

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4333 South DeAnza Blvd., Gilbert, AZ 85297

Higley 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)

2003-04	Highly Performing
2002-03	Not Evaluated
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Jeff D. Renfrow
 Schedule : 8:00 AM to 4:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 996
 Web Address : www.husd.org
 Phone Number : (480) 279-6900
 Fax Number : (480) 279-6905
 E-mail : jrenfrow@coronado.husd.org

Mission

'Reaching Every Child. Whatever it Takes!'
 This Vision Statement is the driving force behind the decisions made and programs implemented at Coronado and in the Higley Unified School District. The families in our community have high expectations of student performance and behavior. The teachers and administration at Coronado share these same expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our goals are individualized by the needs of each grade level or subject area. Each grade level uses Stanford 9 data and AIMS data to establish growth goals in accordance with their unique circumstances.
- ü To reduce by 25% the percentage of students performing in the lowest quartile of all subtests of the AIMS test.
- ü To Reduce by 25% the number of students performing below the standard on the AIMS test in 8th grade math.

Enrollment

October 1, 2003 School Year Student Enrollment : 872
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 114

Instructional Programs

- Ü Gifted Program
- Ü English Language Learners (ELL)
- Ü Band, Strings, Chorus, Industrial Arts
- Ü Pangrazi Physical Education
- Ü Pre-K
- Ü Kids Club Before and After School Care
- Ü Cross Categorical Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

It is our duty to provide our customers with the highest levels of service in the following ways: Provide timely and appropriate communication regarding student academic and behavioral progress, school programs and events. We are also responsible for providing a challenging standards-based academic program that reaches each student at their current level. In addition to this we are responsible for providing a safe learning environment with clear expectations of performance and behavior.

Parents

The Coronado parent is the third element in the triad of education that includes the teacher, student and parent. Coronado parents are responsible for assuring that their children are punctual, responsible, well fed and rested for school. Additional responsibilities would include providing support at home as needed for homework, encouragement and communication with the teacher.

Transportation Policy

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.

School Honors

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

Award/Honor	Year
Ü Higley Unified School District Teacher of the Year	2002
Ü Higley Unified School District Volunteer of the Year	2002
Ü Fine Arts Teacher of the Year	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	98	424	75509	100	100	100	523	520	521	5	8	13	30	28	23	34	36	33	30	27	31
All Students (Prior Year)	86	295	75372	100	100	100	521	515	523	3	7	9	33	32	25	43	42	36	23	20	30
Female	57	220	37013	100	100	100	524	518	522	4	6	12	31	31	24	35	39	33	31	23	31
Male	41	204	38430	100	98	99	521	521	521	7	10	14	29	25	22	34	33	33	29	31	31
African American	NC	18	3660	NC	100	99	NC	515	496	NC	11	24	NC	28	31	NC	33	28	NC	28	18
Hispanic	13	64	30486	100	100	99	507	500	505	8	13	18	42	39	29	42	39	32	8	9	21
Asian/Pacific Islander	NC	14	1780	NC	88	98	NC	528	549	NC	17	5	NC	0	13	NC	42	33	NC	42	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	81	320	35192	100	100	99	526	523	534	4	7	8	29	28	19	32	36	35	35	30	39
Students with Disabilities	NC	44	9708	NC	100	100	NC	481	489	NC	33	32	NC	30	27	NC	30	24	NC	7	17
Students without Disabilities	91	380	65801	98	99	98	524	523	525	4	6	11	29	28	23	36	37	34	30	29	33
Limited English Proficient Students	NC	14	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	58	36411				NC	501	503	NC	14	19	NC	38	29	NC	32	32	NC	16	20
Non-Economically Disadvantaged	93	366	39040				523	522	534	6	7	8	29	27	19	35	37	34	30	29	39

