

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8101 E. Hwy. 89 A, Prescott Valley, AZ 86314

Humboldt 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	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Marci Gatti
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : humboldtunifiedschools.com
 Phone Number : (928) 759-4300
 Fax Number : (928) 759-4320
 E-mail : marci@humboldt.com

Mission

C.S.E.S. . . . a safe learning environment which promotes respect and responsibility and where everyone strives for their personal best.

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 Increase student performance in the areas of reading, written language and mathematics.
- ü Increase student achievement through increased student attendance.
- ü Increase parent and community involvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 728
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Ü Special Education
- Ü Gifted Program
- Ü SEI Instruction
- Ü Title I Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/6/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Faculty, staff and administration are committed to providing parents with current & 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

Parents are asked to ready their child for a productive day of school and to set aside time each day for children to complete homework. It is required for students in grades 3-5 that parents sign their Homework Agenda each night. Parents are also encouraged to communicate concerns in a timely manner 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.

School Honors

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

Award/Honor	Year
Ü Teacher of the Year - Rotary	2004
Ü Yavapai County Teacher of the Year	2001
Ü Yavapai County Teacher of the Year	2004
Ü Distinguished Title 1 School	2003

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	126	524	80010	100	100	99	443	446	447	13	8	10	17	19	18	58	59	53	12	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	242	38935	100	100	99	438	443	447	11	8	9	17	19	19	60	62	55	11	11	17
Male	63	281	40974	100	100	98	447	449	448	14	9	11	17	20	18	56	56	52	13	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	28	145	34545	100	99	99	439	438	432	11	9	14	11	21	24	75	66	53	4	5	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	87	359	35142	100	100	99	449	451	465	11	7	5	16	18	11	56	57	56	16	18	28
Students with Disabilities	24	90	10161	100	100	93	406	421	419	33	21	28	38	34	28	25	40	36	4	4	8
Students without Disabilities	102	434	69849	100	100	100	451	451	451	8	6	7	13	16	17	66	63	56	14	15	19
Limited English Proficient Students	NC	39	14013	NC	98	97	NC	405	413	NC	31	24	NC	38	34	NC	31	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	66	285	39029	100	99	98	434	439	432	17	10	14	21	22	25	52	58	52	11	10	9
Non-Economically Disadvantaged	60	239	40981	100	100	100	452	455	462	8	6	6	13	16	13	65	60	54	13	18	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	126	524	79438	100	100	98	449	451	451	11	8	9	20	23	24	62	60	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	242	38775	100	100	99	453	455	457	10	7	7	14	20	22	70	66	58	6	7	13
Male	63	281	40560	100	100	97	444	447	446	13	10	12	25	26	25	54	55	54	8	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	28	145	34297	100	99	98	444	438	434	11	11	14	18	25	31	71	63	50	NA	1	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	87	359	34887	100	100	98	454	457	471	10	7	4	18	22	15	61	60	63	10	11	18
Students with Disabilities	24	90	9588	100	100	88	405	420	416	33	21	30	38	37	32	21	38	34	8	4	5
Students without Disabilities	102	434	69850	100	100	100	459	456	456	6	6	7	16	21	23	72	65	59	7	9	12
Limited English Proficient Students	NC	39	13856	NC	98	96	NC	400	407	NC	31	27	NC	41	43	NC	28	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	66	285	38685	100	99	97	440	444	435	14	9	14	24	25	32	56	60	50	6	6	5
Non-Economically Disadvantaged	60	239	40753	100	100	99	458	458	467	8	7	5	15	22	16	68	60	62	8	11	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	126	524	79971	100	100	99	419	418	423	10	7	8	44	46	41	43	46	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	243	38974	100	100	99	432	433	437	6	3	5	40	40	33	49	54	57	5	2	4
Male	63	280	40895	100	100	98	407	405	410	13	10	10	49	50	47	37	38	41	2	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	28	145	34481	100	99	99	409	407	410	7	9	10	46	46	46	46	45	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	87	359	35150	100	100	99	421	421	437	10	6	5	45	46	35	41	45	56	3	2	5
Students with Disabilities	24	89	10258	100	100	94	379	380	377	29	17	23	50	63	51	21	20	25	NA	NA	1
Students without Disabilities	102	435	69713	100	100	100	428	424	429	5	5	5	43	42	39	48	51	52	4	2	3
