

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Highly Performing
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Theodora Schiro
 Schedule : 08:10 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 1057
 Web Address : www.husd.org
 Phone Number : (480) 279-6900
 Fax Number : (480) 279-6905
 E-mail : tschiro@coronado.husd.org

Mission

Coronado School will provide a safe, positive, and enriching environment with high expectations for all students and staff. Quality programs will support our students as they grow into self-motivated, life-long learners. Students will work cooperatively, show responsibility, and develop a wide range of academic and social skills.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Coronado's grade level team goals are individualized based on the specific academic needs of the students. Each grade level uses AIMS test data to formulate unique goals and student outcomes.
- ü To increase the percentage of students performing at or above the standard on all subtests of the AIMS test.
- ü To increase the number of students performing at or above the standard on the AIMS test in 8th grade math.

Enrollment

October 1, 2004 School Year Student Enrollment : 977
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 60

Instructional Programs

- ü Gifted Program
- ü English Language Learners (ELL)
- ü Band, Strings, Chorus, Dance, Drama
- ü Pangrazi Physical Education
- ü Special Education Pre-School
- ü Kids Club Before and After School Care
- ü Cross Categorical Special Education
- ü Gr 1-5 Discovery Science, Current Events

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

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

Through partnership with parents, the Coronado staff will work to provide consistency, quality communication, and continuous improvement. Together, the school community will support student achievement and character development as students take charge of their own learning and become responsible members of society.

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 Fine Arts Teacher of the Year	2003
ü Higley Volunteer of the year for the City of Gilbert	2004
ü Local Walmart's Teacher of the Year	2004

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	130	562	79306	100	99	99	468	461	445	2	5	10	10	11	18	59	58	51	29	26	20
All Students (Prior Year)	98	424	75509	100	100	100	523	520	521	5	8	13	30	28	23	34	36	33	30	27	31
Female	71	279	38691	100	99	99	466	461	446	0	4	10	13	13	18	63	60	52	24	23	20
Male	59	282	40583	100	100	99	471	461	445	4	6	11	7	9	18	54	57	50	36	28	21
African American	NC	29	4041	NC	100	99	NC	435	426	NC	14	17	NC	23	23	NC	55	50	NC	9	10
Hispanic	20	101	32869	100	98	99	454	445	429	0	11	15	20	16	25	60	57	51	20	16	10
Asian/Pacific Islander	NC	12	1935	NC	100	99	NC	482	474	NC	0	3	NC	0	9	NC	67	48	NC	33	40
American Indian/Alaskan Native	NC	13	4264	NC	100	100	NC	390	419	NC	9	19	NC	36	30	NC	45	45	NC	9	6
White	101	407	36197	100	99	99	471	467	463	1	3	5	9	9	11	59	59	53	31	29	31
Students with Disabilities	10	64	10321	100	100	100	429	415	389	10	27	30	20	24	27	70	37	34	0	13	9
Students without Disabilities	120	498	69060	99	98	98	472	467	454	1	2	7	10	9	17	58	61	54	32	27	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	374	406	NC	33	20	NC	33	30	NC	33	45	NC	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	70	39415	NC	91	96	NC	444	431	NC	8	15	NC	20	25	NC	58	50	NC	13	10
Non-Economically Disadvantaged	123	492	39966	100	100	100	468	463	459	2	5	6	10	10	12	59	58	52	29	27	30

