

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3801 West Roanoke, Phoenix, AZ 85009

Isaac 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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Armando B. Chavez
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 Web Address :
 Phone Number : (602) 442-2400
 Fax Number : (602) 442-2499
 E-mail : achavez@isaacschools.org

Mission

The students, teachers, administrators and staff of P.T. Coe Elementary School are committed to educate all students to meet or exceed district and state academic standards, to respect cultural and linguistic diversity and to become responsible citizens in society. Located in Phoenix, AZ. P.T. Coe Elementary School is a K-5 school serving 1012 students in a district that is one of the oldest districts in Arizona having provided education in the area since 1876.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Corrective Action
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü To increase the academic achievement for all students in Reading, Mathematics and Language as measured by Standardized test results.
- ü Implement programs for students who have difficulty in literacy and mathematics. Reading specialists will be utilized to assist students. Coaches will provide teachers with resources and in-service. Academic support and interventions will be ongoing.
- ü A K-3 Interventionist will assist students and teachers in the areas of staff development, instructional practices and intervention program delivery.
- ü Improve absence rate from 4.61 percent to 4.0 percent and decrease the daily absence rate from 50 to 30 students per day.

Enrollment

October 1, 2005 School Year Student Enrollment : 1062
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü Reading First Program
- ü Corrective Reading Program
- ü Full-day Kindergarten
- ü AfterSchool Reading Intervention Program
- ü Rodel Mathematics
- ü 21st Century Afterschool Program
- ü Arizona Cardinals Flag Football League

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The staff of P.T. Coe is responsible for providing a safe environment for students to learn and expand their knowledge. All students will read at grade level and be proficient in mathematics upon completion of each academic year.

Parents

Promote daily attendance. Read to children daily, review child's homework and maintain consistent communication with classroom teacher regarding the instructional program, child's progress and behavior. Support and participate in school activities.

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 for other excursions.

School Honors

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

Award/Honor	Year
ü Student Presidential Education Awards	2005
ü Project More Boys Basketball Champions	2005
ü Project More Girls Basketball Champions	2003
ü Public Education Task Force UCC	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	1014	80010	100	99	99	428	428	447	13	16	10	28	26	18	53	50	53	6	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	499	38935	99	100	99	435	428	447	8	15	9	24	27	19	60	51	55	9	7	17
Male	90	514	40974	100	98	98	422	427	448	18	18	11	31	25	18	47	49	52	4	7	19
African American	NC	12	4201	NC	100	99	NC	402	430	NC	25	17	NC	50	23	NC	25	51	NC	NA	9
Hispanic	161	968	34545	100	99	99	428	428	432	12	16	14	28	26	24	54	51	53	6	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	21	35142	NC	100	99	NC	431	465	NC	19	5	NC	14	11	NC	52	56	NC	14	28
Students with Disabilities	20	137	10161	100	94	93	390	399	419	20	40	28	50	34	28	30	23	36	NA	4	8
Students without Disabilities	150	877	69849	100	100	100	432	432	451	12	13	7	25	25	17	56	55	56	7	8	19
Limited English Proficient Students	84	446	14013	99	98	97	414	407	413	20	29	24	32	35	34	46	35	39	1	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	168	1004	39029	100	98	98	428	428	432	13	16	14	27	26	25	53	50	52	7	7	9
Non-Economically Disadvantaged	NC	10	40981	NC	NA	100	NC	NA	462	NC	NA	6	NC	NA	13	NC	NA	54	NC	NA	27

