

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2501 North 74th Street, Scottsdale, AZ 85257

Scottsdale Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

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

(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	Met

School Improvement Status ^(b)

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

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

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 : 07:00 AM to 04:00 PM
 Grades : 9-12
 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/staff proficiency in the use of technology to acquire and manage information, communication, time and task.
- ü Faculty members to complete a minimum of 18 hours of professional growth training in order to meet the requirements of Coronado's School Improvement Plan.

Enrollment

October 1, 2005 School Year Student Enrollment : 1314
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 171

Instructional Programs

- ü Advanced Placement, Honors Classes
- ü Newcomer Program
- ü College Credit Campus
- ü Computer Campus
- ü Aviation Program
- ü Dual Enrollment Program
- ü Project CORE, SOA
- ü JAG Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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 Dropout Prevention Grant	2004
ü JAG/Gen. Dynamics/Scottsdale Healthcare Partnership	2004
ü Coronado Foundation for the Future	2003
ü Two commended National Merit scholars	2004

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	306	2151	71130	97	98	95	695	722	701	25	10	23	16	8	13	50	56	51	9	26	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	1083	35465	98	98	96	694	724	702	24	9	21	16	9	13	52	55	53	8	27	13
Male	153	1068	35648	97	98	94	695	721	701	25	11	24	16	8	12	49	57	50	10	25	14
African American	15	57	3868	100	98	95	690	705	686	33	21	33	13	12	17	47	54	45	7	12	6
Hispanic	110	245	25103	94	95	95	684	691	685	33	28	34	16	18	16	45	47	45	6	8	5
Asian/Pacific Islander	NC	68	1805	NC	100	98	NC	746	731	NC	7	9	NC	7	7	NC	47	50	NC	38	34
American Indian/Alaskan Native	13	37	4241	81	93	90	665	689	679	54	30	39	31	19	19	15	46	39	NA	5	3
White	164	1744	36075	100	99	95	704	727	715	16	7	12	16	6	9	57	58	58	12	29	21
Students with Disabilities	33	154	5862	97	95	71	657	671	658	58	49	63	30	16	15	12	35	20	NA	1	2
Students without Disabilities	273	1997	65268	98	99	98	699	726	705	21	7	19	15	8	12	55	58	54	10	28	15
Limited English Proficient Students	38	71	4859	88	91	93	661	662	662	61	63	64	18	17	15	21	20	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	137	234	22957	96	96	93	686	691	685	28	29	34	23	19	17	45	45	44	4	7	5
Non-Economically Disadvantaged	169	1917	48173	99	99	96	702	726	709	21	8	17	11	7	11	54	57	55	13	28	18

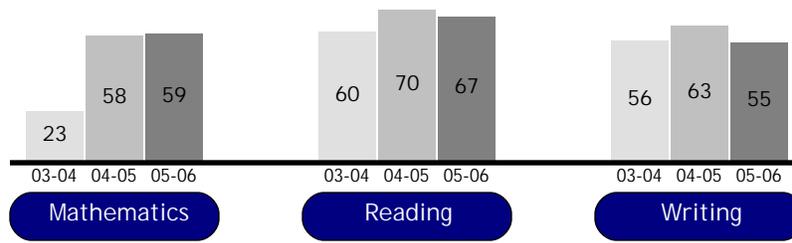
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	318	2179	73018	99	99	97	700	729	703	5	2	6	28	11	23	61	70	64	6	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	1098	36181	99	99	97	704	734	708	3	2	4	23	9	21	66	69	65	7	21	9
Male	160	1081	36816	98	99	96	696	724	699	7	2	7	32	13	24	56	72	62	5	13	7
African American	16	59	3976	100	97	96	706	713	689	NA	3	8	38	25	29	50	59	59	13	12	3
Hispanic	114	253	25801	97	98	96	683	692	683	7	8	10	41	31	34	50	57	53	2	4	3
Asian/Pacific Islander	NC	68	1812	NC	100	98	NC	735	722	NC	4	3	NC	10	15	NC	68	66	NC	18	16
American Indian/Alaskan Native	15	38	4389	88	93	93	686	701	675	7	5	9	33	18	42	60	71	47	NA	5	1
White	169	1761	37024	100	99	97	713	735	721	4	1	2	17	7	12	71	72	73	9	19	13
Students with Disabilities	35	162	7170	97	97	85	653	675	654	20	10	23	51	43	47	29	44	29	NA	2	1
Students without Disabilities	283	2017	65848	99	99	98	705	733	708	3	1	4	25	8	20	65	72	67	7	18	9
Limited English Proficient Students	40	74	5099	93	95	95	648	646	641	18	27	29	73	58	59	10	15	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	145	246	23912	99	99	94	686	688	681	8	10	10	38	32	36	52	54	52	3	4	2
Non-Economically Disadvantaged	173	1933	49106	99	99	98	712	734	714	3	1	4	19	8	16	69	72	69	9	18	11

