

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Coyote Trail Elementary School

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

Marana Unified District
8000 N. Silverbell Road, Tucson, AZ 85743-8210

Principal: Mr. Dan Johnson
Schedule: 8:00 AM to 4:00 PM
Web Address: maranausd.org
E-mail: D.A.Johnson@maranausd.org

Grades: Pre-K-6
2002 Enrollment: 550
Phone: (520) 579-5105
Fax: (520) 579-5198

∨ School Overview ∨

Mission

At Coyote Trail, we believe that all students will become lifelong learners with the opportunity to do their personal best by improving their intellectual and life skills so they may become contributing members of our global society. Motto: Go beyond the path . . . Blaze a trail.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Parental Involvement
- w Focus on Literacy & Language During 2003

Instructional Programs

- w On-site Special Education
- w Remedial Reading/Literacy Labs
- w Counseling Sessions
- w Speech/Language Services
- w SEI
- w DARE
- w Gifted Program
- w All-day Kindergarten and Pre-K program

School/Academic Goals

- w We will interpret and make instructional decisions based on a variety of indicators such as formal and informal evaluations, attendance, child study team meetings and parent conferences. School safety is also an on-going focus area for our staff.
- w We will continue to seek community partnerships in an effort to provide before and after school mentoring opportunities. This includes our own active professional parent population as classroom volunteers. We will acknowledge regular attendance.
- w Based upon results of Stanford 9, DAPs and AIMS test results and staff analysis of that data, we are addressing language- and literacy-based activities schoolwide. Technology will be further integrated into the classroom.
- w Staff Development will also include any academic areas that staff identify through analysis of student achievement data, as well as current research in effective student learning. This will be coordinated with our District Staff Development Office.

Enrollment

October 1, 2001 School Year Student Enrollment:	546
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	19

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Strategies for Communicating with Public
- w Volunteer Center
- w Student Handbook
- w Attendance Issues
- w Stanford 9, DAP and AIMS Test Support
- w Increase Business/School Partnerships

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	22.50
Other Professional Staff	13.00	Teacher Aide	2.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	3	2	0	0
10 or more years	17	14	0	0

∨ **Shared Responsibilities** ∨

School

The school will provide a safe, secure and nurturing environment for students. High academic and behavioral expectations will be maintained, with instruction correlated to the Arizona Academic Standards and district curriculum. Services will be provided to meet the varied needs, interests and abilities of students. The school will maintain regular communication with parents, reporting progress and recognizing students for effort and achievement. Student privacy will be respected and maintained.

Parents

Parents are expected to oversee the physical care and well-being of students. They should ensure regular attendance and be involved in their child's education to the greatest extent possible. Parents should maintain close communication with school, attending scheduled conferences and events and supporting homework practices. Parents should reinforce the classroom and school policies and procedures, discussing any areas of concern with appropriate personnel.

∨ **Transportation Policy** ∨

The safe transportation of school children is vital to parents, school officials, district employees, the public and the students themselves. MUSD will provide transportation to students who live over one mile from school. Parents need to provide transportation to students who live out of our attendance area. A general description of our boundaries are I-10 to the east, Camino del Cerro to the south, Deserama to the north and the Saguaro National Park to the west.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/22/03

Operates on Trimester Schedule

Report Card Release Dates

11/13/02	2/26/03	5/28/03
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Additional Calendar/Report Card Information

Beginning with the 2002-03 school year all MUSD elementary schools will be following a trimester grading schedule. On September 12, 2002 we held a special meeting to discuss the new grading system and how that impacts the school calendar. Our parenting meetings are typically held the second Thursday of most months. Please contact the school for more information about how you can join our team and become involved with the Coyote Trail and Marana family. The school phone is 520-579-5105.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Before/After School Day Care
W Gifted Education	W Library/Multimedia Center

Extracurricular Activities

W Student Council	W 4-H
W Tucson Resiliency Initiative - LINKS	W Girl/Boy Scouts
W After school tutoring	W Karate
W U o fAZ future teachers program on site	W Leapin' Lizards Jump Rope Team

