

Echo Mountain Primary School

ARIZONA SCHOOL REPORT CARD 2003-04

1811 E. Michigan Avenue, Suite 3, Phoenix, AZ 85022

Paradise Valley Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling,
Highly Performing, Performing
or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information,
please refer to the AYP page
in this report card.

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.

School Overview

Principal/Administrator : Mrs. Kimberly Ann Guerin
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-3
2003 Enrollment : 665
Web Address : www.pvUSD.k12.az.us
Phone Number : (602) 493-6110
Fax Number : (602) 493-6118
E-mail : kguerin@pvUSD.k12.az.us

Mission

Our mission is to inspire every student to think, to learn, to achieve and to care. We are committed to providing a quality education to meet the needs of a diverse student body. Every learner will have the opportunity to be successful.

School / Academic Goals

ü To increase student growth in literacy through parent involvement, time, and resource allocation.

ü To improve achievement levels of all students and assure at least a years gain on norm-referenced tests.

Instructional Programs

ü Title I Reading and Math Programs
ü English Language Learner Programs
ü On-site Special Education
ü On-site Computer Lab

Enrollment

October 1, 2002 School Year Student Enrollment : 655
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 20 minutes
First Day of School : 8/18/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Advisory to Principal
- Ü School Improvement
- Ü Parent/Educator Relations
- Ü Input given to District Committees
- Ü School Safety Issues
- Ü Implementation of School Procedures

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	2
4 to 6 years	4	3	0	1
7 to 9 years	4	7	0	1
10 or more years	4	8	0	0

Shared Responsibilities

School

We place high priority on providing students with an opportunity to learn within a safe, stimulating environment. We will strive to be aware of the individual needs of your child and to communicate your child's progress.

Parents

Parents should provide a quiet place for children to study and encourage them to complete homework, make sure each child arrives on time for school every day, and spend at least 15 minutes per day reading with the child.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Math Lab

Extracurricular Activities

- Ü Student Mediation and PALS
- Ü MVCC After School Club
- Ü Science Club
- Ü Student Council

Social Services

- Ü Breakfast/Lunch Programs
- Ü Day Care/After School Programs
- Ü Headstart/Parent/Community Classes
- Ü Counseling/Crisis Services

Transportation Policy

The district Transportation Policy allows for bus service to Kindergartners who live more than one-half mile from school and to first through sixth graders who live more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Reading: All students participate in a take-home reading program. By reading fifteen minutes a night to a family member, students will reach a schoolwide goal related to reading.

- ü Analysis of Stanford 9 mean percentile rank scores by grade-level shows continuing improvement of English proficient students despite a trend toward lower score averages and an increasing number of disadvantaged students.

School Honors

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

Award/Honor	Year
ü Washington Mutual Reading Grant Recipient	2001
ü Environmental Education Grant Recipients	2001
ü Wells Fargo and Marion Foundation Grants	2002
ü Two National Board Certified Teachers	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	30	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	13	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	56

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 2002-03. 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 2003. 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. 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).

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	156	2687	75372	105	101	101	508	538	523	7	4	9	43	19	25	35	36	36	15	42	30
All Students (Prior Year)	164	2686	70809	NA	NA	NA	498	533	518	16	6	11	38	19	27	32	37	35	14	38	27
Female	69	1298	36901	103	101	101	506	539	524	9	3	8	40	19	25	38	35	36	13	43	31
Male	87	1380	38385	107	99	101	509	538	523	5	4	9	45	19	24	33	36	36	16	41	30
African American	16	98	3589	100	96	96	495	514	501	17	10	18	50	31	33	25	38	33	8	21	16
Hispanic	62	519	29103	109	104	99	497	518	510	9	10	12	55	28	31	27	36	36	9	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	100	114	NC	522	491	NC	0	22	NC	26	38	NC	61	28	NC	13	12
White	68	1962	34597	106	100	98	513	542	535	5	3	4	37	17	20	41	35	38	17	45	38
Students with Disabilities	20	386	8057	111	104	99	506	514	496	0	11	23	67	31	31	22	36	28	11	21	17
Students without Disabilities	136	2301	67315	105	100	101	508	541	525	8	3	8	41	18	24	36	35	37	15	44	31
Limited English Proficient Students	47	318	16925	115	102	112	NA	473	482	NA	44	27	NA	33	40	NA	11	26	NA	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	13	355	26325				481	522	504	0	7	15	83	33	34	17	31	33	0	30	18
Non-Economically Disadvantaged	143	2332	49047				510	540	530	7	4	6	40	18	21	36	36	37	16	43	35

