

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 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 : Ms. Kim Guerin
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-3
 Web Address : epage.pvusd.k12.az.us
 Phone Number : (602) 493-6110
 Fax Number : (602) 493-6118
 E-mail : kguerin@pvschools.net

Mission

Our school, in partnership with its families and the community, is committed to ensuring that all students achieve their personal academic and social best within a safe, supportive learning environment where individual differences are nurtured.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	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.
- ü To increase English language proficiency for all second language learners by providing high quality language immersion programs, small group instruction, and extended learning time.

Enrollment

October 1, 2005 School Year Student Enrollment : 647
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 30

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 :	187
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
• Four National Board Certified Teachers	2006

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	157	2516	80010	100	99	99	446	464	447	8	7	10	20	13	18	54	51	53	17	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1236	38935	99	100	99	451	462	447	4	7	9	20	13	19	57	54	55	19	27	17
Male	82	1279	40974	100	98	98	441	465	448	12	7	11	21	13	18	51	48	52	16	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	76	556	34545	100	99	99	430	427	432	14	21	14	29	24	24	47	46	53	9	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	65	1762	35142	98	99	99	463	475	465	NA	3	5	12	9	11	63	52	56	25	36	28
Students with Disabilities	25	347	10161	93	93	93	452	440	419	12	16	28	12	28	28	60	39	36	16	17	8
Students without Disabilities	132	2169	69849	100	100	100	445	467	451	8	5	7	22	11	17	53	53	56	17	31	19
Limited English Proficient Students	40	244	14013	100	97	97	405	395	413	25	41	24	45	36	34	30	23	39	NA	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	111	599	39029	98	99	98	440	437	432	11	14	14	25	21	25	51	52	52	13	13	9
Non-Economically Disadvantaged	46	1917	40981	100	99	100	461	472	462	2	5	6	9	10	13	61	50	54	28	35	27

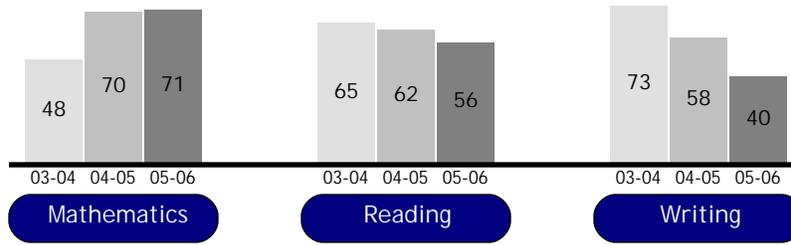
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2495	79438	100	98	98	438	466	451	14	7	9	30	15	24	51	60	56	5	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1227	38775	100	99	99	447	471	457	11	6	7	24	14	22	59	60	58	7	20	13
Male	82	1267	40560	100	97	97	429	462	446	17	9	12	37	16	25	43	61	54	4	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	76	550	34297	100	98	98	419	426	434	25	23	14	33	29	31	42	44	50	NA	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	NC	13	3940	NC	100	95	NC	442	429	NC	8	14	NC	31	36	NC	62	47	NC	NA	3
White	66	1748	34887	100	98	98	457	479	471	3	3	4	27	11	15	59	65	63	11	22	18
Students with Disabilities	26	329	9588	96	88	88	447	438	416	8	20	30	31	29	32	54	41	34	8	10	5
Students without Disabilities	132	2166	69850	100	100	100	436	470	456	15	5	7	30	13	23	50	63	59	5	18	12
Limited English Proficient Students	40	239	13856	100	95	96	388	385	407	48	49	27	45	38	43	8	13	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	112	588	38685	99	97	97	431	437	435	19	17	14	30	26	32	48	52	50	3	6	5
Non-Economically Disadvantaged	46	1907	40753	100	99	99	455	475	467	2	5	5	30	12	16	57	63	62	11	21	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	159	2525	79971	100	99	99	406	446	423	9	4	8	50	27	41	39	63	49	1	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1240	38974	100	100	99	425	459	437	4	2	5	43	21	33	50	68	57	3	9	4
Male	83	1284	40895	100	99	98	389	433	410	14	6	10	57	33	47	29	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	77	556	34481	100	99	99	395	409	410	14	12	10	52	41	46	32	46	43	1	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	66	1773	35150	100	99	99	418	457	437	2	2	5	56	23	35	42	69	56	NA	7	5
Students with Disabilities	27	361	10258	100	97	94	387	408	377	15	13	23	59	42	51	26	43	25	NA	2	1
Students without Disabilities	132	2164	69713	100	100	100	410	451	429	8	3	5	48	25	39	42	66	52	2	6	3
Limited English Proficient Students	41	241	13985	100	96	97	367	369	382	22	22	18	61	59	54	17	19	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	113	602	38994	100	99	98	399	415	409	12	9	10	52	44	47	35	45	41	2	2	1
Non-Economically Disadvantaged	46	1923	40977	100	99	100	423	455	437	4	3	5	46	22	34	50	68	56	NA	7	5

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 2005-06

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	84	47	NA	58	98	37	55	47	100	32	56	46
	Language	94	33	59	50	98	39	55	47	100	32	58	48
	Mathematics	92	47	68	64	95	41	56	50	100	35	58	52
3	Reading	100	41	NA	55	100	44	56	44	100	39	61	46
	Language	100	49	69	61	100	39	55	44	100	44	58	46
	Mathematics	100	43	69	61	100	48	60	51	100	46	63	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

- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.50
Other Professional Staff	3.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	8	7	0	0
7 to 9 years	1	2	0	0
10 or more years	7	17	0	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Phoenix Parks and Rec After School Club
- Ü Before and After School Tutoring
- Ü Student Council
- Ü Gardening Club
- Ü Chorus

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
- Ü English Classes for parents
- Ü GED classes for parents

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Four teachers currently hold National Board Certification.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	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

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 for school year 2005-06 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.

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

Contacts

	Name	Phone Number
School Site Council	Kimberly Guerin	(602) 493-6110
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Linda Donofrio	(602) 493-6110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lori Madrid	(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 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.