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	130	562	79395	100	0	99	475	466	446	1	3	9	11	15	25	73	68	55	15	14	11
All Students (Prior Year)	98	424	75492	100	100	100	526	527	519	5	6	12	12	13	16	56	55	47	27	26	24
Female	71	279	38743	100	0	100	478	472	451	1	2	7	9	12	24	72	69	57	18	17	12
Male	59	282	40618	100	0	99	471	460	440	0	4	11	14	18	27	73	67	53	13	11	9
African American	NC	29	4052	NC	0	100	NC	454	434	NC	5	11	NC	27	29	NC	64	54	NC	5	6
Hispanic	20	101	32915	100	0	99	456	452	426	5	8	15	25	24	35	60	60	47	10	9	4
Asian/Pacific Islander	NC	12	1936	NC	0	99	NC	480	468	NC	0	3	NC	17	14	NC	67	63	NC	17	19
American Indian/Alaskan Native	NC	13	4271	NC	0	100	NC	398	420	NC	0	15	NC	36	42	NC	55	41	NC	9	2
White	101	407	36221	100	0	99	479	472	465	0	2	4	8	11	15	76	71	63	15	16	17
Students with Disabilities	10	64	10331	100	0	100	447	420	388	0	17	25	20	32	37	70	46	34	10	5	4
Students without Disabilities	120	498	69139	99	0	99	477	472	454	1	1	7	11	13	24	73	71	58	16	16	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	368	399	NC	33	21	NC	33	42	NC	33	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	70	39484	NC	0	96	NC	444	429	NC	10	14	NC	30	35	NC	52	47	NC	8	4
Non-Economically Disadvantaged	123	492	39986	100	0	100	476	469	461	0	2	4	11	13	16	74	70	63	15	15	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	130	564	78869	100	100	99	482	469	442	1	4	6	8	13	21	73	65	63	19	18	10
All Students (Prior Year)	98	422	75053	100	99	99	668	631	597	1	3	7	5	8	12	76	73	72	17	15	9
Female	71	282	38536	100	100	99	493	486	458	0	3	4	7	9	15	66	63	67	26	25	14
Male	59	281	40302	100	99	99	468	452	428	2	5	8	9	16	26	80	67	60	9	11	7
African American	NC	29	4015	NC	100	99	NC	450	430	NC	9	8	NC	9	24	NC	64	61	NC	18	7
Hispanic	20	102	32606	100	99	98	475	465	426	0	4	8	20	18	27	60	56	60	20	21	5
Asian/Pacific Islander	NC	12	1925	NC	100	99	NC	491	471	NC	0	3	NC	8	11	NC	67	64	NC	25	22
American Indian/Alaskan Native	NC	13	4245	NC	100	100	NC	366	423	NC	18	9	NC	18	26	NC	64	61	NC	0	4
White	101	408	36078	100	100	99	482	473	459	1	3	4	6	11	16	75	67	66	18	18	14
Students with Disabilities	10	63	10246	100	100	100	445	414	367	0	10	18	30	35	39	60	47	40	10	8	4
Students without Disabilities	120	501	68697	99	99	98	485	476	454	1	3	4	6	10	18	74	67	67	19	20	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	378	399	NC	8	11	NC	50	31	NC	42	54	NC	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	70	39106	NC	91	95	NC	451	427	NC	5	8	NC	23	28	NC	60	59	NC	12	5
Non-Economically Disadvantaged	123	494	39837	100	100	100	482	471	457	1	4	4	8	11	14	74	66	67	18	19	15

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	117	476	78906	99	97	99	492	507	498	6	8	13	21	14	19	59	56	48	15	22	20
All Students (Prior Year)	86	363	76019	100	100	100	524	508	499	0	5	14	31	40	39	19	18	14	49	36	33
Female	59	229	38644	98	97	99	508	509	500	6	6	12	15	15	19	64	57	49	15	22	19
Male	57	246	40236	98	98	99	476	505	497	6	10	15	27	12	19	53	54	46	14	23	20
African American	--	24	4087	--	100	99	--	492	481	--	13	20	--	13	24	--	63	45	--	13	11
Hispanic	26	109	31938	100	100	99	481	500	481	9	12	19	27	20	25	64	54	46	0	14	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	88	327	36483	98	96	99	496	510	517	5	7	7	18	11	13	58	56	51	19	26	30
Students with Disabilities	NC	50	10664	NC	100	100	NC	416	430	NC	63	42	NC	23	27	NC	15	26	NC	0	5
Students without Disabilities	110	426	68310	97	96	98	505	517	509	4	2	9	18	13	18	63	60	51	16	25	22
Limited English Proficient Students	NC	16	12573	NC	100	100	NC	413	454	NC	21	27	NC	53	30	NC	26	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	117	476	40295	100	100	100	492	507	513	6	8	7	21	14	13	59	56	50	15	22	30

