

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing
2003-04	Performing
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. Susanne Hill
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 952
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Evaluated
2002-03	Not Evaluated

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 Improve reading scores on AIMS and Benchmarks.
- ü Observation and assessment of reading skills by teachers and administration.
- ü Observation and assessment of math skills by teachers and administration.
- ü Use formal assessments, including benchmarks, summatives and teacher created evaluations to guide instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 985
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 4

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, 6, 7
- ü Behavioral Transition Classrooms (1)
- ü Panda Preschool (1)
- ü Preschool (2)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

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

To provide a safe and efficient climate for the transportation of our children

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	135	1579	79306	99	100	99	430	420	445	12	20	10	37	29	18	40	42	51	11	9	20
All Students (Prior Year)	105	1490	75509	100	100	100	491	491	521	19	27	13	43	33	23	25	24	33	12	16	31
Female	58	769	38691	98	99	99	423	418	446	20	21	10	39	29	18	31	42	52	10	8	20
Male	76	810	40583	99	100	99	436	423	445	6	19	11	35	28	18	47	43	50	12	10	21
African American	NC	142	4041	NC	95	99	NC	414	426	NC	22	17	NC	27	23	NC	47	50	NC	4	10
Hispanic	93	1080	32869	97	100	99	428	416	429	11	21	15	44	33	25	34	40	51	11	6	10
Asian/Pacific Islander	NC	41	1935	NC	100	99	NC	445	474	NC	11	3	NC	24	9	NC	43	48	NC	22	40
American Indian/Alaskan Native	NC	41	4264	NC	100	100	NC	433	419	NC	13	19	NC	20	30	NC	60	45	NC	7	6
White	27	275	36197	100	100	99	432	432	463	17	15	5	21	17	11	50	48	53	13	19	31
Students with Disabilities	26	192	10321	100	100	100	409	362	389	25	41	30	46	32	27	29	23	34	0	4	9
Students without Disabilities	109	1392	69060	98	99	98	436	429	454	9	17	7	34	28	17	43	45	54	14	10	22
Limited English Proficient Students	48	627	15509	98	100	100	433	403	406	9	24	20	49	37	30	21	34	45	21	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	87	1234	39415	96	98	96	426	414	431	16	22	15	39	31	25	32	40	50	12	7	10
Non-Economically Disadvantaged	48	350	39966	100	100	100	438	440	459	5	14	6	33	21	12	53	51	52	9	14	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	135	1580	79395	99	0	99	426	422	446	18	17	9	38	35	25	40	44	55	3	4	11
All Students (Prior Year)	103	1485	75492	98	100	100	501	505	519	20	23	12	27	22	16	47	42	47	6	14	24
Female	58	770	38743	98	0	100	429	426	451	14	14	7	43	34	24	37	48	57	6	4	12
Male	76	810	40618	99	0	99	423	419	440	21	20	11	35	37	27	43	40	53	1	3	9
African American	NC	142	4052	NC	0	100	NC	426	434	NC	13	11	NC	35	29	NC	51	54	NC	1	6
Hispanic	93	1081	32915	97	0	99	421	417	426	21	20	15	40	39	35	37	39	47	2	3	4
Asian/Pacific Islander	NC	41	1936	NC	0	99	NC	430	468	NC	14	3	NC	30	14	NC	54	63	NC	3	19
American Indian/Alaskan Native	NC	41	4271	NC	0	100	NC	452	420	NC	0	15	NC	27	42	NC	70	41	NC	3	2
White	27	275	36221	100	0	99	432	436	465	13	12	4	42	22	15	38	55	63	8	11	17
Students with Disabilities	26	191	10331	100	0	100	388	362	388	50	33	25	38	43	37	13	23	34	0	1	4
Students without Disabilities	109	1394	69139	98	0	99	436	431	454	10	15	7	39	34	24	47	47	58	4	4	11