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	170	1010	79438	100	98	98	426	428	451	15	17	9	39	34	24	44	46	56	2	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	498	38775	99	100	99	439	434	457	8	13	7	34	33	22	56	50	58	3	3	13
Male	90	511	40560	100	97	97	414	421	446	21	22	12	44	34	25	33	42	54	1	2	9
African American	NC	12	4178	NC	100	98	NC	406	439	NC	25	13	NC	50	29	NC	25	52	NC	NA	6
Hispanic	161	964	34297	100	98	98	425	427	434	15	18	14	39	33	31	46	47	50	1	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	21	34887	NC	100	98	NC	441	471	NC	10	4	NC	43	15	NC	33	63	NC	14	18
Students with Disabilities	20	133	9588	100	91	88	389	390	416	25	47	30	45	35	32	30	17	34	NA	2	5
Students without Disabilities	150	877	69850	100	100	100	429	433	456	13	13	7	39	34	23	46	51	59	2	3	12
Limited English Proficient Students	84	441	13856	99	96	96	405	400	407	23	32	27	55	45	43	23	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	168	1000	38685	100	97	97	426	427	435	15	18	14	39	34	32	44	46	50	2	3	5
Non-Economically Disadvantaged	NC	10	40753	NC	NA	99	NC	NA	467	NC	NA	5	NC	NA	16	NC	NA	62	NC	NA	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	170	1015	79971	100	99	99	413	405	423	6	11	8	52	50	41	41	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	499	38974	99	100	99	430	418	437	3	9	5	48	44	33	49	46	57	1	1	4
Male	90	515	40895	100	98	98	398	393	410	9	13	10	56	57	47	34	30	41	1	1	2
African American	NC	12	4203	NC	100	99	NC	348	411	NC	33	11	NC	42	45	NC	25	43	NC	NA	2
Hispanic	161	970	34481	100	99	99	414	405	410	6	11	10	52	51	46	42	38	43	1	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	20	35150	NC	95	99	NC	411	437	NC	10	5	NC	45	35	NC	45	56	NC	NA	5
Students with Disabilities	20	138	10258	100	95	94	398	360	377	NA	26	23	65	59	51	25	13	25	10	1	1
Students without Disabilities	150	877	69713	100	100	100	415	412	429	7	8	5	50	49	39	43	42	52	NA	1	3
Limited English Proficient Students	84	447	13985	99	98	97	394	376	382	8	19	18	64	59	54	26	22	27	1	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	168	1005	38994	100	98	98	413	405	409	6	11	10	52	50	47	41	38	41	1	1	1
Non-Economically Disadvantaged	NC	10	40977	NC	NA	100	NC	NA	437	NC	NA	5	NC	NA	34	NC	NA	56	NC	NA	5

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

4th 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	204	883	80147	98	99	99	461	464	482	13	14	11	25	22	17	52	52	49	9	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	452	39281	97	99	99	461	466	483	11	12	9	31	24	17	49	53	50	8	11	24
Male	107	430	40780	97	99	98	461	463	482	14	17	12	21	20	17	55	51	48	10	12	24
African American	NC	16	4249	NC	94	99	NC	430	464	NC	38	17	NC	31	22	NC	25	48	NC	6	13
Hispanic	191	840	33494	97	99	99	462	465	466	13	14	15	26	23	23	52	52	49	10	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	21	36122	NC	100	99	NC	479	501	NC	NA	5	NC	14	10	NC	71	50	NC	14	35
Students with Disabilities	16	88	10295	94	93	92	432	425	443	19	39	33	44	32	26	38	28	33	NA	1	8
Students without Disabilities	188	795	69852	98	100	100	463	469	488	12	12	7	24	21	16	54	55	51	10	12	26
Limited English Proficient Students	105	388	12722	96	97	97	441	438	441	21	26	27	34	32	33	44	40	37	1	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	201	874	38371	96	98	97	461	465	465	13	14	15	26	22	23	52	52	49	9	11	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

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	203	880	79686	97	99	98	444	446	470	22	20	11	31	33	24	43	44	57	4	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	449	39163	96	98	99	451	450	475	19	17	9	27	33	22	47	46	60	6	3	10
Male	107	430	40438	97	99	97	438	441	465	25	24	13	34	32	25	39	43	54	2	1	7
African American	NC	15	4228	NC	88	98	NC	419	458	NC	40	15	NC	33	28	NC	27	53	NC	NA	4
Hispanic	192	839	33299	97	99	98	444	446	452	22	21	17	30	33	32	44	44	47	4	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	NC	20	35914	NC	95	98	NC	470	489	NC	5	5	NC	20	15	NC	70	67	NC	5	14
Students with Disabilities	16	86	9808	94	91	87	390	399	432	75	64	35	6	21	32	19	15	30	NA	NA	3
Students without Disabilities	187	794	69878	97	99	100	448	450	475	18	16	8	33	34	23	45	48	61	4	2	9
Limited English Proficient Students	105	387	12594	96	97	96	419	417	422	35	39	34	43	42	45	22	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	200	871	38095	96	98	97	444	446	452	23	20	17	31	33	32	43	45	48	4	2	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