Limited English Proficient Students	NC	39	13985	NC	98	97	NC	354	382	NC	28	18	NC	54	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	66	285	38994	100	99	98	407	410	409	11	7	10	50	51	47	38	41	41	2	1	1
Non-Economically Disadvantaged	60	239	40977	100	100	100	432	426	437	8	7	5	38	39	34	48	51	56	5	3	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	146	546	80147	98	99	99	489	480	482	8	11	11	16	16	17	48	52	49	28	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	280	39281	100	100	99	486	480	483	14	12	9	17	16	17	40	50	50	29	22	24
Male	68	266	40780	96	99	98	492	480	482	1	10	12	15	16	17	57	53	48	26	21	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	18	157	33494	100	100	99	474	464	466	11	17	15	17	22	23	61	52	49	11	10	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	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	122	367	36122	97	99	99	491	487	501	7	8	5	16	14	10	46	51	50	30	27	35
Students with Disabilities	23	91	10295	92	100	92	451	443	443	17	29	33	30	26	26	52	42	33	NA	3	8
Students without Disabilities	123	455	69852	99	99	100	495	487	488	7	7	7	13	14	16	47	54	51	33	25	26
Limited English Proficient Students	NC	56	12722	NC	98	97	NC	433	441	NC	34	27	NC	30	33	NC	36	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	65	319	38371	97	98	97	476	471	465	12	14	15	15	17	23	57	55	49	15	14	13
Non-Economically Disadvantaged	81	227	41776	99	100	100	500	492	498	5	7	6	16	15	11	41	48	49	38	31	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	146	544	79686	98	99	98	479	467	470	7	11	11	22	25	24	63	57	57	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	279	39163	99	100	99	482	472	475	9	10	9	22	22	22	58	60	60	10	8	10
Male	69	265	40438	97	98	97	476	461	465	4	12	13	22	29	25	68	54	54	6	4	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	18	156	33299	100	99	98	477	449	452	11	21	17	11	29	32	78	49	47	NA	1	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	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	122	366	35914	97	99	98	480	475	489	6	7	5	24	24	15	61	61	67	10	8	14
Students with Disabilities	23	89	9808	92	98	87	442	429	432	13	29	35	35	38	32	52	30	30	NA	2	3
Students without Disabilities	123	455	69878	99	99	100	484	473	475	6	8	8	20	23	23	65	63	61	10	7	9
Limited English Proficient Students	NC	56	12594	NC	98	96	NC	412	422	NC	45	34	NC	41	45	NC	14	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	64	317	38095	96	98	97	470	458	452	9	15	17	23	27	32	64	54	48	3	3	3
Non-Economically Disadvantaged	82	227	41591	100	100	99	486	478	486	5	6	6	21	22	16	62	62	65	12	10	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	149	546	80372	100	99	99	471	474	475	3	3	4	39	34	30	58	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	281	39452	100	100	99	487	485	488	NA	2	3	33	25	22	67	72	72	NA	1	3
Male	70	265	40836	99	98	98	453	461	464	6	4	6	46	45	37	47	51	56	1	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	18	155	33608	100	99	99	475	465	462	NA	6	6	44	39	36	56	54	57	NA	1	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	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	125	369	36213	99	100	99	470	477	489	3	2	2	38	32	22	58	64	72	1	1	3
Students with Disabilities	26	93	10526	100	100	94	448	440	427	NA	10	15	58	56	53	38	32	31	4	2	1
Students without Disabilities	123	453	69846	99	99	100	475	480	482	3	2	3	35	30	26	62	68	69	NA	0	2
Limited English Proficient Students	NC	55	12747	NC	96	97	NC	434	432	NC	13	12	NC	51	52	NC	36	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	66	318	38521	99	98	98	464	468	461	3	4	6	39	36	38	58	58	55	NA	1	1
Non-Economically Disadvantaged	83	228	41851	100	100	100	477	482	489	2	2	3	39	31	22	58	66	72	1	0	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	137	522	79306	99	100	99	509	502	504	8	9	13	18	21	20	57	55	49	18	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	247	38845	100	100	99	507	505	505	8	5	11	19	23	20	60	57	50	13	14	18
Male	74	275	40383	97	100	98	512	500	504	8	12	14	16	18	19	54	54	47	22	16	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	17	120	32673	100	100	99	475	481	487	24	18	18	18	24	25	59	54	46	NA	4	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	119	391	36234	98	99	99	514	509	523	6	6	6	18	20	13	56	55	52	20	19	28
Students with Disabilities	18	80	10286	90	98	91	482	475	462	22	25	41	39	34	27	28	33	27	11	9	5
Students without Disabilities	119	442	69020	100	100	100	513	507	510	6	6	9	14	18	18	61	60	52	18	16	21
Limited English Proficient Students	NC	29	10291	NC	100	96	NC	445	458	NC	52	38	NC	31	34	NC	17	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	53	282	37437	98	100	97	494	493	486	15	12	19	25	24	26	51	55	46	9	9	9
Non-Economically Disadvantaged	84	240	41869	99	100	100	519	513	521	4	5	7	13	17	14	61	55	51	23	22	27

