

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Francisco Vasquez de Coronado School

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

Nogales Unified District  
2301 N. Al Harrison Road, Nogales, AZ 85621

**Principal:** Mrs. Annette Louise Barber

**Schedule:** 7:00 AM to 5:00 PM

**Web Address:** [www.nusd.k12.az.us/coronado](http://www.nusd.k12.az.us/coronado)

**E-mail:** [mmatrecito@nusd.k12.az.us](mailto:mmatrecito@nusd.k12.az.us)

**Grades:** K-5

**2002 Enrollment:** 632

**Phone:** (520) 377-2855

**Fax:** (520) 377-0221

### ∨ School Overview ∨

#### Mission

The ultimate objective of the staff and faculty at Coronado Elementary School is to enable each student to flourish in today's ever-changing society. By providing students with a global view, we feel that reading, writing, math skills, critical thinking skills, problem solving, science and social studies will be reinforced and enhanced daily. In addition, basic life skills, as well as workplace skills, are strengthened daily with a strong emphasis on the arts and culture.

#### Organization and Philosophy

- w Back-to-Basics
- w Content-based ESL Instruction
- w Site-based

#### Instructional Programs

- w Full-day Kindergarten
- w Integrated Curriculum/Instruction
- w Gifted
- w ESL Instruction
- w Tutoring
- w Reading Recovery Intervention
- w Title I

#### School/Academic Goals

- w Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts, including fiction and nonfiction. Skills will be developed through comprehension and vocabulary building.
- w Students will improve their written language skills using the writing process as outlined in the Arizona Academic Standards: for a variety of purposes (genres) with a variety of audiences.
- w Students will improve their oral communication skills through active engagement in vocabulary building, comprehension activities and oral presentations.
- w Students will improve their skills in math computation, word problem solving, mathematical concepts and critical thinking.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	717
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	214

<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)
- 2 Non-certified Employee(s)
- 10 Teacher(s)
- 30 Parent(s)
- 5 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Budget
- w On-site Goals and Programs
- w Instructional Strategies
- w Extracurricular Activities
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	1.90	Teacher Aide	9.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	4	0	0
4 to 6 years	1	7	0	0
7 to 9 years	0	2	0	0
10 or more years	0	3	0	0

∨ **Shared Responsibilities** ∨

**School**

Coronado Elementary is responsible for reporting an accurate and timely account of student progress; maintaining open lines of communication between parents and staff; teaching with high academic standards while assuring that the state standards are met; maintaining a safe learning environment and providing children with the necessary materials to promote learning.

**Parents**

Parents are responsible for ensuring that their child attends school regularly; providing encouragement and assistance; maintaining communication with their child, as well as with staff members; participating in their child's classroom and providing a nurturing and loving environment at home.

∨ **Transportation Policy** ∨

Students are provided with bus transportation if they reside in areas within designated attendance zones for Coronado Elementary School.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/8/02
<b>Average Daily Instruction Time:</b>	7 hrs. 0 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/14/02	12/19/02	3/7/03	5/22/03
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### Additional Calendar/Report Card Information

Coronado Elementary is currently using Power School/Power Grade, a computer-based gradebook, to report mid-quarter and quarterly reports for each student.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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#### Special Facilities

W iMAC Computer Lab/Internet Access	W Media Center
W Circuit Training Equipment	W One or More Macintosh Computer/Classroom

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#### Extracurricular Activities

W Junior Olympic	W Boy Scouts
W Honor Band	W Yearbook
W Student Council	W Track/Library Club

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#### School/Community Resources

W Counseling Services	W Crisis Intervention
W Health Services	W DES Services
W Santa Cruz County Young Audiences	W Lion's Club Clothing/Glasses Drive
W Reading Is Fundamental Program	

## ∨ 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 Kindergarten students demonstrated their math and critical thinking skills by placing third in the Arizona State Chess Championship.</p> | <p>w K-5 students demonstrated their math and critical thinking skills by placing fifth in the Arizona State Chess Championship.</p>  |
| <p>w Students demonstrated their composition skills by placing second in the District Poetry Contest.</p>                                     | <p>w Students demonstrated increased reading vocabulary, comprehension and composition skills by receiving honors in the District Spelling Bee and Masonic Essay Contest.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	8.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	93.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	6.5 %	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
Project Success Enrichment Site	1995
Art Grant	1996
Recreation Funding Grant	1999
National Young Audiences World's Largest Concert	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>105</b>	<b>514</b>	<b>12%</b>	<b>15%</b>	<b>55%</b>	<b>17%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>104</b>	<b>547</b>	<b>10%</b>	<b>9%</b>	<b>64%</b>	<b>17%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>105</b>	<b>516</b>	<b>6%</b>	<b>29%</b>	<b>47%</b>	<b>19%</b>
	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

<b>Reading</b>	<b>School</b>	<b>98</b>	<b>507</b>	<b>12%</b>	<b>16%</b>	<b>59%</b>	<b>12%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>97</b>	<b>545</b>	<b>3%</b>	<b>16%</b>	<b>55%</b>	<b>26%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>96</b>	<b>530</b>	<b>0%</b>	<b>23%</b>	<b>18%</b>	<b>59%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	24	88	60	--	--	--
2	Reading	--	--	--	100	54	50	72	68	52	41	66	53	50	61	57
	Language	--	--	--	100	47	40	98	57	43	41	52	44	51	56	48
	Mathematics	--	--	--	100	74	51	95	72	55	41	80	57	51	77	61
3	Reading	99	43	47	100	45	47	96	67	48	85	48	50	50	56	50
	Language	99	58	49	100	52	51	95	76	54	86	58	56	50	66	57
	Mathematics	99	52	46	100	54	49	96	79	52	85	62	54	50	69	56
4	Reading	100	46	53	100	55	54	97	69	54	85	59	55	75	55	55
	Language	100	52	47	100	54	49	96	74	48	85	58	50	75	62	50
	Mathematics	100	65	51	100	69	54	97	82	55	85	73	57	75	76	58
5	Reading	100	40	51	100	50	51	88	50	51	76	52	51	74	55	53
	Language	100	36	42	100	58	44	99	49	45	78	60	45	74	66	47
	Mathematics	100	56	51	100	74	54	98	67	55	78	71	57	74	79	59

## ∨ 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>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>51</b>	<b>68</b>
<b>Grades 3-4</b>	<b>75</b>	<b>83</b>
<b>Grades 4-5</b>	<b>55</b>	<b>79</b>
<b>Grades 5-6</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

In an effort to promote a safe and orderly climate for learning, all students are taught respect for themselves, their classmates, their teachers and their community. Coronado School also has security guards on the premises to ensure safety. A conflict resolution program is being initiated in a proactive effort to produce responsible citizenship among students and staff.

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	\$1,671	\$1,197,183
Classroom Supplies	\$27	\$19,666
Administration	\$387	\$277,241
Support Services-Students	\$111	\$79,517
Other Support Services and Operations	\$607	\$434,524
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$2,803</b>	<b>\$2,008,131</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>	Annette L. Barber	(520) 377-2855	102
<b>Transportation Policy</b>	Alva Jean Diaz	(520) 281-0400	28
<b>Community Resources</b>	Frances Valencia	(520) 377-2855	184
<b>School Nutrition Programs</b>	Bonnie Shipitelo	(520) 377-9175	
<b>Parent Organization</b>	M. Andrade/P. Zarate	(520) 377-2855	
<b>Student Health/Nurse</b>	Peggy Olson	(520) 377-2855	106

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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