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	317	2177	72810	98	99	96	678	702	685	7	3	6	38	19	30	51	68	58	4	10	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	1096	36111	99	99	97	688	713	695	4	1	4	31	14	23	60	70	65	5	15	8
Male	159	1081	36678	98	99	95	667	692	674	11	4	9	44	25	36	43	65	52	3	6	3
African American	16	59	3962	100	97	96	681	691	675	6	3	8	25	27	33	69	64	55	NA	5	3
Hispanic	114	251	25735	97	98	96	664	670	669	11	12	10	44	38	41	42	47	48	3	3	2
Asian/Pacific Islander	NC	68	1809	NC	100	97	NC	714	704	NC	3	4	NC	15	19	NC	63	65	NC	19	13
American Indian/Alaskan Native	15	39	4370	88	95	92	659	681	670	7	5	9	67	44	39	20	44	50	7	8	2
White	168	1760	36915	100	99	97	688	708	697	5	1	3	31	16	21	60	71	67	4	11	8
Students with Disabilities	35	162	7071	97	97	84	646	663	634	20	12	24	49	46	53	31	42	21	NA	NA	1
Students without Disabilities	282	2015	65739	99	99	98	681	705	689	6	2	4	36	17	27	54	70	62	4	11	6
Limited English Proficient Students	40	73	5046	93	94	94	622	620	621	25	33	31	65	52	56	10	15	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	144	244	23814	98	98	94	663	665	667	9	11	10	50	43	41	38	42	47	3	3	2
Non-Economically Disadvantaged	173	1933	48996	99	99	97	690	707	693	6	2	4	27	16	24	63	71	64	4	11	7

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	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 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
9	Reading	73	40	NA	42	89	47	66	51	91	50	68	52
	Language	77	41	59	42	89	46	64	50	91	46	67	50
	Mathematics	78	62	78	63	89	46	63	50	91	43	67	50

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	74.20
Other Professional Staff	10.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	4	0	0
10 or more years	7	38	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	223
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü NovaNET, Academic Focused Computer Labs
- Ü Business Tech Labs, Math Labs
- Ü Media Communications, Career Center
- Ü LRC, LSC, JAG, EVIT, STRUT

Extracurricular Activities

- Ü 28 Sports Teams
- Ü 30 Clubs and Organizations
- Ü Student Council, NHS
- Ü Student Newspaper, TV Studio
- Ü Ambassador Program
- Ü Unitown
- Ü Service Learning
- Ü Peer Tutoring

Social Services

- Ü Tuesday Afternoon School
- Ü Counseling Services, SPI
- Ü Newcomer Program
- Ü Service Learning Program
- Ü JAG Internships
- Ü CAPS Program
- Ü Community Specialist/Translator
- Ü Career Center - School to Work Transiti

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved academic proficiency in reading, writing and math schoolwide. Met requirements for AYP last two years.

- ü Maintained an orderly and safe climate as indicated by staff, student and parent surveys.

- ü 100% student participation in AIMS testing. Achieved and maintained 80% of staff and students achieving technology proficiency.

- ü Over 1.5 million dollars in scholarships awarded to Seniors. Two commended National Merit scholars.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	81	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

Coronado has diversity training for staff and students using SPI, Scottsdale Police, and district community services. 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 and administrators will be ESL endorsed by August 2006, as set forth by State of Arizona.

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) :

50

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	John Biera	(480) 484-6810
Transportation Policy	Daniel Shearer	(480) 484-8550
Community Resources	Rebecca Rivera	(480) 484-6822
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Debbie Dunlavey	(480) 941-5771
Student Health/Nurse	Tommey 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 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.

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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.