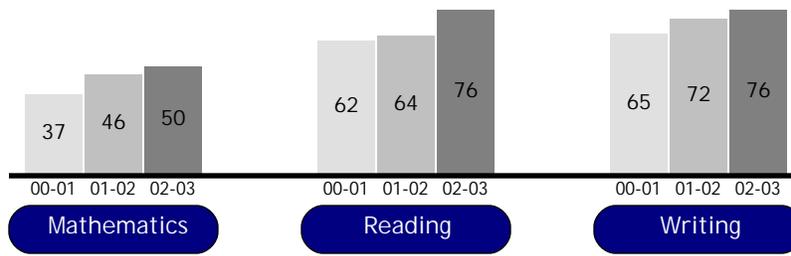
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	2699	75221	105	101	101	519	532	523	7	4	8	17	11	16	61	57	56	15	28	21
All Students (Prior Year)	166	2685	70860	NA	NA	NA	508	535	524	18	5	9	18	11	17	41	43	45	23	40	30
Female	69	1301	36833	103	102	100	518	536	526	9	3	6	17	9	15	59	56	56	15	32	23
Male	87	1389	38319	107	100	101	520	529	520	6	4	9	17	12	17	63	59	56	15	25	18
African American	16	99	3597	100	97	97	500	517	510	17	10	14	25	20	22	58	55	53	0	15	11
Hispanic	61	522	29019	107	105	99	518	518	513	0	8	12	24	19	21	71	58	55	5	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	NC	26	5071	NC	100	114	NC	525	502	NC	0	20	NC	17	27	NC	65	46	NC	17	8
White	69	1971	34543	108	100	97	522	535	531	8	3	4	13	9	12	57	57	58	22	31	26
Students with Disabilities	21	389	8006	117	105	99	501	514	505	22	12	22	33	19	23	33	53	42	11	16	13
Students without Disabilities	135	2310	67215	104	101	101	521	534	524	5	3	7	15	10	16	64	58	56	15	30	21
Limited English Proficient Students	46	321	16853	112	103	112	NA	480	489	NA	44	29	NA	44	36	NA	0	32	NA	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	13	356	26256				505	516	509	0	10	14	60	24	24	40	52	51	0	14	11
Non-Economically Disadvantaged	143	2343	48965				520	533	528	7	3	5	15	10	13	62	58	58	16	29	24

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	149	2644	73654	101	99	99	530	541	530	6	4	9	17	8	13	68	78	70	8	10	7
All Students (Prior Year)	164	2640	68592	NA	NA	NA	528	560	542	17	5	9	11	7	12	62	65	63	10	23	16
Female	68	1283	36239	101	100	99	533	548	537	7	2	7	15	6	11	67	79	72	11	13	10
Male	81	1347	37301	100	97	98	527	534	523	6	6	12	18	10	15	69	77	68	6	7	5
African American	12	91	3488	75	89	94	520	523	515	0	8	16	33	16	18	56	73	62	11	4	4
Hispanic	61	506	28348	107	102	96	524	527	520	10	9	13	14	13	17	76	75	65	0	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	NC	26	4947	NC	100	111	NC	536	507	NC	4	22	NC	9	22	NC	78	53	NC	9	3
White	66	1938	33924	103	98	96	532	544	537	7	3	5	17	7	10	64	79	75	12	11	9
Students with Disabilities	19	357	7306	106	96	90	510	520	506	25	13	24	0	18	20	75	64	52	0	5	4
Students without Disabilities	130	2287	66348	100	100	100	532	544	531	5	3	8	18	7	13	68	79	71	9	11	8
Limited English Proficient Students	45	310	16422	110	99	109	NA	486	495	NA	44	30	NA	22	27	NA	33	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	12	349	25711				516	526	514	0	10	16	40	16	19	60	70	61	0	4	3
Non-Economically Disadvantaged	137	2295	47943				531	542	535	7	4	7	16	7	11	69	79	74	9	10	9

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



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	35	61	53	94	42	54	44	95	42	61	50
	Language	96	23	53	45	94	34	48	39	99	32	54	43
	Mathematics	96	28	59	56	94	46	57	52	99	50	67	57
3	Reading	93	33	60	50	100	29	55	43	97	39	60	47
	Language	98	47	66	55	100	39	63	50	98	43	64	54
	Mathematics	98	34	64	53	100	31	61	50	97	41	66	54

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 Safety

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

Echo Mountain uses both long-term and short-term strategies to promote a safe and orderly learning environment. To meet immediate needs, we monitor visitors to our campus; provide prevention and support programs; and maintain high expectations.

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	Kimberly Guerin	(602) 493-6110
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Linda Donofrio	(602) 493-6110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Anne Golden	(602) 493-6110
Student Health/Nurse	Carrie Zeigler	(602) 493-6113

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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