

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Coyote Springs Elementary School

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

Humboldt Unified District
8101 E. Hwy 89A, Prescott Valley, AZ 86314
Mailing Address: 12150 Turquoise Circle, Dewey, AZ 86327

Principal: Ms. Marcia Gatti-Smith
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 756
Phone: (928) 759-4300
Fax: (928) 759-4320

∨ School Overview ∨

Mission

Education is a lifelong journey. In the ongoing process, we are dedicated to providing a safe and stimulating environment. We are committed to sending forward a socially and academically aware student--one who is educated to his/her highest abilities; a young person with a positive direction, with the ability to communicate proudly, honestly and creatively--a student who has the assurance that the goals he or she sets are truly achievable.

Organization and Philosophy

- w Self-contained Classrooms
- w Parental Involvement
- w Site-based
- w Team Teaching

School/Academic Goals

- w Increase student performance in the areas of reading, written language and mathematical problem solving.

Instructional Programs

- w On-site Special Education
- w Gifted Classes
- w ESL Instruction
- w Chapter I Instruction
- w Technology-based Learning
- w Speech Classes
- w Positive Actions Program
- w Instruction Utilizing Curriculum Mapping

Enrollment

October 1, 2001 School Year Student Enrollment:	744
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Creating a Safe School Climate
- w Encouraging Parent Involvement
- w Improving Academic Performance

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	5.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	3	0	0
10 or more years	11	7	0	0

∨ **Shared Responsibilities** ∨

School

Coyote Springs Elementary School faculty, staff and administration are committed to providing parents with current and accurate measurements of student academic and behavioral progress. CSES takes great pride in meeting both child and parent needs in a timely and professional manner.

Parents

Coyote Springs Elementary School faculty, staff and administration ask parents do their best to ready their child for a productive day of school. Parents are asked to set aside time each evening for children to complete their homework and studies. In addition, parents are encouraged to communicate concerns on a frequent and consistent basis with the teacher and administrator.

∨ **Transportation Policy** ∨

Coyote Springs Elementary students living more than 0.7 miles from the school will be provided bus transportation to and from the school.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/10/03	3/28/03	5/23/03
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Additional Calendar/Report Card Information

Midterm reports are sent out five weeks into the current grading period for all fourth through fifth grade students.

∨ 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 Gifted and Talented Classroom	W Computer Lab
W Computerized Library/Media Services	W SMART Lab

Extracurricular Activities

W Flag Football/Track & Field/Volleyball	W School Science Fair
W Youth Basketball League	W Geography Bee
W Spelling Bee	

School/Community Resources

W YMCA Afterschool Program	W Breakfast Program
W Lunch Program	W Recreational Activities

∨ 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

- w National accreditation by the Spalding Foundation.
- w Curriculum maps (Math) identifying when and how standards are taught and assessed are available from all grade-level teachers.

- w All faculty have completed extensive Tools for Teaching professional development workshops.
- w Parents receive weekly and monthly newsletters from teachers.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	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
Teacher of the Year - Rotary	1999
Yavapai County Teacher of the Year	2001
Teacher of the Year - Rotary	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

		Number Tested	MS	FFB	A	M	E	
Grade 3	Reading	School	118	521	7%	19%	47%	27%
		State	58840	524	9%	17%	45%	29%
Writing	School	111	543	5%	12%	68%	15%	
		State	57282	541	10%	12%	63%	16%
Mathematics	School	117	519	7%	30%	38%	26%	
		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	126	508	12%	24%	47%	17%
		State	61305	505	21%	20%	43%
Writing	School	120	515	13%	22%	48%	18%
		State	59599	512	17%	26%	42%
Mathematics	School	121	515	7%	26%	17%	50%
		State	61760	494	14%	40%	12%

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	--	--	--	--	--	--	--	--	--	95	74	60	--	--	--
2	Reading	--	--	--	100	67	50	95	54	52	87	63	53	89	66	57
	Language	--	--	--	100	55	40	99	49	43	90	42	44	94	44	48
	Mathematics	--	--	--	100	67	51	98	66	55	94	59	57	96	65	61
3	Reading	91	52	47	100	58	47	94	54	48	88	56	50	100	51	50
	Language	97	50	49	100	59	51	96	58	54	90	55	56	100	54	57
	Mathematics	90	46	46	100	60	49	95	61	52	91	58	54	100	47	56
4	Reading	89	64	53	100	59	54	90	61	54	98	59	55	86	59	55
	Language	93	52	47	100	53	49	93	57	48	97	56	50	88	50	50
	Mathematics	92	59	51	100	60	54	90	68	55	95	63	57	87	67	58
5	Reading	90	63	51	100	62	51	87	53	51	92	59	51	95	58	53
	Language	91	48	42	100	55	44	90	49	45	92	55	45	97	53	47
	Mathematics	88	63	51	100	68	54	85	61	55	95	60	57	92	67	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 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	45	47
Grades 3-4	75	82
Grades 4-5	64	72
Grades 5-6	***	***

*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

Coyote Springs Elementary School faculty, staff and administration serve on the Crisis Management and Safety Committee and Arizona Behavior Initiative Committee. During monthly meetings, strategies and initiatives are developed to meet goals created by the teams. In addition, students participate in the Coyote Peace Core Pledge to keep CSES safe from bullies by being committed to resolving conflict in a peaceful manner.

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	\$2,311	\$1,739,583
Classroom Supplies	\$50	\$37,557
Administration	\$353	\$266,024
Support Services-Students	\$169	\$127,248
Other Support Services and Operations	\$406	\$305,772
Total Expenditures- All Categories 2000-2001	\$3,290	\$2,476,184

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	Marcia Gatti	(928) 759-4300	
Transportation Policy	Tom Roszum	(928) 775-4346	
Community Resources	Sylva Ducharme	(928) 759-4545	
School Nutrition Programs	Rick Littell	(928) 759-4524	
Parent Organization	Denise Finn	(928) 759-4300	
Student Health/Nurse	Allison Messerly	(928) 759-4300	

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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