Limited English Proficient Students	48	627	15545	98	0	100	425	399	399	21	25	21	30	42	42	47	32	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	87	1234	39484	96	0	96	419	415	429	20	19	14	39	38	35	39	41	47	1	2	4
Non-Economically Disadvantaged	48	351	39986	100	0	100	437	446	461	14	10	4	37	26	16	42	54	63	7	10	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	135	1570	78869	99	99	99	421	413	442	7	10	6	38	33	21	53	54	63	3	3	10
All Students (Prior Year)	104	1476	75053	99	99	99	546	558	597	13	13	7	16	17	12	66	63	72	4	6	9
Female	58	767	38536	98	99	99	429	426	458	8	6	4	27	28	15	61	61	67	4	5	14
Male	76	803	40302	99	99	99	416	399	428	6	14	8	46	37	26	47	47	60	1	2	7
African American	NC	141	4015	NC	95	99	NC	414	430	NC	8	8	NC	35	24	NC	55	61	NC	2	7
Hispanic	93	1074	32606	97	99	98	423	411	426	6	10	8	38	36	27	54	51	60	2	3	5
Asian/Pacific Islander	NC	41	1925	NC	100	99	NC	427	471	NC	11	3	NC	16	11	NC	68	64	NC	5	22
American Indian/Alaskan Native	NC	41	4245	NC	100	100	NC	441	423	NC	3	9	NC	20	26	NC	73	61	NC	3	4
White	27	273	36078	100	100	99	408	412	459	13	11	4	38	26	16	50	60	66	0	3	14
Students with Disabilities	26	191	10246	100	100	100	377	332	367	17	30	18	54	36	39	29	34	40	0	1	4
Students without Disabilities	109	1384	68697	98	99	98	433	424	454	4	7	4	33	32	18	59	57	67	3	4	11
Limited English Proficient Students	48	621	15339	98	100	100	430	389	399	5	15	11	37	36	31	53	47	54	5	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	87	1225	39106	96	97	95	416	405	427	8	11	8	41	35	28	50	51	59	1	2	5
Non-Economically Disadvantaged	48	350	39837	100	100	100	431	436	457	5	6	4	33	25	14	58	63	67	5	6	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	121	1435	78906	100	100	99	479	467	498	19	29	13	29	25	19	45	40	48	7	6	20
All Students (Prior Year)	132	1431	76019	99	99	100	460	469	499	33	26	14	48	47	39	9	13	14	10	14	33
Female	48	700	38644	100	100	99	480	468	500	12	27	12	33	24	19	53	43	49	2	5	19
Male	72	735	40236	99	100	99	479	466	497	23	31	15	27	25	19	39	37	46	11	7	20
African American	11	145	4087	100	100	99	467	453	481	44	43	20	11	26	24	33	28	45	11	4	11
Hispanic	76	952	31938	100	100	99	479	465	481	19	30	19	28	26	25	46	39	46	7	5	10
Asian/Pacific Islander	NC	35	1805	NC	97	98	NC	490	536	NC	16	5	NC	23	8	NC	45	45	NC	16	42
American Indian/Alaskan Native	NC	36	4593	NC	95	100	NC	487	467	NC	13	26	NC	17	29	NC	67	39	NC	3	6
White	29	267	36483	97	100	99	483	477	517	12	22	7	31	21	13	54	48	51	4	10	30
Students with Disabilities	17	200	10664	100	100	100	448	397	430	46	65	42	31	18	27	23	16	26	0	1	5
Students without Disabilities	104	1242	68310	98	99	98	483	479	509	15	23	9	29	26	18	48	44	51	9	7	22
Limited English Proficient Students	34	559	12573	100	100	100	461	452	454	31	34	27	34	29	30	31	34	38	3	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	76	1101	38679	94	98	96	474	466	483	25	31	20	25	24	25	43	39	45	7	6	10
Non-Economically Disadvantaged	45	341	40295	100	100	100	488	470	513	8	24	7	37	26	13	47	43	50	8	7	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	121	1436	78908	100	0	99	467	458	484	20	20	10	28	34	23	50	44	58	2	2	9
All Students (Prior Year)	133	1431	76020	100	99	100	490	493	503	42	40	25	28	24	23	26	32	40	5	4	12
Female	48	700	38648	100	0	99	474	463	489	14	15	8	28	32	22	56	50	61	2	2	10
Male	72	736	40233	99	0	99	463	453	479	23	24	12	28	35	25	47	39	55	2	2	8
African American	11	145	4092	100	0	99	445	448	473	44	31	12	11	33	28	44	34	54	0	2	5