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	207	885	80372	99	99	99	460	460	475	8	7	4	39	36	30	53	57	64	0	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	452	39452	97	99	99	475	470	488	5	6	3	28	30	22	66	63	72	1	1	3
Male	110	432	40836	100	99	98	448	450	464	10	8	6	48	42	37	42	50	56	NA	NA	1
African American	NC	16	4264	NC	94	99	NC	432	465	NC	13	5	NC	44	35	NC	44	59	NC	NA	1
Hispanic	194	842	33608	98	99	99	462	460	462	7	7	6	39	36	36	54	57	57	1	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	21	36213	NC	100	99	NC	477	489	NC	5	2	NC	33	22	NC	62	72	NC	NA	3
Students with Disabilities	17	91	10526	100	96	94	379	406	427	53	25	15	29	52	53	18	23	31	NA	NA	1
Students without Disabilities	190	794	69846	99	99	100	467	466	482	4	5	3	39	34	26	56	61	69	1	0	2
Limited English Proficient Students	107	388	12747	98	97	97	435	427	432	14	15	12	52	52	52	34	33	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	204	876	38521	98	98	98	461	461	461	8	7	6	38	36	38	53	57	55	0	0	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

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	205	920	79306	99	98	99	482	481	504	17	20	13	29	28	20	47	46	49	7	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	469	38845	99	99	99	484	482	505	13	18	11	30	30	20	50	46	50	7	6	18
Male	101	451	40383	99	97	98	480	481	504	20	21	14	28	27	19	45	46	47	8	6	19
African American	NC	13	4171	NC	87	98	NC	473	485	NC	38	20	NC	8	26	NC	46	44	NC	8	10
Hispanic	190	877	32673	99	98	99	481	481	487	17	19	18	29	29	25	48	45	46	6	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	91	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	NC	19	36234	NC	100	99	NC	505	523	NC	5	6	NC	11	13	NC	68	52	NC	16	28
Students with Disabilities	35	139	10286	100	90	91	451	446	462	40	49	41	40	32	27	17	18	27	3	1	5
Students without Disabilities	170	781	69020	99	100	100	489	487	510	12	14	9	26	27	18	54	51	52	8	7	21
Limited English Proficient Students	77	338	10291	99	96	96	458	453	458	36	40	38	34	38	34	30	22	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	205	919	37437	99	98	97	482	481	486	17	20	19	29	28	26	47	46	46	7	6	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

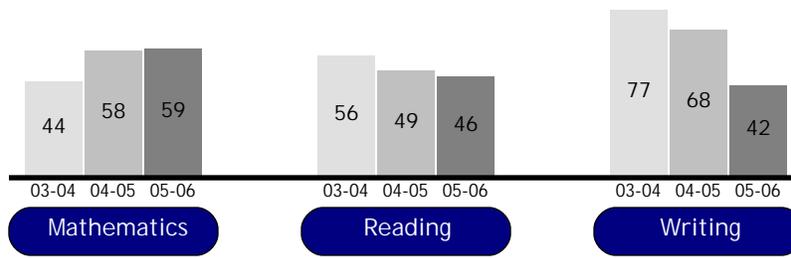
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	205	920	79000	99	98	98	470	466	489	17	16	10	30	35	24	50	46	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	468	38774	99	99	99	475	470	494	11	13	7	32	35	22	53	50	61	5	2	10
Male	101	452	40150	99	98	98	464	463	485	24	20	12	29	35	25	47	42	55	1	2	8
African American	NC	13	4153	NC	87	98	NC	465	476	NC	15	13	NC	31	30	NC	46	53	NC	8	4
Hispanic	190	877	32508	99	98	98	469	466	472	17	16	15	30	35	33	51	46	49	2	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	91	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	NC	19	36135	NC	100	98	NC	487	508	NC	5	4	NC	26	14	NC	63	67	NC	5	15
Students with Disabilities	35	139	9991	100	90	88	438	426	449	43	48	33	43	41	36	14	11	29	NA	NA	2
Students without Disabilities	170	781	69009	99	100	100	476	473	495	12	11	6	28	34	22	57	53	62	4	3	10
Limited English Proficient Students	77	338	10199	99	96	95	439	435	439	40	36	35	38	50	47	22	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	205	919	37234	99	98	97	470	466	472	17	16	15	30	35	33	50	46	50	3	2	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	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	205	930	79611	99	99	99	483	479	496	11	10	7	40	43	37	49	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	471	39016	99	99	99	499	493	511	5	7	4	36	37	29	60	56	66	NA	NA	1
Male	101	459	40519	99	99	98	467	465	482	18	14	10	44	48	44	39	37	46	NA	NA	0
African American	NC	13	4188	NC	87	98	NC	475	486	NC	15	9	NC	38	40	NC	46	50	NC	NA	0
Hispanic	190	886	32855	99	99	99	483	480	481	12	10	10	41	43	43	48	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	11	3992	NC	100	96	NC	404	478	NC	36	10	NC	36	46	NC	27	44	NC	NA	0
White	NC	19	36380	NC	100	99	NC	495	511	NC	NA	4	NC	32	30	NC	68	65	NC	NA	1
Students with Disabilities	35	148	10664	100	96	94	456	426	440	20	28	23	46	51	54	34	20	22	NA	NA	1
Students without Disabilities	170	782	68947	99	100	100	489	489	504	9	7	4	38	41	34	52	52	61	NA	NA	1
Limited English Proficient Students	77	346	10362	99	98	97	449	435	438	23	23	22	52	58	57	25	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	205	929	37626	99	99	98	483	479	479	11	10	10	40	43	45	49	47	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

