

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7677 W. Bethany, Glendale, AZ 85303

Glendale Elementary 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	Performing
2002-03	New School
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Evaluated
2002-03	Not Evaluated
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 Overview

Principal/Administrator : Mrs. Susanne Hill
 Schedule : 7:00 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 1000
 Web Address : gesd40.org
 Phone Number : (623) 842-8215
 Fax Number : (623) 845-0617
 E-mail : shill@gesd40.org

Mission

Coyote Ridge is a learning community that empowers individuals to achieve high academic and social standards.

School / Academic Goals

- ü Improve reading scores on AIMS and DAP.
- ü Observation and assessment of reading skills by teachers and administration.
- ü Observation and assessment of math skills by teachers and administration.

Enrollment

October 1, 2003 School Year Student Enrollment : 945
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 7

Instructional Programs

- ü K-8 Elementary School
- ü SEI/SIOP at Every Grade Level
- ü Second Step Prevention Program
- ü GREAT/DARE Program Grades 4-5
- ü Behavioral Transition Classrooms (2)
- ü Panda Preschool (1)
- ü Preschool (2)

Calendar Information

Number of Instruction Days : 178
 Average Daily Instruction Time : 6 hours 45 minutes
 First Day of School : 8/2/2004
 Last Day of School : 6/9/2005

Shared Responsibilities

School

Teachers work very closely with parents to provide the best placement for students.

Parents

Parents work closely with teachers to help students develop to their fullest potential.