Hispanic	76	952	31940	100	0	99	467	455	465	19	20	16	32	37	32	47	41	49	1	2	3
Asian/Pacific Islander	NC	35	1805	NC	0	98	NC	474	507	NC	10	4	NC	39	13	NC	48	65	NC	3	18
American Indian/Alaskan Native	NC	36	4569	NC	0	100	NC	474	457	NC	17	18	NC	27	39	NC	53	41	NC	3	2
White	29	268	36502	97	0	99	474	472	502	12	15	4	23	23	14	65	59	67	0	4	15
Students with Disabilities	17	201	10665	100	0	100	429	392	423	46	49	30	38	37	36	15	14	31	0	1	2
Students without Disabilities	104	1242	68312	98	0	98	473	469	493	16	15	7	27	33	21	55	49	62	2	2	10
Limited English Proficient Students	34	559	12556	100	0	100	447	439	436	34	26	24	31	40	40	34	33	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	76	1101	38662	94	0	96	459	455	468	25	22	16	29	36	32	46	41	49	0	2	3
Non-Economically Disadvantaged	45	342	40315	100	0	100	482	468	498	11	15	5	26	28	15	58	54	66	5	3	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	121	1430	78750	100	100	99	483	469	500	7	11	6	37	41	29	55	47	63	0	1	2
All Students (Prior Year)	129	1409	75673	97	98	100	480	495	530	30	24	12	27	28	25	41	44	58	3	3	4
Female	48	700	38586	100	100	99	500	479	515	5	9	4	33	36	22	63	54	71	0	1	3
Male	72	730	40135	99	99	99	472	458	486	9	13	8	41	47	35	50	40	56	0	0	1
African American	11	145	4081	100	100	99	420	450	488	22	14	8	56	48	32	22	38	59	0	0	2
Hispanic	76	947	31841	100	99	99	492	468	483	4	11	8	38	43	36	57	46	55	0	1	1
Asian/Pacific Islander	NC	35	1802	NC	97	98	NC	485	533	NC	10	2	NC	35	16	NC	55	75	NC	0	7
American Indian/Alaskan Native	NC	36	4586	NC	95	100	NC	464	481	NC	20	8	NC	37	37	NC	43	54	NC	0	1
White	29	267	36440	97	100	99	493	478	516	8	9	3	27	35	22	65	55	71	0	1	4
Students with Disabilities	17	199	10622	100	100	100	423	379	415	15	33	21	69	51	50	15	15	28	0	1	1
Students without Disabilities	104	1238	68196	98	99	98	492	483	513	6	7	3	33	40	25	61	52	69	0	0	3
Limited English Proficient Students	34	554	12504	100	100	100	468	446	451	11	16	12	43	45	44	46	38	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	76	1095	38558	94	97	96	476	464	485	9	12	8	41	43	37	51	45	54	0	0	1
Non-Economically Disadvantaged	45	342	40260	100	100	100	496	481	514	5	7	3	32	38	21	63	54	72	0	1	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	63	1362	78250	100	100	99	529	522	548	28	35	21	33	24	18	36	37	48	3	5	13
All Students (Prior Year)	57	1289	75001	98	98	99	428	437	468	67	63	37	29	28	36	4	6	16	0	2	10
Female	31	634	38071	100	100	99	526	523	549	29	32	20	35	25	19	29	39	49	6	4	12
Male	31	727	40126	100	100	99	533	521	547	28	37	23	28	23	17	45	35	46	0	5	14
African American	NC	163	4058	NC	100	99	NC	513	523	NC	42	32	NC	25	22	NC	32	41	NC	1	5
Hispanic	31	831	29129	97	100	99	535	517	527	28	38	32	31	25	23	34	34	40	7	3	6
Asian/Pacific Islander	NC	32	1747	NC	97	100	NC	551	589	NC	21	9	NC	14	9	NC	39	50	NC	25	32
American Indian/Alaskan Native	NC	31	4996	NC	91	100	NC	526	518	NC	28	36	NC	28	25	NC	40	36	NC	4	4
White	22	305	38320	100	100	99	518	534	568	36	26	12	32	21	14	32	45	55	0	8	19
Students with Disabilities	NC	167	9329	NC	100	100	NC	446	454	NC	71	64	NC	19	18	NC	9	16	NC	1	2
Students without Disabilities	56	1196	68996	100	99	99	534	533	561	24	29	16	33	25	18	39	41	52	4	5	14
Limited English Proficient Students	NC	364	10133	NC	100	100	NC	497	488	NC	46	45	NC	24	25	NC	28	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	28	882	33388	100	96	94	534	518	530	25	38	32	29	25	22	43	34	40	4	4	5
Non-Economically Disadvantaged	35	481	44937	100	100	100	524	529	561	30	29	13	36	23	15	30	42	54	3	6	18

