

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile <sup>1</sup>:

Alternative School

Pre-K - 2

New School

## Coronado Elementary School

Higley Unified District  
4333 S. DeAnza Blvd., Gilbert, AZ 85297

**Principal: Mr. Jeff Douglas Renfrow**

**Schedule: 7:30 AM to 4:00 PM**

**Web Address: [www.husd.org](http://www.husd.org)**

**E-mail: [jrenfrow@coronado.husd.org](mailto:jrenfrow@coronado.husd.org)**

**Grades: K-8**

**2002 Enrollment: 710**

**Phone: (480) 279-6900**

**Fax: NDS**

### ∨ School Overview ∨

#### Mission

At Coronado, we assume the responsibility to provide our students with educational and interpersonal experiences that empower and inspire. At Coronado, we encourage free thought and continuously strive to develop each child's positive sense of self. At Coronado, we prepare our students with the intellectual tools necessary to excel in the technology-driven world of the new millennium. Our school motto is Work Hard! Play Hard! We live this motto in all that we do at Coronado.

#### Organization and Philosophy

- w Traditional Self-contained K-6 Program
- w 7/8 Prescribed Curriculum--Middle School
- w Community Focused Programming
- w Site-based Parental Decision Making

#### Instructional Programs

- w Gifted Program
- w English Language Learners (ELL)
- w Band, Strings, Chorus, Industrial Arts
- w Pangrazi Physical Education
- w Intramural Sports in Grades 7-8
- w LD Resource, Language Development, ED

#### School/Academic Goals

- w Our goals are individualized by the needs of each grade level or subject area. Each grade level uses Stanford 9 data to establish growth goals in accordance with their unique circumstances.
- w Typical goals reflect a two to four percent improvement in Stanford 9 percentile points. Last year we met or exceeded these goals in all grade levels.
- w Our PRIDE program for sixth, seventh and eighth graders develops responsible learners through frequent teacher communication with students and parents.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	458
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	115

<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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Fiscal Planning
- w Programming Issues
- w Safety and Security Issues
- w Logistical Planning
- w Achievement Goals

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	5.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	6	5	0	0

∨ **Shared Responsibilities** ∨

**School**

Our parents are our customers. It is our duty to provide them with the highest levels of service in the following ways: Provide timely and appropriate communication regarding student behavioral and academic progress, school programs and events, and issues of general interest to our community. Encourage parental involvement in various volunteer opportunities. Provide a safe, encouraging, educationally appropriate environment for their children.

**Parents**

We believe that Coronado parents should take an active role in the education of their child. The Coronado parent is the third element in the triad of education that includes the teacher, student and parent. Coronado parents should be responsible for assuring that their children are punctual and attend school every day, assure that homework is complete and returned to school with their child and assure that their child has adequate sleep and nutrition.

∨ **Transportation Policy** ∨

Students have the privilege of riding district transportation as assigned. The school bus is considered an extension of the classroom. Inappropriate conduct at the bus stops or on the bus may result in denial of bus riding privileges.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 50 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Extended Schedule**

---

#### Report Card Release Dates

10/29/02	1/6/03	3/17/03	5/22/03
----------	--------	---------	---------

---

#### Additional Calendar/Report Card Information

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

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

Breakfast - No      Lunch - Yes      Summer Food - No

<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.

---

#### Special Facilities

W Complete Media Center	W Industrial Technology and Home Ec. Labs
W Information Technology Lab	W Fully Networked Student Computers

---

#### Extracurricular Activities

W Intermural Sports--Basketball/Soccer	W Softball/Flag Football/Volleyball
W Spirit and Dance Team	W Library Club
W Math Olympiads	W Chess Club
W Odyssey of the Mind	W Journalism

---

#### School/Community Resources

W Girl Scouts	W Ball Fields for City League Youth Sports
---------------	--

## ∨ 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 Coronado is proud to be the home of the 2001-02 Higley Unified School District Teacher of the Year. A teacher of special needs students was nominated by one of her room parents and was selected from among many candidates.</p> | <p>W In 2001-02 the Coronado athletic department secured league championships in 7/8 soccer, 7/8 flag football and 7th volleyball. The softball team brought home a 2nd place league trophy.</p> |
| <p>W We are proud to announce that Coronado will be sending a team to the regional Odyssey of the Mind competition this year. We wish them the best of luck.</p>   | <p>W Coronado Elementary is proud to have standardized test scores that are above or well-above the state and national averages.</p>   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	8.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	24.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.6 %	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
Higley Unified School District Teacher of the Year	2002
Higley Unified School District Volunteer of the Year	2002