Transportation Policy

School Honors

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

Award/Honor	Year
ü Silver Apple Award	2001

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	105	1490	75509	100	100	100	491	491	521	19	27	13	43	33	23	25	24	33	12	16	31
All Students (Prior Year)	123	1442	75372	100	100	100	498	495	523	15	20	9	42	38	25	36	28	36	7	14	30
Female	47	741	37013	100	100	100	481	488	522	20	28	12	57	34	24	13	25	33	10	13	31
Male	58	749	38430	100	100	99	498	494	521	19	26	14	32	32	22	35	24	33	14	18	31
African American	12	116	3660	100	98	99	465	473	496	50	39	24	17	31	31	33	26	28	0	5	18
Hispanic	56	989	30486	100	100	99	497	486	505	17	29	18	39	36	29	30	20	32	13	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	31	321	35192	97	98	99	495	505	534	11	20	8	56	29	19	19	30	35	15	22	39
Students with Disabilities	15	171	9708	100	100	100	467	467	489	29	42	32	57	38	27	14	14	24	0	6	17
Students without Disabilities	90	1319	65801	96	98	98	493	493	525	18	26	11	42	33	23	27	25	34	13	17	33
Limited English Proficient Students	31	584	16928	97	100	100	491	518	485	0	0	29	100	50	33	0	25	26	0	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	64	1097	36411				478	482	503	28	31	19	41	36	29	25	23	32	6	10	20
Non-Economically Disadvantaged	41	393	39040				502	506	534	11	20	8	46	28	19	26	27	34	17	24	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	103	1485	75492	98	100	100	501	505	519	20	23	12	27	22	16	47	42	47	6	14	24
All Students (Prior Year)	123	1441	75221	100	100	100	511	505	523	12	19	8	21	24	16	64	48	56	3	8	21
Female	47	738	37014	100	99	100	499	509	523	27	22	10	27	20	15	40	42	48	7	17	27
Male	56	747	38400	97	100	99	503	501	516	14	24	14	28	23	17	53	41	47	6	11	21
African American	12	116	3665	100	98	99	496	495	505	33	29	20	25	27	22	33	38	43	8	7	14
Hispanic	55	987	30438	98	100	99	504	502	508	18	26	17	9	22	21	68	39	47	5	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	30	318	35177	94	97	99	502	513	528	11	17	8	44	19	13	37	48	49	7	17	31
Students with Disabilities	14	169	9707	100	100	100	479	477	495	57	53	33	14	16	21	29	27	33	0	4	13
Students without Disabilities	89	1316	65785	95	98	98	504	507	522	15	20	10	29	22	16	49	43	49	7	15	26
Limited English Proficient Students	31	583	16905	97	100	100	509	498	489	0	25	34	0	0	28	100	75	32	0	0	6
Migrant Students	--	20	763				--	445	499	--	100	21	--	0	30	--	0	40	--	0	8
Economically Disadvantaged	62	1093	36302				487	497	507	32	28	18	32	23	21	32	40	46	3	9	14
Non-Economically Disadvantaged	41	392	39164				514	517	528	9	15	8	23	19	13	60	45	48	9	21	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	104	1476	75053	99	99	99	546	558	597	13	13	7	16	17	12	66	63	72	4	6	9
All Students (Prior Year)	123	1407	73654	100	99	99	517	510	530	13	19	9	18	22	13	66	56	70	3	3	7
Female	47	732	36872	100	99	99	565	578	621	13	11	5	13	15	9	63	65	74	10	9	12
Male	57	744	38109	98	99	99	531	537	573	14	16	10	19	20	14	68	61	69	0	3	6
African American	12	115	3636	100	97	99	484	552	568	25	15	12	25	16	16	50	66	67	0	4	6
Hispanic	56	981	30235	100	99	98	578	551	575	9	14	9	17	19	14	65	61	70	9	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	30	319	35028	94	98	99	541	571	613	15	11	6	15	17	10	67	65	73	4	7	11
Students with Disabilities	14	170	9625	100	100	100	489	489	530	14	30	21	43	24	21	43	45	55	0	0	4
Students without Disabilities	90	1306	65428	96	97	98	553	565	604	13	12	6	13	17	11	68	65	73	5	7	10
Limited English Proficient Students	31	574	16765	97	99	100	500	507	525	0	0	17	0	25	20	100	75	60	0	0	2
Migrant Students	--	20	752				--	394	562	--	100	9	--	0	18	--	0	68	--	0	5
Economically Disadvantaged	63	1086	36077				532	542	566	9	15	10	31	19	16	53	62	69	6	4	5
Non-Economically Disadvantaged	41	390	38950				559	582	618	17	11	5	3	15	9	77	64	73	3	10	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	132	1431	76019	99	99	100	460	469	499	33	26	14	48	47	39	9	13	14	10	14	33
All Students (Prior Year)	113	1513	76230	100	100	100	503	466	498	3	28	12	41	46	38	16	11	12	39	14	37
Female	66	735	37207	100	99	100	467	472	499	29	25	12	47	47	41	8	13	14	16	16	33
Male	66	695	38677	99	99	100	453	467	498	36	28	15	48	47	38	11	13	13	5	12	34
African American	14	136	3817	100	98	100	441	454	475	43	36	23	50	50	47	7	7	11	0	7	18