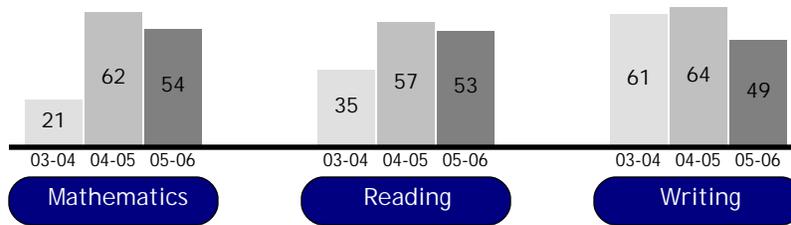
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	50	NA	58	97	32	34	47	100	28	30	46
	Language	100	26	33	50	97	35	41	47	100	39	41	48
	Mathematics	100	36	46	64	97	33	37	50	100	39	37	52
3	Reading	94	35	NA	55	99	28	28	44	98	27	25	46
	Language	99	40	55	61	99	31	32	44	98	30	32	46
	Mathematics	99	43	57	61	99	38	40	51	98	37	37	52
4	Reading	99	44	NA	56	100	36	33	48	99	32	34	52
	Language	100	41	39	52	100	34	36	49	100	32	35	52
	Mathematics	100	55	48	61	100	42	43	53	100	46	46	58
5	Reading	96	33	NA	55	100	42	35	50	99	39	37	56
	Language	98	37	34	49	100	41	37	50	99	39	35	54
	Mathematics	98	43	42	63	100	39	36	49	99	35	34	52

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.00
Other Professional Staff	3.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	16	3	0	0
7 to 9 years	7	2	0	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Technology Lab

Extracurricular Activities

- Ü Co -ed Volleyball, Basketball, Soccer
- Ü Go Girls Go Club
- Ü Boy Scouts of America
- Ü Cub Scouts of America
- Ü Arizona Cardinals Flag Football League
- Ü Golf Club
- Ü Student Council

Social Services

- Ü AfterSchool Reading Intervention Program
- Ü Adult ESL Classes
- Ü Parent Training Program
- Ü Clothing/Food Banks
- Ü Isaac District Kazan Family Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Selected to be a Reading First School as designated by the Department of Education. Our K-3 staff receives specialized staff development, students are assessed three times a year using the DIBLES program. The program identifies student reading needs.
- ü Parents: Cafe Coe! Coffee with the principal. A bi-weekly interaction with the parents and the principal. Relevant issues are discussed with parents to improve communication with the community.
- ü AIMS test results improved seven out of eight fifth grade teachers exceeded the state AMO in Reading. Eight out of eight 5th grade teachers met the state AMO in Math and seven out of eight fifth grade teachers met the AMO in Writing.
- ü Students who earned perfect attendance recognition awards increased to 109 students from 77 the previous school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

The school campus is utilizing a student drop off area to ensure student safety. All visitors must sign in and get a pass from the office to enter campus. A full-time roving School Resource Officer has his office on campus and is able to intervene on situations that require a police officer. Identification badges have been issued to all employees at P. T. Coe. School safety procedures are practiced monthly such as fire drills and lockdown drills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

124

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	Armando B. Chavez	(888) 442-2400
Transportation Policy	Mr. Antonio Mlynek	(602) 484-4104
Community Resources	Becky Gallegos	(602) 484-4123
School Nutrition Programs	Joan Chiarello	(602) 484-4711
Parent Organization	Martha Barraza	(602) 442-2400
Student Health/Nurse	Marty Martinez	(602) 442-2400

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 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.

6 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.