

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2501 North 74th Street, Scottsdale, AZ 85257

Scottsdale Unified District

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

#### High School Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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.

### School Overview

Principal/Administrator : Mr. John Biera  
 Schedule : 7 AM to 4 PM  
 Grades : 9-12  
 2004 Enrollment : 1322  
 Web Address : www.susd.org/schools/high/coronado  
 Phone Number : (480) 484-6800  
 Fax Number : (480) 484-6801  
 E-mail : jbiera@susd.org

### Mission

The mission of Coronado High School is to provide a challenging, positive and diverse educational environment where students of all backgrounds develop the capabilities needed to become lifelong learners and responsible citizens.

### School / Academic Goals

- ü To increase student achievement in Math, Reading and Writing on AIMS
- ü To provide an orderly, purposeful and businesslike atmosphere free from threat of physical harm, by providing students a safe learning environment supportive of the development of students' abilities to achieve Arizona's academic standards.
- ü To increase student achievement in writing and reading skills.
- ü To increase student proficiency in the use of technology.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1249  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 140

Instructional Programs

- ü Advanced Placement, Honors Classes
- ü Newcomer Program
- ü College Credit Campus
- ü Computer Campus

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide stimulating, challenging academic programs; provide climate conducive to learning; honor and protect student rights; communicate openly, regularly; encourage parent participation; ensure safety of students; maintain a highly qualified staff.

Parents

Parents should provide a supportive environment; motivate, be role models by valuing education; participate in the activities of the school and parent organization. Parents must help their children adhere to Code of Student Conduct and school rules.

Transportation Policy

Transportation is provided for students who live more than 1.5 miles from school. Service is also provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
ü Safe Schools Grant	2001
ü General Dynamics Partnership	2003
ü Coronado Foundation for the Future	2003
ü Horatio Alger Scholarship School	2000

10th 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	288	2007	65934	100	99	100	483	512	492	53	20	43	24	18	18	17	35	24	6	27	15
All Students (Prior Year)	251	1791	57534	86	90	91	489	507	491	47	25	46	20	18	16	22	36	23	11	21	15
Female	148	957	32586	100	99	100	478	511	491	61	21	44	24	19	19	11	35	24	4	26	14
Male	140	1050	33226	98	98	99	489	513	493	44	19	42	24	17	18	24	35	24	9	28	16
African American	NC	35	3042	NC	88	98	NC	494	478	NC	38	58	NC	25	19	NC	28	17	NC	9	6
Hispanic	83	202	21740	98	98	100	470	480	475	73	55	63	19	18	17	6	21	15	1	5	5
Asian/Pacific Islander	10	80	1643	91	100	99	474	534	519	50	16	23	30	16	13	20	24	30	0	44	34
American Indian/Alaskan Native	13	22	4351	100	100	99	473	474	472	73	70	68	18	10	16	9	15	13	0	5	4
White	171	1662	34819	99	98	99	491	516	505	41	15	27	26	18	20	24	38	31	9	29	22
Students with Disabilities	36	159	6507	84	94	100	468	478	456	73	61	83	20	13	9	7	18	6	0	7	2
Students without Disabilities	252	1848	59427	100	99	100	484	513	494	52	18	41	24	18	19	18	36	25	6	28	16
Limited English Proficient Students	48	109	6793	98	100	100	465	469	464	74	69	79	23	20	11	2	7	8	0	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	86	151	18745				476	480	475	65	58	64	22	21	16	11	15	15	3	6	5
Non-Economically Disadvantaged	202	1856	47182				486	514	499	48	17	35	25	18	19	20	37	27	7	29	19

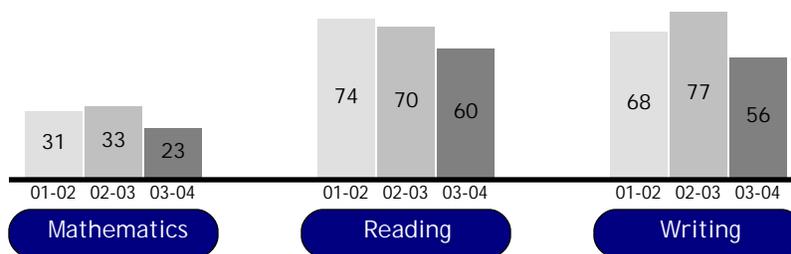
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	305	2049	68162	100	100	100	507	534	509	17	7	18	23	14	24	54	64	51	6	16	8
All Students (Prior Year)	260	1773	56700	89	89	89	516	534	512	7	5	15	23	12	23	60	64	52	10	19	10
Female	152	976	33509	100	100	100	507	538	513	13	6	15	26	11	23	57	66	52	5	18	9
Male	153	1073	34521	100	99	100	507	530	505	21	8	20	20	16	24	51	62	49	7	14	7
African American	NC	34	3163	NC	87	99	NC	519	497	NC	3	22	NC	18	30	NC	67	46	NC	12	3
Hispanic	90	214	22624	100	100	100	480	490	487	35	33	32	36	28	31	26	35	35	3	4	2
Asian/Pacific Islander	10	80	1666	91	100	100	500	542	523	30	10	11	20	10	17	40	60	60	10	20	12
American Indian/Alaskan Native	15	25	4592	100	100	100	489	504	484	15	22	32	46	35	37	38	35	30	0	9	1
White	178	1687	35727	100	99	100	522	540	526	7	3	7	15	12	17	69	68	64	8	17	12
Students with Disabilities	35	161	6845	88	97	100	481	485	468	33	29	53	33	40	29	33	30	18	0	1	1
Students without Disabilities	270	1888	61317	100	100	100	508	537	512	16	5	15	23	12	23	55	66	53	6	16	8
Limited English Proficient Students	52	113	7152	100	100	100	465	469	464	53	54	57	36	31	31	11	15	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	86	154	19528				490	489	487	22	29	31	36	30	32	39	37	34	3	4	2
Non-Economically Disadvantaged	219	1895	48595				513	537	518	15	5	13	18	12	20	60	66	57	7	16	10