Hispanic	81	902	29458	100	99	100	453	465	480	37	30	20	47	47	48	8	10	12	7	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	29	313	35880	94	99	100	482	484	515	22	18	7	41	42	32	15	19	16	22	21	45
Students with Disabilities	19	165	9786	100	100	100	434	434	457	67	58	39	27	33	40	7	6	7	0	3	13
Students without Disabilities	113	1266	66233	99	99	99	464	472	503	27	24	11	51	48	39	10	13	14	12	15	35
Limited English Proficient Students	33	476	15206	100	100	100	448	458	459	40	36	31	50	44	53	10	8	7	0	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	72	1046	35714				453	464	480	40	31	20	43	45	47	8	12	12	9	12	20
Non-Economically Disadvantaged	60	385	40266				466	480	513	26	17	9	52	50	33	11	15	15	11	18	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	133	1431	76020	100	99	100	490	493	503	42	40	25	28	24	23	26	32	40	5	4	12
All Students (Prior Year)	113	1512	76202	100	100	100	500	494	505	16	33	19	26	28	24	56	36	46	2	4	11
Female	66	736	37213	100	100	100	491	495	504	37	33	22	31	27	23	24	35	42	8	4	13
Male	67	694	38666	100	99	100	489	490	501	46	48	29	25	20	22	28	28	38	2	4	12
African American	14	138	3819	100	99	100	486	487	494	64	51	37	14	20	26	21	26	31	0	3	6
Hispanic	81	899	29442	100	98	99	488	490	494	44	44	37	29	25	26	24	29	31	3	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	30	314	35890	97	99	100	496	500	511	25	29	15	32	24	20	32	39	48	11	8	18
Students with Disabilities	20	165	9784	100	100	100	476	476	485	63	72	58	31	15	19	6	13	19	0	0	4
Students without Disabilities	113	1266	66236	99	99	99	493	494	504	38	38	23	27	25	23	29	33	42	5	4	13
Limited English Proficient Students	33	474	15198	100	100	100	483	486	483	60	53	59	30	27	25	10	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	73	1046	35703				484	490	494	54	45	37	28	25	26	17	27	31	2	3	6
Non-Economically Disadvantaged	60	385	40274				497	499	509	30	29	17	28	22	20	35	42	47	7	7	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	129	1409	75673	97	98	100	480	495	530	30	24	12	27	28	25	41	44	58	3	3	4
All Students (Prior Year)	113	1482	74692	100	99	99	494	474	502	23	37	18	30	30	27	44	30	47	3	2	8
Female	66	730	37099	100	99	100	487	514	548	27	18	8	25	29	22	43	49	64	4	5	6
Male	63	678	38441	94	97	99	474	474	513	31	32	16	28	27	29	39	39	52	2	2	3
African American	14	135	3791	100	97	99	483	482	506	14	25	18	43	32	29	43	41	50	0	2	3
Hispanic	79	886	29305	98	97	99	485	491	507	28	26	16	26	28	31	43	43	51	3	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	28	309	35760	90	97	99	499	511	550	27	18	9	27	30	21	42	49	64	4	3	6
Students with Disabilities	18	161	9706	95	99	100	431	445	462	43	48	36	36	28	32	21	22	31	0	2	1
Students without Disabilities	111	1248	65967	97	98	99	488	499	536	27	22	10	25	28	25	44	46	60	3	3	5
Limited English Proficient Students	32	468	15115	100	100	100	415	470	471	50	34	26	30	30	38	20	34	35	0	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	69	1029	35541				449	483	504	39	28	17	33	31	31	25	39	50	2	3	2
Non-Economically Disadvantaged	60	380	40091				510	521	550	20	17	9	20	23	21	56	55	64	4	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	57	1289	75001	98	98	99	428	437	468	67	63	37	29	28	36	4	6	16	0	2	10
All Students (Prior Year)	51	1210	71167	100	100	99	448	435	463	52	63	38	48	32	41	0	4	14	0	2	7
Female	28	628	36846	100	98	99	438	440	468	62	60	36	35	30	38	4	8	16	0	2	10
Male	29	660	37974	97	98	99	419	435	467	73	66	39	23	26	34	4	5	16	0	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	33	754	26675	97	98	98	426	430	448	71	70	52	25	25	34	4	3	10	0	2	4
Asian/Pacific Islander	NC	37	1575	NC	100	99	NC	476	504	NC	31	18	NC	48	33	NC	3	20	NC	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	12	305	37785	100	97	99	443	451	482	42	49	25	58	35	39	0	13	21	0	3	15
Students with Disabilities	11	162	8802	100	98	100	394	400	418	90	94	79	10	6	16	0	0	3	0	0	1
Students without Disabilities	46	1127	66199	98	98	99	436	442	472	62	59	34	33	31	38	5	7	17	0	3	11
Limited English Proficient Students	NC	332	11710	NC	100	100	NC	416	429	NC	84	70	NC	15	25	NC	1	4	NC	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	26	794	29814				419	430	448	70	70	53	30	24	33	0	5	10	0	2	4
Non-Economically Disadvantaged	31	495	45170				435	447	479	66	54	28	28	34	38	7	9	20	0	3	14