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	117	475	78908	99	0	99	500	499	484	0	5	10	13	15	23	75	69	58	13	11	9
All Students (Prior Year)	86	364	76020	100	100	100	517	509	503	4	15	25	16	21	23	66	51	40	14	12	12
Female	59	229	38648	98	0	99	512	505	489	0	4	8	9	12	22	79	72	61	11	13	10
Male	57	245	40233	98	0	99	487	493	479	0	6	12	16	19	25	69	67	55	14	9	8
African American	--	23	4092	--	0	99	--	491	473	--	6	12	--	19	28	--	69	54	--	6	5
Hispanic	26	109	31940	100	0	99	500	492	465	0	8	16	18	23	32	77	63	49	5	7	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	88	327	36502	98	0	99	501	502	502	0	3	4	11	13	14	73	71	67	15	12	15
Students with Disabilities	NC	49	10665	NC	0	100	NC	424	423	NC	33	30	NC	38	36	NC	28	31	NC	3	2
Students without Disabilities	110	426	68312	97	0	98	512	508	493	0	2	7	13	13	21	74	74	62	14	12	10
Limited English Proficient Students	NC	16	12556	NC	0	100	NC	403	436	NC	26	24	NC	42	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	117	475	40315	100	0	100	500	499	498	0	5	5	13	15	15	75	69	66	13	11	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	118	485	78750	100	99	99	510	509	500	3	5	6	18	24	29	78	69	63	1	3	2
All Students (Prior Year)	86	360	75673	100	100	100	556	543	530	5	6	12	19	23	25	69	66	58	7	5	4
Female	60	233	38586	100	98	99	530	528	515	0	3	4	11	14	22	87	78	71	2	5	3
Male	57	251	40135	98	100	99	489	489	486	6	7	8	27	33	35	67	60	56	0	1	1
African American	--	24	4081	--	100	99	--	501	488	--	6	8	--	25	32	--	69	59	--	0	2
Hispanic	26	110	31841	100	100	99	505	503	483	5	6	8	18	26	36	77	65	55	0	3	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	89	335	36440	99	98	99	511	511	516	3	4	3	19	23	22	78	69	71	1	3	4
Students with Disabilities	NC	49	10622	NC	100	100	NC	414	415	NC	21	21	NC	56	50	NC	23	28	NC	0	1
Students without Disabilities	111	436	68196	98	98	98	523	519	513	2	3	3	16	20	25	80	73	69	1	3	3
Limited English Proficient Students	NC	16	12504	NC	100	100	NC	433	451	NC	0	12	NC	58	44	NC	42	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	118	485	40260	100	100	100	510	509	514	3	5	3	18	24	21	78	69	72	1	3	4

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	100	406	78250	99	98	99	557	552	548	16	17	21	12	15	18	62	57	48	10	10	13
All Students (Prior Year)	76	347	75001	100	100	99	479	470	468	26	34	37	46	37	36	19	21	16	10	8	10
Female	46	193	38071	100	99	99	546	555	549	15	14	20	18	14	19	54	64	49	13	8	12
Male	54	213	40126	98	98	99	565	550	547	16	20	23	8	17	17	68	51	46	8	12	14
African American	NC	18	4058	NC	95	99	NC	542	523	NC	30	32	NC	0	22	NC	70	41	NC	0	5
Hispanic	17	84	29129	94	100	99	510	522	527	40	35	32	0	16	23	53	43	40	7	6	6
Asian/Pacific Islander	NC	13	1747	NC	100	100	NC	584	589	NC	9	9	NC	9	9	NC	45	50	NC	36	32
American Indian/Alaskan Native	NC	12	4996	NC	100	100	NC	530	518	NC	38	36	NC	25	25	NC	38	36	NC	0	4
White	73	279	38320	100	97	99	566	562	568	12	11	12	15	16	14	61	62	55	12	11	19
Students with Disabilities	14	44	9329	100	100	100	463	461	454	62	70	64	23	22	18	15	8	16	0	0	2
Students without Disabilities	86	362	68996	99	98	99	573	563	561	8	11	16	11	15	18	70	63	52	12	11	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	100	406	44937	99	100	100	557	552	561	16	17	13	12	15	15	62	57	54	10	10	18