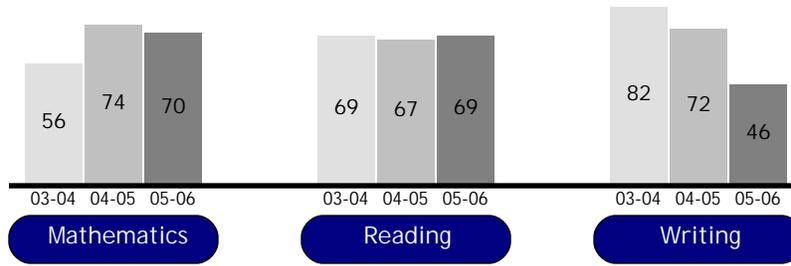
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	519	79000	97	100	98	496	490	489	5	6	10	21	25	24	61	62	58	13	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	247	38774	100	100	99	495	494	494	8	6	7	16	18	22	63	67	61	13	9	10
Male	72	272	40150	95	99	98	496	486	485	3	6	12	26	31	25	58	57	55	13	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	16	119	32508	94	100	98	469	468	472	19	13	15	19	35	33	63	51	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	118	389	36135	98	99	98	499	497	508	3	4	4	22	22	14	60	64	67	14	10	15
Students with Disabilities	16	77	9991	80	94	88	466	465	449	13	14	33	56	47	36	13	32	29	19	6	2
Students without Disabilities	119	442	69009	100	100	100	499	494	495	4	5	6	17	21	22	67	67	62	12	8	10
Limited English Proficient Students	NC	28	10199	NC	97	95	NC	429	439	NC	50	35	NC	36	47	NC	14	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	51	280	37234	94	99	97	481	482	472	12	9	15	24	28	33	59	59	50	6	4	3
Non-Economically Disadvantaged	84	239	41766	99	100	99	504	499	505	1	3	5	20	21	16	62	64	65	17	12	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	139	522	79611	100	100	99	486	489	496	7	7	7	41	41	37	51	52	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	247	39016	100	100	99	507	511	511	5	2	4	29	29	29	65	68	66	2	0	1
Male	76	275	40519	100	100	98	469	470	482	9	11	10	51	52	44	39	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	17	120	32855	100	100	99	470	477	481	18	13	10	41	41	43	41	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	121	391	36380	100	99	99	488	494	511	6	5	4	41	41	30	52	54	65	1	0	1
Students with Disabilities	20	81	10664	100	99	94	421	445	440	20	19	23	65	57	54	15	25	22	NA	NA	1
Students without Disabilities	119	441	68947	100	100	100	497	497	504	5	5	4	37	38	34	57	57	61	1	0	1
Limited English Proficient Students	NC	29	10362	NC	100	97	NC	412	438	NC	38	22	NC	52	57	NC	10	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	54	283	37626	100	100	98	468	484	479	13	8	10	46	44	45	41	48	45	NA	NA	0
Non-Economically Disadvantaged	85	239	41985	100	100	100	498	496	511	4	6	4	38	37	30	58	56	65	1	0	1

