

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Coolidge High School

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

Coolidge Unified District
800 W. Northern, Coolidge, AZ 85228

Principal: Mr. Sherrill Stephens
Schedule: 7:30 AM to 5:00 PM
Web Address: www.cusd.k12.az.us
E-mail: Unpublished or Unavailable

Grades: 9-12
2002 Enrollment: 698
Phone: (520) 723-2305
Fax: (520) 723-2306

∨ School Overview ∨

Mission

The Coolidge High School provides a safe, nurturing environment which ensures that all students attain the maximum achievement academically, socially, culturally, physically, ethically and emotionally. Students will acquire a solid academic foundation, essential for achieving individual success and making contributions to continually improve our society.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Parental Involvement
- w Block Scheduling

School/Academic Goals

- w Students will develop a conviction that learning is a lifelong skill.
- w Students will learn respect for self and others.

Instructional Programs

- w School-to-Work
- w Honors Classes
- w On-site Special Education
- w Advanced Placement
- w At-risk Preschool
- w Alternative Education
- w Job Shadowing
- w Recovery Program

- w Students will develop an appreciation for human relations.
- w Students will strive for maximum academic achievement.

Enrollment

October 1, 2001 School Year Student Enrollment:	701
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	13

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

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

Council Duties

- w Student Discipline
- w Parent/Educator Relations
- w School Safety Issues
- w Extacurricular Activities
- w Instructional Strategies
- w Curriculum Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	8.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

In keeping with our status as a North Central Association Outcomes Accreditation school, it is our responsibility to provide a safe environment which is conducive to maximizing the learning potential of all students. To accomplish this, we will offer a wide variety of courses and activities to our students and maintain high standards for academics, discipline and attendance.

Parents

Parents should take pride in their students' education and ensure that they are prepared for and attending school daily. Parents should help their students accept responsibility for their own achievement and behavior while in school and encourage them to attain the highest academic achievement.

∨ **Transportation Policy** ∨

Transportation is necessary to equalize the educational opportunities for all students. Students are transported to CHS in school-approved and maintained vehicles. Students who live outside of a one and one-half mile radius are eligible for district-provided transportation. Transportation is also provided for afterschool activities.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/9/02
Average Daily Instruction Time:	6 hrs. 5 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

11/8/02	12/20/02	4/4/03	5/23/03
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Additional Calendar/Report Card Information

Progress reports are sent to parents every three weeks.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Four Computer Labs	W Media Studio
W Auditorium	W Day Care Center

Extracurricular Activities

W National Honor Society	W Future Business Leaders of America
W VICA	W Athletics
W Student Government	W Special Interest Clubs
W Academic Decathlon	W FCCA

School/Community Resources

W Family Resource Center	W Counseling Services
W Prenatal/Parenting Assistance	W GED Classes
W Recreational Activities	W Crisis Intervention
W Health Services	W Legal Services

∨ 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 Student competencies in math and reading are analysed each semester. Those students who fall behind in either of these areas are placed in supplemental reading and math classes until their skills reach acceptable levels.</p> <p>W Coolidge High School is a member of CAVIT and as such is committed to providing career and technical education opportunities for students to become members of a competitive workforce.</p> | <p>W 100% of the new freshmen are enrolled in basic computer literacy courses--half each semester. The checklist of competencies is on file for each student who has finished the course. In addition, students new to the district are also enrolled.</p> <p>W A new honors/baccalaureate program has been initiated which will result in students taking Advanced Placement tests. Successful students in this program will receive special recognition at the graduation ceremony.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.5 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	11.1 %			9.5 %
Status Unknown ⁹	9.9 %			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
North Central Association Outcomes Accreditation	1998
Tandy Technology Scholar	1999
State 3A Basketball Champions	2000

∨ 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

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	130	492	25%	30%	41%	4%
	State	49803	512	15%	23%	48%	14%
Writing	School	138	453	30%	38%	32%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	132	463	67%	19%	13%	1%
	State	50429	480	48%	19%	22%	10%

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

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												
9	Reading	77	27	44	71	25	43	71	27	43	--	--	43	80	25	43
	Language	74	28	39	71	20	39	71	24	40	--	--	41	79	22	42
	Mathematics	75	38	57	71	36	57	71	39	59	--	--	61	82	40	62
10	Reading	83	28	42	74	29	42	71	25	42	--	--	--	--	--	--
	Language	84	33	43	75	30	44	70	28	44	--	--	--	--	--	--
	Mathematics	84	32	47	75	30	49	70	31	50	--	--	--	--	--	--
11	Reading	77	30	46	75	33	44	82	28	45	--	--	--	--	--	--
	Language	76	33	43	74	30	42	78	29	44	--	--	--	--	--	--
	Mathematics	78	35	51	74	34	52	78	34	55	--	--	--	--	--	--

∨ 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; therefore, no data to report.

∨ 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

CHS believes that close cooperation between parents and the school is essential, and is the most effective method in preventing behavioral problems. Maintaining a school climate free of disruptions enables all participants to learn and grow. Students, staff, parents and administration working together to create a common willingness to learn.

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).

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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	\$2,597	\$1,682,591
Classroom Supplies	\$52	\$33,592
Administration	\$622	\$403,138
Support Services-Students	\$508	\$329,104
Other Support Services and Operations	\$883	\$572,038
Total Expenditures- All Categories 2000-2001	\$4,662	\$3,020,463

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Gary Fransen	(520) 723-2354	
Transportation Policy	Steve Zimmerman	(520) 723-2053	
Community Resources	Bonnie Palmer	(520) 723-2088	
School Nutrition Programs	Anna Villareal	(520) 723-2083	
Parent Organization	NDS		
Student Health/Nurse	Jean Sibley	(520) 723-2331	

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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