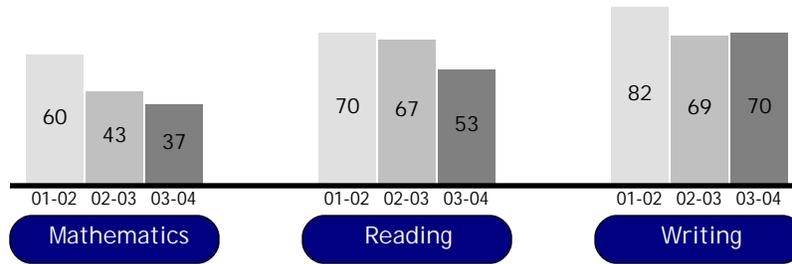
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1292	74918	100	98	99	463	476	497	63	51	32	20	19	19	14	23	35	4	7	15
All Students (Prior Year)	51	1210	71100	100	100	99	502	485	502	18	39	25	27	23	21	36	31	40	18	7	15
Female	28	630	36805	100	99	99	474	480	501	52	47	28	24	20	19	16	24	37	8	8	16
Male	30	661	37936	100	98	99	451	471	493	73	55	35	15	17	18	12	22	33	0	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	34	755	26645	100	98	98	457	469	478	68	58	46	21	17	20	7	21	27	4	4	6
Asian/Pacific Islander	NC	37	1571	NC	100	99	NC	498	521	NC	28	18	NC	24	15	NC	31	38	NC	17	30
American Indian/Alaskan Native	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	12	305	37773	100	97	99	473	492	511	55	36	20	27	21	18	9	30	41	9	14	21
Students with Disabilities	11	162	8801	100	98	100	428	430	448	100	89	75	0	7	13	0	4	10	0	1	2
Students without Disabilities	47	1130	66117	100	99	99	469	481	501	56	46	28	23	20	19	16	26	37	5	8	16
Limited English Proficient Students	NC	334	11706	NC	100	100	NC	449	454	NC	78	71	NC	17	16	NC	6	12	NC	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	27	795	29785				448	467	477	71	60	47	25	18	20	4	16	26	0	5	6
Non-Economically Disadvantaged	31	497	45115				475	487	508	56	39	23	15	19	18	22	33	39	7	9	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	57	1278	74503	98	97	99	459	460	491	18	15	9	44	45	32	30	35	51	8	6	8
All Students (Prior Year)	50	1133	69001	98	94	96	494	473	490	12	30	17	33	40	37	55	30	45	0	0	1
Female	28	628	36686	100	98	99	481	474	506	12	10	5	36	44	29	36	39	57	16	8	9
Male	29	649	37644	97	96	98	437	445	476	24	20	13	52	46	36	24	31	45	0	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	33	745	26500	97	97	97	470	454	467	11	15	13	44	47	39	41	34	44	4	4	4
Asian/Pacific Islander	NC	36	1566	NC	100	99	NC	522	537	NC	10	5	NC	28	23	NC	34	55	NC	28	18
American Indian/Alaskan Native	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	12	304	37606	100	97	99	440	474	508	18	12	6	55	42	28	18	38	56	9	8	10
Students with Disabilities	11	159	8662	100	96	100	385	388	409	63	47	37	38	43	42	0	9	20	0	1	1
Students without Disabilities	46	1119	65841	98	98	98	473	469	499	10	11	7	45	45	32	36	38	53	10	6	8
Limited English Proficient Students	NC	329	11608	NC	99	100	NC	432	430	NC	25	23	NC	43	47	NC	29	28	NC	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	26	786	29587				435	448	465	30	17	14	39	47	40	22	32	43	9	4	4
Non-Economically Disadvantaged	31	492	44898				480	475	507	7	12	7	48	42	28	37	38	55	7	8	10