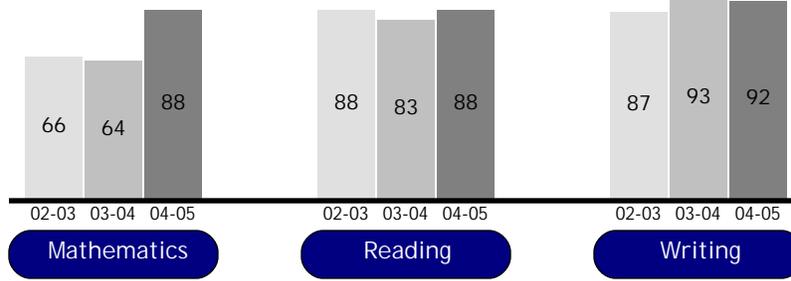
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	406	78302	99	0	99	530	527	512	3	6	11	13	15	25	72	70	57	11	8	7
All Students (Prior Year)	76	348	74918	100	100	99	508	502	497	14	25	32	27	19	19	43	40	35	16	15	15
Female	46	193	38082	100	0	99	522	534	518	0	3	8	18	14	24	69	73	61	13	10	7
Male	54	213	40166	98	0	99	536	521	507	6	9	14	10	17	26	74	68	54	10	6	6
African American	NC	18	4064	NC	0	100	NC	525	498	NC	10	14	NC	30	29	NC	60	54	NC	0	3
Hispanic	17	84	29152	94	0	99	480	498	492	7	12	17	33	27	34	60	57	46	0	4	2
Asian/Pacific Islander	NC	13	1746	NC	0	100	NC	537	542	NC	0	5	NC	9	13	NC	82	66	NC	9	16
American Indian/Alaskan Native	NC	12	4993	NC	0	100	NC	507	484	NC	25	19	NC	13	38	NC	38	42	NC	25	1
White	73	279	38347	100	0	99	540	537	531	1	4	5	9	12	17	76	75	68	13	9	10
Students with Disabilities	14	44	9353	100	0	100	445	449	429	15	30	40	38	41	38	46	30	22	0	0	1
Students without Disabilities	86	362	69024	99	0	99	544	536	524	1	3	7	9	12	23	76	75	62	13	9	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	100	406	44979	99	0	100	530	527	525	3	6	6	13	15	18	72	70	66	11	8	10

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	100	409	78094	99	99	99	571	571	545	0	1	3	9	8	18	90	88	77	1	2	2
All Students (Prior Year)	76	347	74503	100	100	99	507	512	491	6	6	9	26	26	32	63	59	51	6	8	8
Female	46	193	38025	100	99	99	567	583	558	0	0	2	5	4	13	92	92	82	3	4	2
Male	54	216	40013	98	99	99	575	561	534	0	3	5	12	12	23	88	84	71	0	2	1
African American	NC	18	4037	NC	95	99	NC	561	532	NC	0	4	NC	20	22	NC	80	73	NC	0	1
Hispanic	17	82	29068	94	100	99	531	546	523	0	4	5	13	12	27	87	81	67	0	3	1
Asian/Pacific Islander	NC	13	1743	NC	100	100	NC	592	577	NC	0	2	NC	0	9	NC	100	82	NC	0	8
American Indian/Alaskan Native	NC	12	4981	NC	100	100	NC	559	526	NC	0	4	NC	25	25	NC	75	70	NC	0	0
White	73	284	38265	100	99	99	583	578	564	0	1	2	4	6	11	94	90	84	1	3	3
Students with Disabilities	14	42	9275	100	98	100	503	493	444	0	6	14	23	26	46	77	69	39	0	0	1
Students without Disabilities	86	367	68892	99	99	98	583	580	559	0	1	2	7	6	14	92	90	82	1	3	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	100	409	44871	99	100	100	571	571	559	0	1	2	9	8	12	90	88	84	1	2	3