## ∨ 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>67</b>	<b>531</b>	<b>4%</b>	<b>4%</b>	<b>54%</b>	<b>37%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>61</b>	<b>554</b>	<b>2%</b>	<b>10%</b>	<b>70%</b>	<b>18%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>64</b>	<b>526</b>	<b>3%</b>	<b>28%</b>	<b>36%</b>	<b>33%</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>38</b>	<b>515</b>	<b>3%</b>	<b>16%</b>	<b>55%</b>	<b>26%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>41</b>	<b>539</b>	<b>2%</b>	<b>10%</b>	<b>66%</b>	<b>22%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>42</b>	<b>508</b>	<b>7%</b>	<b>43%</b>	<b>7%</b>	<b>43%</b>
	State	61760	494	14%	40%	12%	34%

**Grade 8**

<b>Reading</b>	<b>School</b>	<b>46</b>	<b>508</b>	<b>17%</b>	<b>28%</b>	<b>41%</b>	<b>13%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>46</b>	<b>495</b>	<b>11%</b>	<b>54%</b>	<b>33%</b>	<b>2%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>49</b>	<b>458</b>	<b>41%</b>	<b>41%</b>	<b>12%</b>	<b>6%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	100	61	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	97	63	53	100	64	57
	Language	--	--	--	--	--	40	--	--	43	100	50	44	100	55	48
	Mathematics	--	--	--	--	--	51	--	--	55	100	61	57	100	64	61
3	Reading	--	--	47	--	--	47	--	--	48	100	60	50	100	66	50
	Language	--	--	49	--	--	51	--	--	54	100	68	56	100	64	57
	Mathematics	--	--	46	--	--	49	--	--	52	100	63	54	100	60	56
4	Reading	--	--	53	--	--	54	--	--	54	100	58	55	100	76	55
	Language	--	--	47	--	--	49	--	--	48	100	55	50	100	70	50
	Mathematics	--	--	51	--	--	54	--	--	55	100	61	57	100	80	58
5	Reading	--	--	51	--	--	51	--	--	51	100	61	51	100	71	53
	Language	--	--	42	--	--	44	--	--	45	100	55	45	100	69	47
	Mathematics	--	--	51	--	--	54	--	--	55	100	68	57	100	78	59
6	Reading	--	--	53	--	--	54	--	--	53	97	76	54	98	75	56
	Language	--	--	41	--	--	44	--	--	44	97	67	45	98	65	47
	Mathematics	--	--	57	--	--	59	--	--	60	95	77	63	98	80	65
7	Reading	--	--	52	--	--	53	--	--	52	100	65	53	100	68	55
	Language	--	--	52	--	--	54	--	--	54	100	63	55	100	73	58
	Mathematics	--	--	53	--	--	55	--	--	56	100	51	58	100	74	60
8	Reading	--	--	54	--	--	54	--	--	53	86	63	55	100	58	56
	Language	--	--	46	--	--	49	--	--	49	83	62	50	100	63	52
	Mathematics	--	--	52	--	--	54	--	--	56	83	50	58	100	52	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>77</b>	<b>69</b>
<b>Grades 3-4</b>	<b>68</b>	<b>84</b>
<b>Grades 4-5</b>	<b>73</b>	<b>70</b>
<b>Grades 5-6</b>	<b>91</b>	<b>79</b>
<b>Grades 6-7</b>	<b>76</b>	<b>66</b>
<b>Grades 7-8</b>	<b>77</b>	<b>88</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**

Our school has a fully developed Safety Response Plan that is practiced on a monthly basis. The unique design of our campus (all indoors) promotes security and allows greater control in accessing the building. The students at Coronado deserve to be applauded for their outstanding behavior. They have chosen to take the path of respect and courtesy to one another and to adults. They consistently demonstrate all the great things that kids can do for themselves and for others.

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	\$4,944	\$1,675,740
Classroom Supplies	\$187	\$63,397
Administration	\$1,446	\$490,047
Support Services-Students	\$161	\$54,609
Other Support Services and Operations	\$1,051	\$356,118
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$7,788</b>	<b>\$2,639,911</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>	Jeff Renfrow	(480) 279-6900	
<b>Transportation Policy</b>	Josh Crosby	(480) 279-7026	
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	Kim Sneed	(480) 279-7320	
<b>Parent Organization</b>	Traci Miller	(480) 988-3759	
<b>Student Health/Nurse</b>	Kristen Derrick	(480) 279-6900	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."