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	98	424	75492	100	100	100	526	527	519	5	6	12	12	13	16	56	55	47	27	26	24
All Students (Prior Year)	86	295	75221	100	100	100	534	527	523	1	3	8	11	13	16	65	65	56	23	19	21
Female	57	220	37014	100	100	100	532	531	523	2	2	10	10	11	15	56	58	48	33	29	27
Male	41	204	38400	100	98	99	519	522	516	10	10	14	15	15	17	56	52	47	20	23	21
African American	NC	19	3665	NC	100	99	NC	527	505	NC	5	20	NC	16	22	NC	53	43	NC	26	14
Hispanic	13	63	30438	100	98	99	527	517	508	8	11	17	17	13	21	58	62	47	17	13	15
Asian/Pacific Islander	NC	14	1773	NC	88	98	NC	534	534	NC	17	4	NC	8	10	NC	25	50	NC	50	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	81	320	35177	100	100	99	526	528	528	4	5	8	12	13	13	56	55	49	28	27	31
Students with Disabilities	NC	44	9707	NC	100	100	NC	500	495	NC	17	33	NC	33	21	NC	43	33	NC	7	13
Students without Disabilities	91	380	65785	98	99	98	528	529	522	4	5	10	10	11	16	58	56	49	27	28	26
Limited English Proficient Students	NC	14	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	57	36302				NC	519	507	NC	4	18	NC	20	21	NC	59	46	NC	16	14
Non-Economically Disadvantaged	93	367	39164				526	528	528	6	6	8	12	12	13	55	55	48	27	27	31

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	98	422	75053	100	99	99	668	631	597	1	3	7	5	8	12	76	73	72	17	15	9
All Students (Prior Year)	85	292	73654	100	100	99	532	532	530	4	5	9	9	11	13	81	78	70	6	6	7
Female	57	219	36872	100	100	99	679	661	621	2	1	5	4	6	9	75	70	74	19	22	12
Male	41	203	38109	100	98	99	655	600	573	0	5	10	7	11	14	78	76	69	15	8	6
African American	NC	19	3636	NC	100	99	NC	617	568	NC	0	12	NC	16	16	NC	74	67	NC	11	6
Hispanic	13	62	30235	100	97	98	629	602	575	8	4	9	8	10	14	67	75	70	17	12	6
Asian/Pacific Islander	NC	14	1768	NC	88	98	NC	749	651	NC	0	3	NC	0	5	NC	50	72	NC	50	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	81	320	35028	100	100	99	674	635	613	0	4	6	5	7	10	78	74	73	17	15	11
Students with Disabilities	NC	44	9625	NC	100	100	NC	525	530	NC	17	21	NC	23	21	NC	53	55	NC	7	4
Students without Disabilities	91	378	65428	98	98	98	669	640	604	1	2	6	6	7	11	76	75	73	17	16	10
Limited English Proficient Students	NC	14	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	56	36077				NC	590	566	NC	4	10	NC	19	16	NC	69	69	NC	8	5
Non-Economically Disadvantaged	93	366	38950				670	637	618	1	3	5	4	7	9	76	74	73	18	16	12

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	86	363	76019	100	100	100	524	508	499	0	5	14	31	40	39	19	18	14	49	36	33
All Students (Prior Year)	86	294	76230	100	100	100	527	505	498	1	8	12	24	36	38	14	16	12	61	41	37
Female	47	189	37207	100	100	100	525	503	499	0	6	12	31	43	41	18	19	14	51	31	33
Male	39	173	38677	100	100	100	524	513	498	0	4	15	32	37	38	21	17	13	47	42	34
African American	--	11	3817	--	100	100	--	483	475	--	0	23	--	70	47	--	20	11	--	10	18
Hispanic	12	62	29458	100	100	100	528	495	480	0	11	20	27	45	48	18	14	12	55	30	20
Asian/Pacific Islander	NC	14	1673	NC	100	99	NC	506	531	NC	0	4	NC	38	29	NC	31	14	NC	31	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	72	268	35880	100	100	100	525	513	515	0	4	7	31	39	32	20	18	16	49	40	45
Students with Disabilities	NC	39	9786	NC	100	100	NC	485	457	NC	17	39	NC	42	40	NC	21	7	NC	21	13
Students without Disabilities	80	324	66233	99	100	99	526	509	503	0	4	11	28	40	39	21	18	14	51	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	42	35714				NC	499	480	NC	17	20	NC	25	47	NC	25	12	NC	33	20
Non-Economically Disadvantaged	81	321	40266				524	509	513	0	4	9	33	42	33	19	17	15	48	37	43