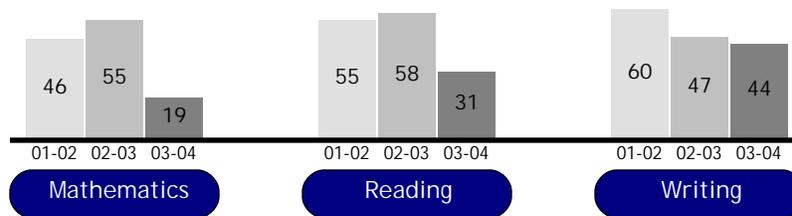
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

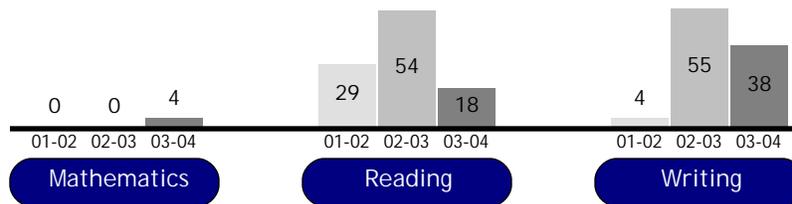
3rd Grade Proficiency



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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	32	24	44	96	34	32	50	96	37	NA	58
	Language	95	26	22	39	100	26	26	43	100	32	34	50
	Mathematics	95	48	32	52	100	37	36	57	100	37	47	64
3	Reading	92	39	27	43	97	33	28	47	98	34	NA	55
	Language	92	52	34	50	98	40	35	54	98	40	42	61
	Mathematics	92	50	31	50	97	39	32	54	97	36	39	61
4	Reading	95	38	26	47	99	44	33	52	98	42	NA	56
	Language	95	37	28	45	99	46	33	48	97	42	32	52
	Mathematics	95	39	29	52	100	49	35	57	98	54	36	61
5	Reading	95	41	28	46	99	37	31	50	98	37	NA	55
	Language	95	46	27	43	100	44	28	46	99	28	31	49
	Mathematics	94	56	34	54	98	51	35	57	99	41	40	63
6	Reading	92	34	33	49	97	42	34	53	95	35	NA	56
	Language	92	28	27	42	97	33	27	45	96	26	28	48
	Mathematics	91	40	40	58	96	49	42	62	95	44	44	66
7	Reading	98	41	28	48	100	29	30	51	97	40	NA	54
	Language	98	40	29	51	100	33	32	54	97	41	34	58
	Mathematics	98	46	33	54	100	28	34	58	95	34	37	62
8	Reading	93	37	30	49	100	46	35	53	97	25	NA	55
	Language	93	32	25	46	100	45	30	49	100	20	27	52
	Mathematics	93	46	34	54	100	50	39	58	100	28	36	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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 14 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Make Decisions with Staff Regarding
- Ü School Improvement
- Ü Attend School Improvement Meetings
- Ü Support School Rules and Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	0	0	0
4 to 6 years	10	2	0	0
7 to 9 years	5	4	1	0
10 or more years	11	7	1	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 32
- Core academic classes taught by Highly Qualified (NCLB) teachers. 43
- Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Library is the Center of Our School
- Ü Students and Parents are Encouraged
- Ü Library provides computer services

Extracurricular Activities

- Ü Spirit Line for 7th/8th Grade Girls
- Ü After School Basketball/Soccer/Baseball
- Ü Student Council for 4-8 Grades
- Ü Science and Technology Club Grades 4-8
- Ü Reading interventions
- Ü Homework assistance

Social Services

- Ü DARE
- Ü Second Step
- Ü Great
- Ü Social worker shared w/ 5 schools

School Achievements/Accomplishments 2003-04

ü Silver Apple Award, Third Grade Teacher.

ü Performing school

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	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	59	52
Grades 3-4	77	71
Grades 4-5	60	73
Grades 5-6	57	59
Grades 6-7	58	35
Grades 7-8	50	55

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

Coyote Ridge has an Emergency Crisis Plan in place for students and teachers in the event of a Lock-Down or Evacuation.

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	Coyote Support Team	(623) 842-8215
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources		
School Nutrition Programs	Barry Leimkuehler	(623) 842-7310
Parent Organization	Booster Club	(623) 842-8215
Student Health/Nurse	Lori Pitts	(623) 842-8215

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.