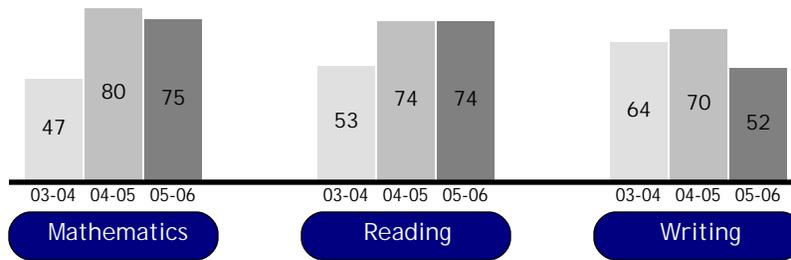
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	93	63	NA	58	99	53	51	47	92	56	50	46
	Language	94	50	48	50	99	55	50	47	92	50	46	48
	Mathematics	94	66	62	64	99	52	50	50	91	54	52	52
3	Reading	98	50	NA	55	96	47	43	44	99	50	48	46
	Language	100	51	57	61	96	45	42	44	99	52	44	46
	Mathematics	100	52	58	61	96	54	48	51	99	48	50	52
4	Reading	95	61	NA	56	97	52	49	48	95	58	48	52
	Language	95	51	50	52	97	49	48	49	97	56	50	52
	Mathematics	96	64	60	61	98	56	55	53	95	59	52	58
5	Reading	100	58	NA	55	98	59	53	50	97	63	58	56
	Language	100	50	51	49	98	55	50	50	100	56	54	54
	Mathematics	100	65	63	63	98	54	50	49	99	58	50	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Maintaining a Safe School Climate
- Ü Encouraging Parent Involvement
- Ü Improving Academic Performance
- Ü Identifying the Needs of Constituents

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Schoolyard Habitat
- Ü Library/Media Center
- Ü Computer Lab
- Ü Gymnasium with Climbing Wall

Extracurricular Activities

- Ü Flag Football/Track & Field/Volleyball
- Ü Artfull Ed. Program- Drama, Vocal, Dance
- Ü School Science Fair
- Ü Americorp Rocket Reader Tutoring Program
- Ü Coyote Connections Tutorial Program
- Ü Student Council

Social Services

- Ü YMCA Afterschool Program
- Ü Artfull Ed Boys and Girl's Club Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Anti-Bullying Program

ü Distinguished Title 1 School.

ü Pilot for Anti-Bullying program from the Governor's Office for Children, Youth and Families.

ü Six Yavapai County Teacher of the Year nominations.

ü National accreditation by the Spalding Foundation.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	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

Coyote Springs Elementary faculty, staff and administration participate on the Crisis Management and Safety Committee and the Anti-Bully and Character Committee. In addition, students participate in the Coyote Peace Core, 'Character Counts' and Anti-Bullying program.

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) :

2

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	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	Kelly Fraher	(928) 759-4300
Student Health/Nurse	Christine Jordan	(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. "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.

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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** Due to booklet size printing, print copies are produced in multiples of 4.