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	86	364	76020	100	100	100	517	509	503	4	15	25	16	21	23	66	51	40	14	12	12
All Students (Prior Year)	87	294	76202	100	100	100	518	510	505	5	11	19	15	21	24	58	52	46	23	16	11
Female	47	190	37213	100	100	100	515	507	504	0	17	22	16	18	23	73	55	42	11	10	13
Male	39	173	38666	100	100	100	518	510	501	8	12	29	16	25	22	58	47	38	18	16	12
African American	--	11	3819	--	100	100	--	499	494	--	30	37	--	30	26	--	40	31	--	0	6
Hispanic	12	62	29442	100	100	99	509	500	494	0	21	37	27	23	26	73	50	31	0	5	6
Asian/Pacific Islander	NC	14	1672	NC	100	99	NC	504	513	NC	0	12	NC	46	19	NC	46	49	NC	8	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	72	269	35890	100	100	100	518	512	511	4	13	15	14	19	20	64	52	48	17	15	18
Students with Disabilities	NC	39	9784	NC	100	100	NC	495	485	NC	25	58	NC	33	19	NC	38	19	NC	4	4
Students without Disabilities	80	325	66236	99	100	99	517	510	504	3	14	23	15	21	23	68	52	42	14	13	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	43	35703				NC	502	494	NC	30	37	NC	24	26	NC	35	31	NC	11	6
Non-Economically Disadvantaged	81	321	40274				517	510	509	4	13	17	15	21	20	67	53	47	14	13	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	86	360	75673	100	100	100	556	543	530	5	6	12	19	23	25	69	66	58	7	5	4
All Students (Prior Year)	84	292	74692	100	100	99	530	515	502	4	9	18	16	22	27	68	61	47	12	8	8
Female	47	189	37099	100	100	100	577	559	548	2	3	8	13	18	22	71	72	64	13	7	6
Male	39	170	38441	100	100	99	529	525	513	8	9	16	25	29	29	67	59	52	0	3	3
African American	--	11	3791	--	100	99	--	538	506	--	10	18	--	20	29	--	60	50	--	10	3
Hispanic	12	61	29305	100	100	99	606	530	507	9	11	16	9	24	31	64	60	51	18	5	2
Asian/Pacific Islander	NC	14	1665	NC	100	99	NC	579	573	NC	0	6	NC	15	16	NC	85	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	72	266	35760	100	100	99	547	544	550	4	6	9	21	24	21	69	65	64	6	5	6
Students with Disabilities	NC	38	9706	NC	100	100	NC	499	462	NC	13	36	NC	35	32	NC	52	31	NC	0	1
Students without Disabilities	80	322	65967	99	100	99	558	546	536	5	6	10	15	22	25	72	67	60	8	5	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	42	35541				NC	527	504	NC	3	17	NC	30	31	NC	65	50	NC	3	2
Non-Economically Disadvantaged	81	318	40091				555	545	550	5	7	9	19	22	21	68	66	64	8	5	6

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

8th 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	76	347	75001	100	100	99	479	470	468	26	34	37	46	37	36	19	21	16	10	8	10
All Students (Prior Year)	91	209	71167	100	100	99	481	469	463	17	33	38	52	44	41	25	18	14	6	5	7
Female	34	165	36846	100	100	99	483	467	468	22	38	36	41	35	38	25	19	16	13	8	10
Male	42	182	37974	100	100	99	475	473	467	29	31	39	50	38	34	13	22	16	8	9	11
African American	NC	12	3720	NC	100	98	NC	450	446	NC	40	53	NC	50	33	NC	10	9	NC	0	4
Hispanic	11	62	26675	100	100	98	458	447	448	40	54	52	50	35	34	10	12	10	0	0	4
Asian/Pacific Islander	NC	14	1575	NC	100	99	NC	471	504	NC	31	18	NC	46	33	NC	15	20	NC	8	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	63	253	37785	100	100	99	482	477	482	23	29	25	45	36	39	20	24	21	12	11	15
Students with Disabilities	NC	37	8802	NC	100	100	NC	421	418	NC	76	79	NC	12	16	NC	12	3	NC	0	1
Students without Disabilities	71	310	66199	97	99	99	479	473	472	26	32	34	46	38	38	19	21	17	10	9	11
Limited English Proficient Students	NC	10	11710	NC	100	100	NC	NA	429	NC	NA	70	NC	NA	25	NC	NA	4	NC	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	42	29814				NC	463	448	NC	50	53	NC	18	33	NC	24	10	NC	9	4
Non-Economically Disadvantaged	71	305	45170				479	471	479	24	33	28	48	39	38	18	20	20	10	8	14