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	295	2032	67629	100	99	100	509	566	524	24	9	22	20	11	16	55	73	59	1	7	3
All Students (Prior Year)	277	1887	55090	95	94	87	481	500	479	10	5	16	13	7	13	77	88	70	0	1	0
Female	150	970	33347	100	100	100	514	578	537	19	6	17	24	9	15	57	75	64	0	10	4
Male	145	1062	34151	98	98	99	502	554	512	30	11	27	16	12	18	53	72	54	1	5	2
African American	NC	34	3150	NC	87	99	NC	576	515	NC	9	24	NC	3	19	NC	73	56	NC	15	2
Hispanic	86	209	22313	100	99	100	471	495	493	44	30	34	23	21	19	34	48	46	0	1	1
Asian/Pacific Islander	10	80	1659	91	100	100	488	583	564	30	8	11	20	8	12	40	73	68	10	13	9
American Indian/Alaskan Native	14	23	4528	100	100	99	481	500	492	29	26	35	36	30	21	36	39	42	0	4	1
White	173	1676	35593	99	99	99	531	575	547	13	6	13	19	9	14	68	77	69	1	8	4
Students with Disabilities	33	152	6712	83	92	100	465	489	445	45	40	61	45	21	18	10	40	21	0	0	0
Students without Disabilities	262	1880	60917	100	100	100	512	570	530	23	7	19	18	10	16	58	75	61	1	8	3
Limited English Proficient Students	48	109	6994	98	96	100	434	452	442	57	52	58	27	20	18	16	28	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	85	151	19310				485	490	489	34	33	35	30	24	20	36	43	44	0	0	1
Non-Economically Disadvantaged	210	1881	48278				518	572	538	21	7	17	16	9	15	62	76	65	1	8	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)

10th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	43	54	37	88	41	58	41	73	40	NA	42
	Language	100	44	54	38	90	45	59	42	77	41	59	42
	Mathematics	100	59	71	56	90	62	76	60	78	62	78	63

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)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü Curriculum Development
- ü Extracurricular Activities
- ü School Safety Issues
- ü School Improvement Teams
- ü Budget
- ü Parent Forums

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	73.70
Other Professional Staff	13.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	7	3	0	0
7 to 9 years	5	5	0	0
10 or more years	19	22	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 38  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 188  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü NovaNET, Academic Focused Computer Labs
- ü Business Technology Labs, Math Labs
- ü EVIT, STRUT Computer Repair
- ü Media Communications

Extracurricular Activities

- ü 28 Sports Teams
- ü 30 Clubs and Organizations
- ü Student Council, NHS
- ü Student Newspaper, TV Studio

Social Services

- ü Tuesday Night School
- ü Counseling Services, SPI
- ü Newcomer Program
- ü Service Learning Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Improved academic proficiency in reading, writing and math schoolwide.
  
- ü Increased Stanford 9 scores and number of students mastering AIMS.
  
- ü 100% student participation in AIMS testing
  
- ü Over 1.5 million dollars in scholarships awarded to Seniors

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	97	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	90	98	98	94
Retention Rate <sup>9</sup>	10	1	1	5
Dropout Rate <sup>10</sup>	2	NA		3
Status Unknown <sup>11</sup>	1			2
Graduation Rate <sup>12</sup>	91			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

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

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Coronado has diversity training for staff and students using SPI, Scottsdale Police, and ADL. Homeroom time dispels rumors, ensures safety, discourages harassment. Students attend Unitown. Administration has zero-tolerance policy per Code of Conduct. Student assemblies and programs are provided to promote cultural awareness and sensitivity, and to celebrate diversity. All teachers are becoming ESL endorsed.

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) :

8

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.

Contacts

	Name	Phone Number
School Site Council	John Biera	(480) 484-6810
Transportation Policy	Daniel Shearer	(480) 484-8550
Community Resources	Mary Ellen Cunningham	(480) 484-6822
School Nutrition Programs	Barbara Savastio	(480) 484-6148
Parent Organization	Tammee Groth	(480) 970-8271
Student Health/Nurse	Tommye Burke	(480) 484-6811

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 1322 Copies = \$504.00

\*\* 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.