

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2301 N Al Harrison Rd, Nogales, AZ 85621

Nogales Unified District

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.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Annette Barber
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.nusd.k12.az.us/coronado
 Phone Number : (520) 377-2855
 Fax Number : (520) 377-0221
 E-mail : abarber@nusd.k12.az.us

Mission

Our mission is to enable each student to flourish in today's everchanging society. By providing students with reading, writing, math, critical thinking, problem solving, science, and social studies skills that will enhance their basic life skills.

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.

School / Academic Goals

- ü Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts, including fiction and non-fiction. Skills will be developed through comprehension and vocabulary building.
- ü 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.
- ü Students will learn and effectively apply a variety of math and problem solving concepts that will enhance their mathematical skills as well as enrich their life skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 651
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 205

Instructional Programs

- Ü Full-day Kindergarten
- Ü Integrated Curriculum/Instruction
- Ü Gifted
- Ü ESL Instruction
- Ü Title 1 Reading Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Coronado Elementary is responsible for reporting an accurate and timely account of student progress; maintaining open lines of communication; teaching with high academic standards; and assuring that the state standards are met.

Parents

Parents are responsible for ensuring that their child attends school regularly; maintaining communication with their child, as well as with staff; 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.

School Honors

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

Award/Honor	Year
Ü Project Success Enrichment Site	1995
Ü Art Grant	1996
Ü Recreation Funding Grant	1999
Ü National Young Audiences World's Largest Concert	2000

3rd 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	107	449	80010	100	100	99	463	455	447	2	7	10	10	15	18	64	59	53	23	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	221	38935	100	100	99	460	453	447	4	5	9	13	18	19	60	62	55	23	15	17
Male	55	228	40974	100	100	98	467	457	448	NA	8	11	7	13	18	69	57	52	24	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	105	441	34545	100	100	99	463	455	432	2	7	14	10	15	24	64	59	53	24	19	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	35	10161	NC	95	93	NC	427	419	NC	29	28	NC	17	28	NC	43	36	NC	11	8
Students without Disabilities	98	414	69849	100	100	100	466	457	451	NA	5	7	10	15	17	66	60	56	23	20	19
Limited English Proficient Students	68	318	14013	99	99	97	449	444	413	3	8	24	13	19	34	75	62	39	9	11	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	66	364	39029	99	99	98	452	451	432	3	8	14	14	15	25	71	62	52	12	15	9
Non-Economically Disadvantaged	41	85	40981	100	100	100	481	472	462	NA	1	6	5	16	13	54	46	54	41	36	27

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	107	445	79438	100	99	98	464	456	451	3	6	9	22	23	24	64	61	56	11	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	220	38775	100	99	99	468	460	457	6	4	7	17	23	22	60	60	58	17	13	13
Male	55	225	40560	100	99	97	461	452	446	NA	8	12	27	24	25	67	62	54	5	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	105	438	34297	100	99	98	464	456	434	3	6	14	23	24	31	64	61	50	10	10	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	32	9588	NC	86	88	NC	420	416	NC	25	30	NC	34	32	NC	38	34	NC	3	5
Students without Disabilities	98	413	69850	100	100	100	469	459	456	1	4	7	19	22	23	68	63	59	11	10	12
Limited English Proficient Students	68	317	13856	99	99	96	450	444	407	4	7	27	31	30	43	60	59	29	4	4	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	66	361	38685	99	98	97	456	453	435	5	6	14	29	24	32	58	61	50	9	8	5
Non-Economically Disadvantaged	41	84	40753	100	100	99	478	468	467	NA	5	5	12	18	16	73	61	62	15	17	17

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	107	450	79971	100	100	99	457	443	423	2	3	8	15	27	41	82	68	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	221	38974	100	100	99	463	453	437	2	1	5	13	20	33	83	75	57	2	4	4
Male	55	229	40895	100	100	98	450	432	410	2	4	10	16	34	47	82	61	41	NA	0	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	105	442	34481	100	100	99	456	443	410	2	3	10	15	27	46	82	68	43	1	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	36	10258	NC	97	94	NC	408	377	NC	11	23	NC	53	51	NC	36	25	NC	NA	1
Students without Disabilities	98	414	69713	100	100	100	457	445	429	2	2	5	13	25	39	84	71	52	1	2	3
Limited English Proficient Students	68	319	13985	99	100	97	452	437	382	1	3	18	19	32	54	79	64	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	66	365	38994	99	99	98	446	441	409	3	3	10	20	27	47	76	67	41	2	2	1
Non-Economically Disadvantaged	41	85	40977	100	100	100	474	450	437	NA	1	5	7	27	34	93	71	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th 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	125	478	80147	100	100	99	502	483	482	3	7	11	10	18	17	55	54	49	31	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	236	39281	100	100	99	502	484	483	3	6	9	9	19	17	62	54	50	26	20	24
Male	59	242	40780	100	100	98	502	482	482	3	7	12	12	18	17	47	53	48	37	22	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	121	470	33494	100	100	99	502	483	466	3	7	15	11	19	23	54	53	49	32	21	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	31	10295	NC	94	92	NC	439	443	NC	26	33	NC	35	26	NC	35	33	NC	3	8
Students without Disabilities	119	447	69852	100	100	100	505	486	488	3	6	7	9	17	16	55	55	51	33	22	26
Limited English Proficient Students	80	337	12722	100	99	97	484	470	441	4	9	27	15	23	33	68	57	37	14	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	82	403	38371	100	100	97	491	478	465	5	8	15	15	20	23	59	54	49	22	18	13
Non-Economically Disadvantaged	43	75	41776	100	100	100	524	510	498	NA	1	6	2	9	11	49	51	49	49	39	33

