mathematics	--	--	64	63	94	51	50	49	94	43	46	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)
- 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 Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-2006 school year. This label is based on 3rd and 5th grade reading and math scores. We are very proud of our students. Our school label is Performing Plus.
- ü We integrated KidzArt after school art program for all grade levels. It is a non competitive environment and taught by artists. The teachers address the Arizona State Art Standards. The program builds self confidence and a love for art.
- ü TES has the district's self contained special education classrooms. There is 1 primary classroom of 13 students and one middle grade classroom of 13 students. The students are mainstreamed into the regular program daily. It is an awesome program.

Student Activity Rates for School Year 2005-06

		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

Our Emergency Crisis plan is in effect. Fencing has been added for the safety of students. A surveillance system has been 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 regards to 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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 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.

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.