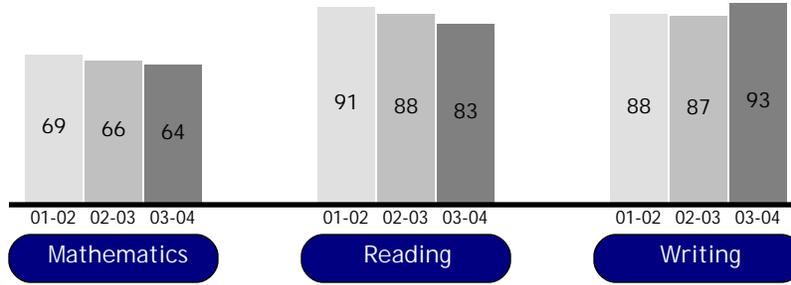
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	348	74918	100	100	99	508	502	497	14	25	32	27	19	19	43	40	35	16	15	15
All Students (Prior Year)	91	209	71100	100	100	99	519	515	502	8	14	25	16	20	21	53	44	40	22	22	15
Female	34	165	36805	100	100	99	518	503	501	6	22	28	25	18	19	41	45	37	28	14	16
Male	42	183	37936	100	100	99	498	500	493	21	28	35	29	20	18	45	36	33	5	16	14
African American	NC	12	3719	NC	100	98	NC	483	481	NC	30	43	NC	40	21	NC	30	29	NC	0	7
Hispanic	11	62	26645	100	100	98	504	491	478	10	35	46	20	17	20	70	44	27	0	4	6
Asian/Pacific Islander	NC	14	1571	NC	100	99	NC	494	521	NC	25	18	NC	25	15	NC	42	38	NC	8	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	63	254	37773	100	100	99	508	505	511	15	23	20	28	19	18	38	39	41	18	19	21
Students with Disabilities	NC	37	8801	NC	100	100	NC	475	448	NC	59	75	NC	18	13	NC	12	10	NC	12	2
Students without Disabilities	71	311	66117	97	100	99	508	503	501	14	23	28	27	20	19	43	42	37	16	15	16
Limited English Proficient Students	NC	10	11706	NC	100	100	NC	NA	454	NC	NA	71	NC	NA	16	NC	NA	12	NC	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	42	29785				NC	491	477	NC	38	47	NC	9	20	NC	47	26	NC	6	6
Non-Economically Disadvantaged	71	306	45115				507	503	508	15	24	23	28	21	18	42	39	39	15	16	20

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	76	347	74503	100	100	99	507	512	491	6	6	9	26	26	32	63	59	51	6	8	8
All Students (Prior Year)	90	204	69001	100	100	96	506	500	490	7	7	17	28	36	37	65	57	45	0	0	1
Female	34	165	36686	100	100	99	529	519	506	0	3	5	16	22	29	75	66	57	9	8	9
Male	42	182	37644	100	100	98	488	505	476	11	9	13	34	29	36	53	53	45	3	8	6
African American	NC	12	3677	NC	100	97	NC	550	475	NC	0	12	NC	10	36	NC	70	46	NC	20	5
Hispanic	11	62	26500	100	100	97	524	509	467	0	9	13	10	19	39	90	66	44	0	6	4
Asian/Pacific Islander	NC	14	1566	NC	100	99	NC	519	537	NC	8	5	NC	15	23	NC	69	55	NC	8	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	63	253	37606	100	100	99	504	510	508	7	6	6	28	29	28	58	57	56	7	9	10
Students with Disabilities	NC	36	8662	NC	100	100	NC	454	409	NC	26	37	NC	42	42	NC	26	20	NC	5	1
Students without Disabilities	71	311	65841	97	100	98	507	515	499	6	5	7	26	25	32	63	61	53	6	9	8
Limited English Proficient Students	NC	10	11608	NC	100	100	NC	NA	430	NC	NA	23	NC	NA	47	NC	NA	28	NC	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	42	29587				NC	514	465	NC	3	14	NC	31	40	NC	54	43	NC	11	4
Non-Economically Disadvantaged	71	305	44898				505	511	507	6	7	7	25	25	28	64	60	55	4	8	10