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	125	474	79686	100	99	98	476	462	470	5	11	11	22	28	24	60	55	57	13	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	235	39163	100	99	99	480	465	475	2	10	9	26	29	22	58	54	60	15	7	10
Male	59	239	40438	100	98	97	470	460	465	8	11	13	19	28	25	63	56	54	10	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	121	466	33299	100	99	98	476	463	452	5	10	17	22	29	32	60	55	47	13	6	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	27	9808	NC	82	87	NC	425	432	NC	41	35	NC	26	32	NC	33	30	NC	NA	3
Students without Disabilities	119	447	69878	100	100	100	477	464	475	4	9	8	23	28	23	60	57	61	13	6	9
Limited English Proficient Students	80	334	12594	100	98	96	457	448	422	6	13	34	31	36	45	63	50	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	82	399	38095	100	99	97	462	457	452	7	12	17	28	31	32	60	54	48	5	3	3
Non-Economically Disadvantaged	43	75	41591	100	100	99	501	492	486	NA	4	6	12	15	16	60	60	65	28	21	13

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	124	478	80372	100	100	99	492	483	475	3	2	4	15	23	30	81	74	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	236	39452	100	100	99	490	484	488	6	4	3	9	16	22	83	79	72	2	1	3
Male	58	242	40836	100	100	98	495	481	464	NA	1	6	22	29	37	78	70	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	120	470	33608	100	100	99	492	483	462	3	2	6	15	22	36	81	75	57	1	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	32	10526	NC	97	94	NC	438	427	NC	6	15	NC	69	53	NC	22	31	NC	3	1
Students without Disabilities	118	446	69846	100	100	100	496	486	482	3	2	3	14	20	26	83	78	69	1	0	2
Limited English Proficient Students	79	337	12747	100	99	97	481	475	432	4	3	12	20	26	52	76	71	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	81	403	38521	100	100	98	483	479	461	4	2	6	19	24	38	78	73	55	NA	0	1
Non-Economically Disadvantaged	43	75	41851	100	100	100	509	501	489	2	1	3	9	16	22	86	81	72	2	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	116	438	79306	100	99	99	534	515	504	5	6	13	7	14	20	53	59	49	34	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	242	38845	100	100	99	534	514	505	7	7	11	6	13	20	53	60	50	35	20	18
Male	44	196	40383	100	99	98	535	517	504	2	6	14	9	14	19	55	59	47	34	21	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	113	433	32673	100	99	99	533	515	487	5	6	18	7	14	25	54	60	46	34	20	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	33	10286	NC	94	91	NC	447	462	NC	39	41	NC	39	27	NC	21	27	NC	NA	5
Students without Disabilities	107	405	69020	100	100	100	542	519	510	1	3	9	4	12	18	58	62	52	37	22	21
Limited English Proficient Students	30	200	10291	97	98	96	505	493	458	17	10	38	17	24	34	50	58	26	17	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	78	368	37437	99	99	97	519	508	486	8	7	19	8	15	26	62	62	46	23	16	9
Non-Economically Disadvantaged	38	70	41869	100	100	100	565	551	521	NA	1	7	5	7	14	37	44	51	58	47	27

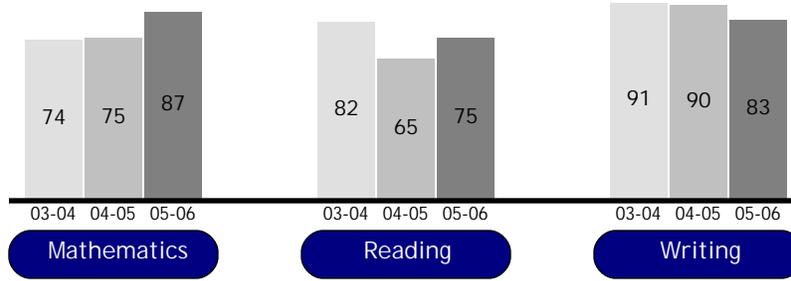
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	435	79000	100	99	98	502	488	489	5	6	10	19	26	24	67	63	58	9	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	239	38774	100	98	99	502	489	494	6	7	7	18	25	22	68	62	61	8	6	10
Male	44	196	40150	100	99	98	501	487	485	5	6	12	20	26	25	66	65	55	9	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	113	430	32508	100	99	98	501	488	472	5	7	15	19	26	33	67	63	49	8	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	30	9991	NC	86	88	NC	425	449	NC	43	33	NC	47	36	NC	10	29	NC	NA	2
Students without Disabilities	107	405	69009	100	100	100	508	492	495	2	4	6	17	24	22	72	67	62	9	5	10
Limited English Proficient Students	30	198	10199	97	97	95	469	464	439	20	12	35	27	42	47	53	46	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	78	366	37234	99	98	97	490	482	472	8	8	15	26	29	33	63	60	50	4	3	3
Non-Economically Disadvantaged	38	69	41766	100	100	99	526	519	505	NA	NA	5	5	7	16	76	78	65	18	14	14

