

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1811 E Michigan Ave 3, Phoenix, AZ 85022

Paradise Valley Unified 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

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

### School Overview

Principal/Administrator : Ms. Kim Guerin  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-3  
2004 Enrollment : 714  
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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

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

### School / 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.
- ü To improve student achievement in math by providing extended learning time and small group instruction for struggling students.

### Enrollment

October 1, 2003 School Year Student Enrollment : 655  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Title I Reading and Math Programs
- English Language Learner Programs
- On-site Special Education
- On-site Computer Lab
- On-site Science Lab
- Before and After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

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.

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 third graders who live more than one mile from school.

School Honors

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

Award/Honor	Year
• Salt River Project Grant Recipient	2004
• Environmental Education Grant Recipients	2001
• Wells Fargo and Marion Foundation Grants	2002
• Two National Board Certified Teachers	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	176	2710	75509	100	100	100	499	538	521	21	7	13	31	17	23	32	34	33	16	42	31
All Students (Prior Year)	156	2687	75372	100	100	100	508	538	523	7	4	9	43	19	25	35	36	36	15	42	30
Female	106	1339	37013	100	100	100	496	538	522	20	7	12	34	17	24	33	36	33	13	39	31
Male	70	1369	38430	100	99	99	503	539	521	23	8	14	26	16	22	30	32	33	21	45	31
African American	10	84	3660	100	100	99	475	510	496	50	15	24	10	33	31	40	33	28	0	19	18
Hispanic	70	599	30486	100	99	99	475	512	505	33	16	18	38	25	29	21	34	32	8	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	80	1908	35192	100	99	99	507	543	534	15	6	8	31	14	19	32	34	35	21	46	39
Students with Disabilities	23	393	9708	100	100	100	478	511	489	50	20	32	10	22	27	20	30	24	20	28	17
Students without Disabilities	153	2317	65801	100	99	98	501	542	525	19	6	11	33	16	23	33	34	34	16	44	33
Limited English Proficient Students	50	315	16928	96	89	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	125	871	36411				490	513	503	30	16	19	29	24	29	27	37	32	14	23	20
Non-Economically Disadvantaged	51	1839	39040				512	546	534	9	5	8	34	14	19	38	33	34	19	48	39

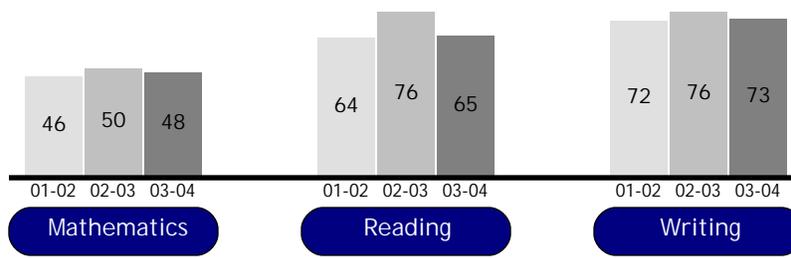
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	174	2702	75492	100	100	100	512	528	519	16	7	12	19	12	16	44	49	47	21	32	24
All Students (Prior Year)	156	2699	75221	100	100	100	519	532	523	7	4	8	17	11	16	61	57	56	15	28	21
Female	104	1335	37014	100	100	100	516	531	523	13	6	10	19	10	15	46	49	48	22	35	27
Male	70	1365	38400	100	99	99	507	525	516	19	9	14	19	13	17	43	49	47	19	30	21
African American	10	84	3665	100	100	99	487	515	505	50	16	20	10	11	22	20	54	43	20	18	14
Hispanic	69	595	30438	99	98	99	500	511	508	26	16	17	22	18	21	35	50	47	17	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	79	1906	35177	100	99	99	515	531	528	10	6	8	19	10	13	51	49	49	20	35	31
Students with Disabilities	23	390	9707	100	100	100	468	505	495	60	24	33	20	17	21	10	41	33	10	18	13
Students without Disabilities	151	2312	65785	100	99	98	517	531	522	11	5	10	19	11	16	48	50	49	22	34	26
Limited English Proficient Students	50	312	16905	96	88	100	NA	461	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	123	867	36302				500	511	507	22	16	18	25	18	21	38	50	46	15	17	14
Non-Economically Disadvantaged	51	1835	39164				530	533	528	6	5	8	11	10	13	53	49	48	30	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	2688	75053	100	99	99	565	634	597	17	4	7	10	8	12	68	74	72	5	14	9
All Students (Prior Year)	149	2644	73654	100	99	99	530	541	530	6	4	9	17	8	13	68	78	70	8	10	7
Female	104	1334	36872	100	100	99	561	656	621	19	3	5	9	6	9	68	72	74	4	19	12
Male	66	1352	38109	100	98	99	571	611	573	13	4	10	11	10	14	70	76	69	7	10	6
African American	10	84	3636	100	100	99	539	604	568	10	4	12	20	11	16	70	72	67	0	13	6
Hispanic	66	591	30235	94	98	98	546	586	575	22	6	9	13	12	14	61	78	70	4	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	78	1896	35028	100	99	99	566	642	613	16	3	6	9	7	10	71	74	73	4	16	11
Students with Disabilities	23	385	9625	100	100	100	433	574	530	60	12	21	20	19	21	20	62	55	0	7	4
Students without Disabilities	147	2303	65428	99	98	98	578	642	604	13	3	6	9	6	11	73	76	73	6	15	10
Limited English Proficient Students	47	309	16765	90	87	100	NA	563	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	120	860	36077				538	581	566	22	8	10	10	14	16	63	72	69	4	6	5
Non-Economically Disadvantaged	50	1828	38950				605	651	618	9	2	5	9	6	9	76	75	73	7	17	12

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 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	42	54	44	95	42	61	50	84	47	NA	58
	Language	94	34	48	39	99	32	54	43	94	33	59	50
	Mathematics	94	46	57	52	99	50	67	57	92	47	68	64
3	Reading	100	29	55	43	97	39	60	47	100	41	NA	55
	Language	100	39	63	50	98	43	64	54	100	49	69	61
	Mathematics	100	31	61	50	97	41	66	54	100	43	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	2
4 to 6 years	4	4	0	1
7 to 9 years	4	7	0	1
10 or more years	4	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Math Lab
- Ü Science Lab
- Ü Media Center

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.
- ü Winner of Salt River Project Math Grant. This grant will enable the creation of a math center, family math nights, and additional math supplies for students.
- ü Two teachers currently hold National Board Certification.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

School Safety

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

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	Carissa Grayson	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

\*\* 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.