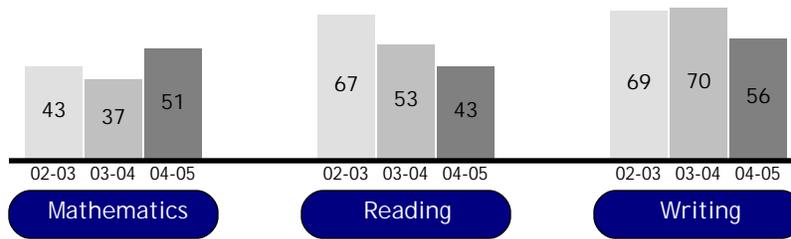
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1360	78302	100	0	99	507	492	512	8	17	11	36	36	25	54	45	57	2	3	7
All Students (Prior Year)	58	1292	74918	100	98	99	463	476	497	63	51	32	20	19	19	14	23	35	4	7	15
Female	31	634	38082	100	0	99	512	499	518	3	14	8	32	33	24	65	50	61	0	4	7
Male	31	725	40166	100	0	99	503	486	507	14	20	14	38	38	26	45	40	54	3	2	6
African American	NC	161	4064	NC	0	100	NC	491	498	NC	18	14	NC	40	29	NC	39	54	NC	2	3
Hispanic	31	831	29152	97	0	99	512	486	492	3	19	17	41	40	34	55	40	46	0	1	2
Asian/Pacific Islander	NC	32	1746	NC	0	100	NC	507	542	NC	7	5	NC	18	13	NC	64	66	NC	11	16
American Indian/Alaskan Native	NC	31	4993	NC	0	100	NC	489	484	NC	20	19	NC	44	38	NC	36	42	NC	0	1
White	22	305	38347	100	0	99	495	507	531	18	14	5	32	25	17	45	57	68	5	5	10
Students with Disabilities	NC	165	9353	NC	0	100	NC	425	429	NC	45	40	NC	34	38	NC	21	22	NC	0	1
Students without Disabilities	56	1196	69024	100	0	99	512	502	524	4	13	7	35	36	23	59	48	62	2	3	7
Limited English Proficient Students	NC	364	10140	NC	0	100	NC	462	451	NC	27	28	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	28	880	33398	100	0	94	506	484	495	11	20	18	36	37	35	50	41	46	4	2	2
Non-Economically Disadvantaged	35	481	44979	100	0	100	507	505	525	6	12	6	36	33	18	58	51	66	0	4	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	62	1354	78094	100	99	99	548	520	545	3	5	3	22	31	18	75	63	77	0	1	2
All Students (Prior Year)	57	1278	74503	98	97	99	459	460	491	18	15	9	44	45	32	30	35	51	8	6	8
Female	31	632	38025	100	99	99	565	534	558	0	3	2	16	24	13	84	72	82	0	1	2
Male	30	721	40013	97	99	99	530	507	534	7	7	5	25	36	23	68	56	71	0	1	1
African American	NC	160	4037	NC	98	99	NC	523	532	NC	7	4	NC	28	22	NC	64	73	NC	1	1
Hispanic	30	827	29068	94	99	99	562	513	523	0	5	5	14	35	27	86	60	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	94	100	NC	542	577	NC	7	2	NC	11	9	NC	78	82	NC	4	8
American Indian/Alaskan Native	NC	31	4981	NC	91	100	NC	505	526	NC	12	4	NC	36	25	NC	52	70	NC	0	0
White	22	305	38265	100	100	99	527	533	564	9	5	2	32	23	11	59	72	84	0	1	3
Students with Disabilities	NC	165	9275	NC	100	100	NC	428	444	NC	17	14	NC	59	46	NC	24	39	NC	1	1
Students without Disabilities	55	1190	68892	100	99	98	559	533	559	0	4	2	19	26	14	81	69	82	0	1	2
Limited English Proficient Students	NC	359	10084	NC	100	100	NC	479	474	NC	10	10	NC	45	39	NC	44	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	28	873	33296	100	96	94	544	512	527	4	6	5	25	34	27	71	59	67	0	1	0
Non-Economically Disadvantaged	34	482	44871	100	100	100	551	534	559	3	3	2	19	24	12	78	72	84	0	1	3