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	116	440	79611	100	100	99	528	515	496	5	4	7	13	26	37	80	70	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	242	39016	100	100	99	534	522	511	3	3	4	11	21	29	85	76	66	1	0	1
Male	44	198	40519	100	100	98	518	507	482	9	5	10	16	32	44	73	62	46	2	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	113	435	32855	100	100	99	527	515	481	5	4	10	12	26	43	81	70	47	2	0	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	NC	35	10664	NC	100	94	NC	457	440	NC	14	23	NC	71	54	NC	14	22	NC	NA	1
Students without Disabilities	107	405	68947	100	100	100	535	519	504	3	3	4	8	22	34	87	74	61	2	0	1
Limited English Proficient Students	30	202	10362	97	99	97	483	493	438	13	6	22	37	41	57	50	52	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	78	370	37626	99	99	98	515	510	479	6	4	10	17	29	45	76	67	45	1	0	0
Non-Economically Disadvantaged	38	70	41985	100	100	100	554	542	511	3	1	4	5	13	30	89	84	65	3	1	1

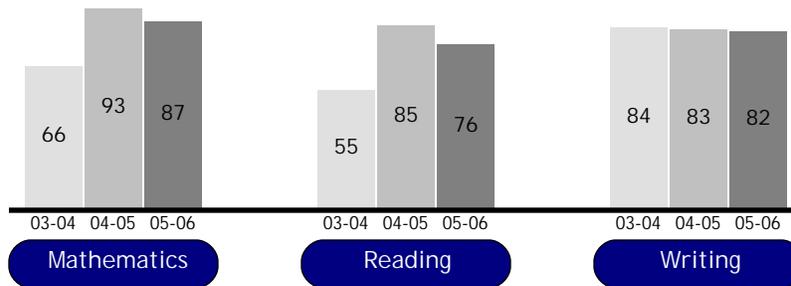
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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?	Y
	Met Graduation Rate?	Not Evaluated
	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
2	Reading	98	61	NA	58	100	49	41	47	100	43	39	46
	Language	100	49	46	50	100	57	49	47	100	61	54	48
	Mathematics	100	76	64	64	100	59	47	50	100	61	50	52
3	Reading	100	59	NA	55	100	43	40	44	100	48	44	46
	Language	100	73	67	61	100	50	45	44	100	54	46	46
	Mathematics	100	75	67	61	100	54	49	51	100	58	54	52
4	Reading	99	60	NA	56	100	51	44	48	98	58	44	52
	Language	99	65	50	52	100	58	49	49	98	61	48	52
	Mathematics	99	77	61	61	100	62	56	53	98	68	56	58
5	Reading	100	60	NA	55	98	59	45	50	100	59	50	56
	Language	100	68	48	49	98	65	49	50	100	65	56	54
	Mathematics	100	80	60	63	99	64	49	49	100	67	54	52

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	1	3	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- ü iMAC Computer Lab/Internet Access
- ü Media Center

Extracurricular Activities

- ü Junior Olympics
- ü Boy Scouts
- ü Honor Band
- ü Yearbook
- ü Student Council
- ü Choir
- ü Girl Scouts
- ü Computer Club

Social Services

- ü Counseling Services
- ü Crisis Intervention
- ü Health Services
- ü DES Services
- ü Dare Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student Council for several years has provided many families in our school community with food baskets during the holidays, the students have raised funds and engaged in various altruistic activities that brought civic awareness within our school.

- ü Students demonstrated increased reading vocabulary, comprehension, and composition skills by receiving honors in the District, County, and State Spelling Bee.

- ü Students in every grade level were selected by their teachers for their outstanding academic performance and citizenship and presented with a plaque by the Nogales Rotary Club.

- ü A teacher was awarded the Jackie Scott Ambassador of Excellence Award and Teacher of the Year Award to represent the district at the state level.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	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

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.

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) :

0

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	Annette L. Barber	(520) 377-2855
Transportation Policy	Alva Jean Diaz	(520) 281-0400
Community Resources	Frances Valencia	(520) 377-2855
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	M. Andrade/P. Zarate	(520) 377-2855
Student Health/Nurse	Patricia Iwaniuk	(520) 377-2855

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.

Footnotes

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.