School/Community Resources

W Before/After School Day Care	W Counseling Services
W Afterschool Recreational Activities	W Parent/Teacher/Friend (PTF) Meetings
W Afterschool Homework Help	W Breakfast/Lunch Programs
W After School Tutoring	W Adult Partnerships

∨ 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

- | | |
|---|---|
| <p>W All grade levels have the opportunity to participate in our school science fair, literacy night, spelling bee, and science night activities. Often these opportunities feature parents from our community who share their vocations with our school.</p> | <p>W We have trained 25 students to handle minor conflicts between students. The PAL program has had a positive impact on playground behaviors. We address playground behavior-related issues before they become major classroom issues.</p> |
| <p>W Our partnership with the University of Arizona has brought 27 college of education students on campus to receive training and experience working with elementary students prior to their student teaching semester.</p> | <p>W The students can participate on our competitive jump rope team. This student group has grown to include a traveling and a training team of students from grades 1-6. On a national level the team placed 9th last year at the AAU Junior Olympics.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Volunteers of Year - American Heart Assn.	2001
District Chorus Honors	2002
District Band and Orchestra Honors	2002
National Junior Olympics - 9th Place Team	2002

∨ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	70	555	0%	1%	43%	56%
	School State	58840	524	9%	17%	45%	29%
Writing	School	70	590	1%	1%	56%	41%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	70	568	0%	6%	31%	63%
	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

Grade 5

Reading	School	74	518	1%	12%	57%	30%
	State	61305	505	21%	20%	43%	15%
Writing	School	73	560	0%	5%	58%	37%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	74	540	1%	19%	11%	69%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	93	75	60	--	--	--
2	Reading	--	--	--	100	60	50	100	59	52	94	72	53	95	65	57
	Language	--	--	--	100	55	40	100	57	43	95	71	44	93	53	48
	Mathematics	--	--	--	100	53	51	100	63	55	95	73	57	92	65	61
3	Reading	100	61	47	100	69	47	100	63	48	90	61	50	100	78	50
	Language	100	57	49	100	74	51	100	72	54	90	69	56	100	85	57
	Mathematics	100	64	46	100	81	49	100	75	52	90	64	54	100	86	56
4	Reading	100	70	53	100	69	54	100	72	54	93	69	55	92	67	55
	Language	100	59	47	100	61	49	100	68	48	92	63	50	92	57	50
	Mathematics	100	61	51	100	66	54	100	80	55	92	75	57	94	67	58
5	Reading	97	71	51	100	66	51	94	74	51	97	71	51	100	78	53
	Language	96	59	42	100	56	44	97	66	45	97	66	45	100	68	47
	Mathematics	99	70	51	100	73	54	95	76	55	98	80	57	100	78	59
6	Reading	94	68	53	100	67	54	100	67	53	88	73	54	88	80	56
	Language	94	55	41	100	56	44	100	61	44	87	65	45	87	74	47
	Mathematics	94	70	57	100	78	59	100	79	60	89	81	63	90	89	65

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	72	93
Grades 3-4	83	78
Grades 4-5	84	79
Grades 5-6	90	98
Grades 6-7	***	***

*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 are promoting and teaching character education. Twenty-five students have been trained as peer mediators. Every Friday there is an assembly awarding students compliment tickets for good behavior. All grade levels sponsor a referral-free event at the conclusion of each trimester. We utilize the talents of youth in problem solving. This creates not only resilient kids, but a strong school community. We have also updated our Emergency Procedures Manual working with local agencies.

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).

1

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	\$2,209	\$2,219,550
Classroom Supplies	\$3	\$3,000
Administration	\$349	\$350,679
Support Services-Students	\$172	\$173,202
Other Support Services and Operations	\$666	\$669,112
Total Expenditures- All Categories 2000-2001	\$3,400	\$3,415,543

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
School Site Council	Dan Johnson	(520) 579-5105	
Transportation Policy	Bob Thomas	(520) 682-4707	
Community Resources	Vivian Sam	(520) 579-5105	
School Nutrition Programs	Laura Woolbright	(520) 579-5105	
Parent Organization	Kristine Ramos - PTF	(520) 579-5105	
Student Health/Nurse	Carol Duncan	(520) 579-5105	

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.

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