

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

P.T. Coe Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Isaac Elementary District
3801 W. Roanoke, Phoenix, AZ 85009-1399

Principal: Mr. Armando B. Chavez

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: achavez@isaaceld.k12.az.us

Grades: K-5

2002 Enrollment: 1046

Phone: (602) 442-2400 x 10401

Fax: (602) 442-2499

∨ School Overview ∨

Mission

The students, teachers, administrators and staff of P.T. Coe are committed to educate all students to meet or exceed district academic standards; to respect cultural and linguistic diversity; to become compassionate people and to take responsibility for making positive change in our society.

Organization and Philosophy

- w Literacy Block Scheduling
- w Guided Reading/Writing
- w Collaboration (Sp Ed) Inclusion Program
- w Parent Participation Programs

Instructional Programs

- w Guided Reading
- w Six Trait Through Writer's Workshop
- w Full-day Kindergarten
- w Collaborative Resource
- w On-site Special Education
- w Afterschool Reading Intervention Program
- w Afterschool Program Focused on Academic
- w Project LEAP 21st Century Grant

School/Academic Goals

- w To increase the academic achievement for all students in reading as measured by SAT-9 and AIMS.
- w Implement intervention program for students who have difficulty reading. Interventions will include classroom, afterschool and intersession programs. Obtain reading specialists to help students and teachers with intervention program.
- w Implement the Six Trait Writing Program using a writers' workshop approach. Students experience writing across the curriculum, for different audiences and genres.
- w To increase academic achievement in the area of math as measured by SAT-9 and AIMS.

Enrollment

October 1, 2001 School Year Student Enrollment:	1113
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1077

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Curriculum Development
- w Parent/Educator Relations
- w School Safety Issues
- w Budget
- w School Improvement Plan
- w Academic Achievement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	6.00	Teacher Aide	21.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	16	2	0	0
7 to 9 years	7	2	0	0
10 or more years	12	16	0	0

∨ **Shared Responsibilities** ∨

School

The staff of P.T. Coe is responsible for providing a safe environment for students to learn and grow. We will take your student from where they are and help them grow to their potential. Students will leave our school reading at grade level, proficient in mathematics, understanding the scientific process and understanding the world around them.

Parents

Assure punctuality and good attendance. Read to children daily, obtain a public library card, and limit viewing of television and video games. Review child's homework and maintain consistent communication with classroom teacher regarding the instructional program, child's progress and behavior. Participate in school activities. Ensure that students know and understand their cultural and linguistic heritage.

∨ **Transportation Policy** ∨

Transportation is provided for students in designated busing areas as mandated by the Board of Education. All special needs students are transported from home to the school site as directed in the IEP. Transportation is provided to the students for field trips during the school day and some evening and weekend excursions.

∨ **Calendar Information** ∨

Number of Instruction Days: 176 **First Day of School:** 7/22/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 6/3/03
Operates on Year-round Schedule

Report Card Release Dates

9/20/02 12/20/02 3/7/03 6/3/03

Additional Calendar/Report Card Information

In addition to regular report card periods, parents receive a midterm progress report during the months of August, November, February and May.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Library
- W Multipurpose Room
- W Baseball Fields
- W Computer Lab

Extracurricular Activities

- W Flag Football/Volleyball/B-ball/Soccer
- W Ninas con Destino
- W Girl and Boy Scouts
- W Young Olympians
- W Afterschool Arts Program

School/Community Resources

- W Afterschool Reading Intervention Program
- W ESL Classes
- W Parent Training Program
- W Clothing/Food Banks
- W Breakfast Program
- W District Resource Center
- W On-site Prevention Specialist
- W School Resource and Probation Officers

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W Reading Workshop afterschool intervention program. All classes have two spaces for the Reading Workshop. Student to teacher/IA ratio is at most 6:1. Students have the opportunity to move 1/2 grade level per 7-week session.</p> | <p>W Parents: Coffee with the principal. A weekly interaction with the parents and the principal. Relevant issues are discussed with parents to improve communication with the community.</p> |
| <p>W Balanced Literacy Program. All teachers are trained and use a balanced literacy approach to literacy instruction. This approach has a comprehensive reading model and a writing program that is very similiar.</p> | <p>W Balanced Literacy Program continued: In additon to guided reading, shared reading, modeled reading, independent reading and working with words activities and lessons are part of EVERY classroom literacy program.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	17.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Target Outstanding School Award	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	90	492	29%	23%	42%	6%
	School State	58840	524	9%	17%	45%	29%
Writing	School	87	496	33%	17%	46%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	90	470	31%	39%	29%	1%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	139	488	40%	33%	23%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	138	479	26%	49%	22%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	140	460	26%	55%	11%	8%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	53	52	60	--	--	--
2	Reading	--	--	--	100	39	50	58	36	52	48	40	53	29	35	57
	Language	--	--	--	100	24	40	59	15	43	48	24	44	29	21	48
	Mathematics	--	--	--	100	39	51	59	27	55	48	37	57	30	28	61
3	Reading	52	21	47	100	22	47	74	21	48	56	23	50	55	23	50
	Language	53	27	49	100	27	51	73	30	54	56	36	56	56	34	57
	Mathematics	54	19	46	100	28	49	74	27	52	57	25	54	56	26	56
4	Reading	65	28	53	100	33	54	67	26	54	73	26	55	59	21	55
	Language	66	30	47	100	31	49	71	29	48	78	29	50	65	26	50
	Mathematics	67	29	51	100	39	54	72	36	55	77	34	57	65	27	58
5	Reading	89	28	51	100	29	51	93	28	51	78	23	51	62	27	53
	Language	88	26	42	100	28	44	92	28	45	79	24	45	67	29	47
	Mathematics	89	25	51	100	30	54	92	35	55	79	34	57	66	34	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	46	67
Grades 3-4	64	76
Grades 4-5	79	81
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school campus is secure after school begins; all gates are locked. All visitors must pass through the office to enter campus. A full-time School Resource Officer (police) and a full-time Probation Officer are always on campus. Students and staff are receiving conflict resolution training as part of the discipline program. Students involved in fights are sent home immediately, second infractions require parent conference and anger management intervention.

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).

2

School uniforms are required at this school.

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

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,305	\$3,191,014
Classroom Supplies	\$28	\$39,147
Administration	\$387	\$535,553
Support Services-Students	\$159	\$219,456
Other Support Services and Operations	\$558	\$773,006
Total Expenditures- All Categories 2000-2001	\$3,437	\$4,758,176

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Armando B. Chavez	(602) 442-2400	10401
Transportation Policy	Kay Chisler	(602) 484-4104	
Community Resources	Becky Gallegos	(602) 484-4123	
School Nutrition Programs	Joan Chiarello	(602) 484-4700	
Parent Organization	Martha Barraza	(602) 442-2400	
Student Health/Nurse	Trisha Collinson	(602) 484-2400	10405

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.

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