

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Coronado Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

St Johns Unified District  
50 N. Water Street, St Johns, AZ 85936  
Mailing Address: P.O. Box 609, St Johns, AZ 85936

Principal: Mr. Wes Brownfield  
Schedule: 8:00 AM to 4:00 PM  
Web Address: [www.sjUSD.k12.az.us](http://www.sjUSD.k12.az.us)  
E-mail: [wbrownfield@co.apache.az.us](mailto:wbrownfield@co.apache.az.us)

Grades: Pre-K-3  
2002 Enrollment: 317  
Phone: (928) 337-4435  
Fax: (928) 337-4930

## ∨ School Overview ∨

### Mission

The St. Johns Unified School District and the Coronado Elementary strive to provide an educational experience that is effective and meaningful. Our curriculum is tied to state academic standards, skillfully taught, and accurately measured by AIMS and Stanford 9 testing. Through Love And Logic, we provide discipline that is intended to promote good decision-making and personal responsibility skill in our students.

### Organization and Philosophy

- w Self-contained Classrooms
- w Multiage Classroom
- w Small Class Size
- w Love and Logic Discipline

### School/Academic Goals

- w Seventy-five percent of the students will achieve mastery at the 75th percentile level in reading, writing and math.
- w The grade three grade-level mean scores on the Stanford 9 for total math and reading will be at or above the 55th percentile.
- w Ninety percent of third grade students will meet or exceed the AIMS Reading and Writing Standards and seventy percent will meet or exceed the AIMS Math Standards.

### Instructional Programs

- w Half-day Kindergarten
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w At-risk Preschool
- w ESL
- w Title I Reading
- w Tutoring

### Enrollment

October 1, 2001 School Year Student Enrollment:	302
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Curriculum and Instruction Development
- w Attendance Issues
- w School Newsletter
- w Student Discipline
- w School/Parent Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	1.00	Teacher Aide	12.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	13	4	0	0

∨ **Shared Responsibilities** ∨

**School**

The Coronado Elementary committed to providing meaningful opportunities for parental involvement and has adopted a parent involvement policy and parent school compact, each of which are intended to provide parents and schools with the support they need to effectively increase student achievement through enhanced parental participation.

**Parents**

The school recognizes that the ultimate responsibility for the well-being of each child rests with his/her parents. The school and district will continue to do everything possible to enhance parental involvement through our school newsletter, our parent involvement policy, and other direct outreach to parents. The Coronado seeks to build productive relationships with parents and offer parents the tools and information to make this relationship effective for school, students, and parents.

∨ **Transportation Policy** ∨

The busing policy of SJUSD authorizes the administration to provide regular bus transportation to students enrolled in the school district. Transportation is provided from designated bus stops located within the district boundaries. A special bus is provided for students with special needs. The transportation includes 8 buses which make regular trips in three directions to the school boundaries, plus a bus to Sanders to accommodate out-of-district students under the open enrollment provision.



## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W Our 3rd graders have achieved a 65% meet or exceeds state standards in AIMS math, an 82% meets or exceeds state standards in AIMS reading, and an 85% meets or exceeds state standards in AIMS writing.
- W Our 3rd grade as achieved a national percentile rank of 61 in SAT 9 language, a 65 in SAT 9 math, and a 56 in SAT 9 reading. All are well above the county, state, and national scores.
- W Our 2nd grade has achieved a national percentile rank of 60 in SAT 9 language, a 60 in SAT 9 math, and a 66 in SAT 9 reading. All are well above the county, state, and national scores.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.8 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Grade 3 Garden Gets National Award	1998
White Mountain Essay Contest Winners	1998

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	73	532	5%	12%	47%	36%
	State	58840	524	9%	17%	45%	29%
Writing	School	73	541	7%	8%	74%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	71	526	6%	30%	34%	31%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

**∨ Academic Achievement Indicators ∨**

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	97	75	60	--	--	--
2	Reading	--	--	--	100	56	50	100	59	52	89	59	53	80	66	57
	Language	--	--	--	100	42	40	100	53	43	89	53	44	79	60	48
	Mathematics	--	--	--	100	54	51	100	59	55	92	58	57	83	60	61
3	Reading	92	69	47	100	68	47	87	59	48	87	62	50	88	56	50
	Language	92	76	49	100	61	51	88	63	54	89	64	56	89	61	57
	Mathematics	92	80	46	100	71	49	97	69	52	88	74	54	88	65	56

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>62</b>	<b>80</b>
<b>Grades 3-4</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched                      \*\*No information available                      \*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We have an enhanced emergency response program in place targeted at the most likely areas of trouble. We have a crisis intervention plan in place to deal with individual problems as they arise. We are working with the Cline Fay, Love and Logic personal responsibility model to develop a proactive, positive discipline environment in the school.

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

0

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,709	\$793,938
Classroom Supplies	\$41	\$11,907
Administration	\$339	\$99,236
Support Services-Students	\$248	\$72,558
Other Support Services and Operations	\$810	\$237,354
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,145</b>	<b>\$1,214,993</b>

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Wes Brownfield	(928) 337-4435	1303
<b>Transportation Policy</b>	Jim Morris	(928) 337-2508	1016
<b>Community Resources</b>	Vicki Russel	(928) 337-4435	1212
<b>School Nutrition Programs</b>	Kay Hauser	(928) 337-2255	2236
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Susan Starkel	(928) 337-4435	1301

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.

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