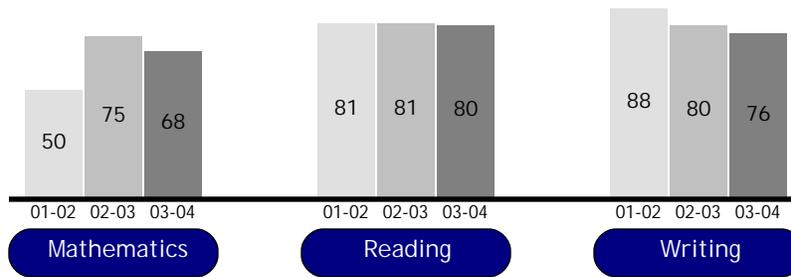
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

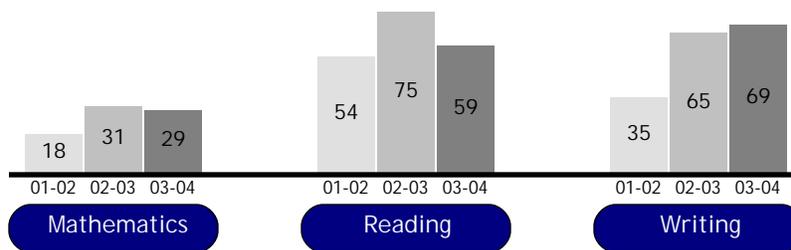
3rd Grade Proficiency



5th Grade Proficiency



8th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	60	53	44	95	69	64	50	97	63	NA	58
	Language	95	55	52	39	96	68	57	43	96	57	54	50
	Mathematics	95	62	60	52	97	72	66	57	97	67	62	64
3	Reading	100	64	58	43	98	64	59	47	100	63	NA	55
	Language	100	63	57	50	100	66	63	54	100	67	67	61
	Mathematics	100	60	53	50	99	63	58	54	100	63	61	61
4	Reading	98	72	59	47	95	74	63	52	91	68	NA	56
	Language	100	64	55	45	96	70	58	48	100	59	61	52
	Mathematics	98	78	63	52	100	79	64	57	97	68	71	61
5	Reading	98	62	57	46	100	76	65	50	100	68	NA	55
	Language	100	59	50	43	98	72	63	46	100	67	58	49
	Mathematics	96	72	56	54	98	87	71	57	100	78	71	63
6	Reading	96	73	62	49	95	69	64	53	99	71	NA	56
	Language	96	64	53	42	98	57	56	45	97	68	59	48
	Mathematics	96	78	69	58	98	75	68	62	99	77	72	66
7	Reading	100	66	65	48	99	65	62	51	100	69	NA	54
	Language	100	71	66	51	100	70	68	54	100	70	66	58
	Mathematics	100	74	64	54	99	70	66	58	100	66	61	62
8	Reading	100	54	52	49	100	68	65	53	99	61	NA	55
	Language	100	58	52	46	99	67	64	49	99	57	61	52
	Mathematics	100	52	54	54	98	72	67	58	99	67	66	61

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	9	2	0	0
7 to 9 years	5	5	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 39
 Core academic classes taught by Highly Qualified (NCLB) teachers. 86
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Complete Media Center
- Ü Industrial Technology and Home Ec. Labs
- Ü Performing Arts Facility
- Ü Shaded Playground Structures

Extracurricular Activities

- Ü Intramural Sports--Basketball/Soccer
- Ü Softball/Flag Football/Volleyball
- Ü Spirit and Dance Team
- Ü Library Club
- Ü Chess Club
- Ü Odyssey of the Mind (gifted program)

Social Services

- Ü Girl Scouts
- Ü Ball Fields for City League Youth Sports
- Ü AM/PM On-site Child Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Coronado is proud to be the home of the 2001-02 Higley Unified School District Teacher of the Year. Coronado also consistently exceeds county, state and national averages in standardized testing.
- ü Coronado's athletic teams have established themselves as 'the teams to beat' in nearly all seasons. Their Work Hard Play Hard ethic is evident in their incredible performances in the athletic arena.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	51
Grades 3-4	74	77
Grades 4-5	57	66
Grades 5-6	75	71
Grades 6-7	57	55
Grades 7-8	61	56

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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 of building access.

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

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.

Contacts

	Name	Phone Number
School Site Council	Jeff Renfrow	(480) 279-6900
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Child Care 'Kids Care'	(480) 279-7013
School Nutrition Programs	Dan Santos	(480) 279-7320
Parent Organization	Susan Durrant	(480) 279-5454
Student Health/Nurse	Shauna Chriss	(480) 279-6915

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.