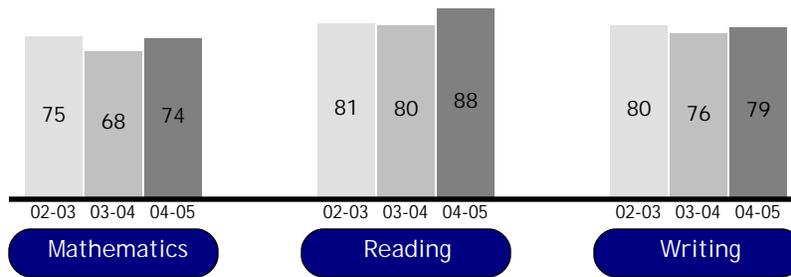
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

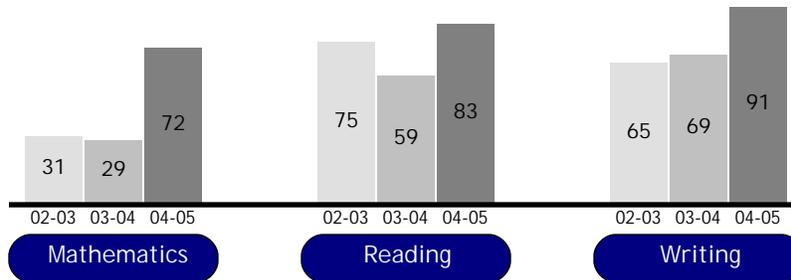
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	69	64	50	97	63	NA	58	100	64	57	47
	Language	96	68	57	43	96	57	54	50	100	58	56	47
	Mathematics	97	72	66	57	97	67	62	64	100	64	59	50
3	Reading	98	64	59	47	100	63	NA	55	100	63	57	44
	Language	100	66	63	54	100	67	67	61	100	56	54	44
	Mathematics	99	63	58	54	100	63	61	61	100	63	61	51
4	Reading	95	74	63	52	91	68	NA	56	100	62	59	48
	Language	96	70	58	48	100	59	61	52	100	64	59	49
	Mathematics	100	79	64	57	97	68	71	61	100	60	61	53
5	Reading	100	76	65	50	100	68	NA	55	97	66	58	50
	Language	98	72	63	46	100	67	58	49	97	61	58	50
	Mathematics	98	87	71	57	100	78	71	63	97	56	56	49
6	Reading	95	69	64	53	99	71	NA	56	99	63	60	51
	Language	98	57	56	45	97	68	59	48	99	60	56	47
	Mathematics	98	75	68	62	99	77	72	66	98	63	59	52
7	Reading	99	65	62	51	100	69	NA	54	97	66	60	50
	Language	100	70	68	54	100	70	66	58	97	68	64	52
	Mathematics	99	70	66	58	100	66	61	62	97	62	58	50
8	Reading	100	68	65	53	99	61	NA	55	98	64	60	51
	Language	99	67	64	49	99	57	61	52	98	64	58	50
	Mathematics	98	72	67	58	99	67	66	61	98	61	57	53

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."

Coronado Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 5 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	5	0	0
4 to 6 years	10	3	0	0
7 to 9 years	6	1	0	0
10 or more years	6	8	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Complete Media Center
- Ü Industrial Technology and Home Ec. Labs
- Ü Two Computer Labs
- Ü Shaded Playground Structures

Extracurricular Activities

- Ü Basketball, Soccer, Track, Baseball
- Ü Softball/Flag Football/Volleyball
- Ü Spirit and Dance Team
- Ü Library Club
- Ü Chess Club
- Ü National Junior High Honor Society
- Ü Student Council
- Ü Yearbook

Social Services

- Ü AM/PM On-site Child Care
- Ü Higley Community Schools Academy

School Achievements/Accomplishments 2004-05

- ü Coronado is proud to be the home of the 2001-02 Higley Unified School District Teacher of the Year.

- ü Coronado consistently exceeds county, state and national averages in standardized testing.

- ü Coronado offers a Performing Arts elective to all students in grades 6-8. Performing Arts classes include Dance, Drama, Speech and Debate, Choir, Band and Orchesta.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	64	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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	Theodora Schiro	(480) 279-6900
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Child Care 'Kids Care'	(480) 279-7036
School Nutrition Programs	Bob Schryver	(480) 279-7120
Parent Organization	Susan Durrant	(480) 279-5454
Student Health/Nurse	Beatrice Frizane	(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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.