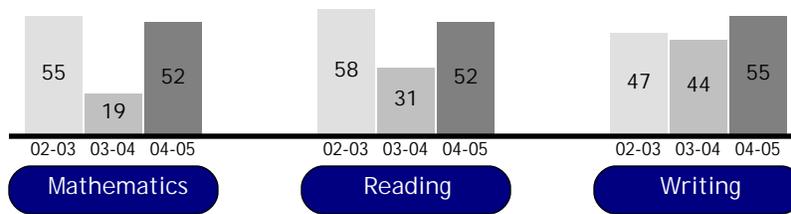
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

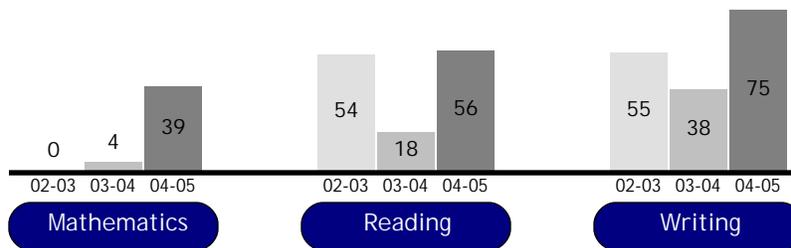
3rd Grade Proficiency



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.

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 13 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	2%

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 multiple sports
- ü Student Council for 4-8 Grades
- ü Science and Technology Club Grades 4-8
- ü Reading interventions
- ü Homework assistance
- ü Yearbook

Social Services

- ü DARE
- ü Second Step
- ü Great
- ü Social worker shared w/ 4 schools

Ü Performing school

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	14	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Coyote Ridge has an Emergency Crisis Plan in place for students and teachers in the event of a Lock-Down or Evacuation. In addition, we have developed a safe school route map that is distributed to our community.

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) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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.

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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** 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.