

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15833 North 29th Street, Phoenix, AZ 85032

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)

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

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

School Overview

Principal/Administrator : Dr. Ana Ramos-Pell
 Schedule : 8:00 AM to 4:00 PM
 Grades : Pre-K-3
 2004 Enrollment : 725
 Web Address :
 Phone Number : (602) 493-6190
 Fax Number : (602) 493-6195
 E-mail : aramospell@pvusd.k12.az.us

Mission

Palomino Elementary's mission is to provide students with individualized opportunities for academic success. We celebrate our diverse community by involving our children in a meaningful education that meets the needs of our multicultural family.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Year 2
2002-03	Year 2
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 performance in the area of reading and writing on the AIMS in 2005.
- ü To increase student performance in the area of mathematics on the AIMS in 2005.

Enrollment

October 1, 2003 School Year Student Enrollment : 707
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- SRA-Direct Instruction
- Individualized Literacy Instruction
- Fast Forward
- Scholastics
- Accelerated Reader

Calendar Information

Number of Instruction Days :	175
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

Establish a Parent Compact. Provide a parent/student handbook. Provide parent resource pool, newsletters, Student Study Teams for student needs, strong discipline plan for student safety. All materials are available in English and Spanish.

Parents

Send my child to school regularly, on time and in good health, ready to learn. Provide space and time for homework and to oversee its completion. Encourage respect for school, classmates and property. Communicate with my child's teacher.

Transportation Policy

District transportation policy: Kindergarten students are transported if residing one-half mile or more from school, students in grades one through three are transported at one mile.

School Honors

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

Award/Honor	Year
• A+ School	1989
• PTA Teacher of the Year	1987
• A+ School	1997
• Arizona Teacher of the Year	1999

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	168	2710	75509	99	100	100	489	538	521	30	7	13	27	17	23	27	34	33	16	42	31
All Students (Prior Year)	153	2687	75372	100	100	100	500	538	523	9	4	9	47	19	25	28	36	36	16	42	30
Female	80	1339	37013	100	100	100	487	538	522	29	7	12	29	17	24	29	36	33	12	39	31
Male	88	1369	38430	98	99	99	491	539	521	30	8	14	25	16	22	25	32	33	20	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	147	599	30486	99	99	99	502	512	505	21	16	18	29	25	29	29	34	32	21	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	16	1908	35192	100	99	99	468	543	534	42	6	8	25	14	19	25	34	35	8	46	39
Students with Disabilities	16	393	9708	100	100	100	514	511	489	20	20	32	20	22	27	20	30	24	40	28	17
Students without Disabilities	152	2317	65801	99	99	98	485	542	525	31	6	11	28	16	23	28	34	34	13	44	33
Limited English Proficient Students	128	315	16928	100	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	159	871	36411				491	513	503	28	16	19	28	24	29	28	37	32	17	23	20
Non-Economically Disadvantaged	NC	1839	39040				NC	546	534	NC	5	8	NC	14	19	NC	33	34	NC	48	39

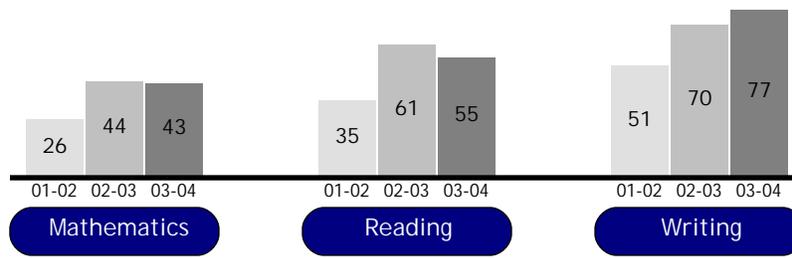
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	2702	75492	97	100	100	498	528	519	31	7	12	14	12	16	44	49	47	11	32	24
All Students (Prior Year)	156	2699	75221	100	100	100	506	532	523	18	4	8	21	11	16	54	57	56	7	28	21
Female	78	1335	37014	99	100	100	502	531	523	24	6	10	29	10	15	29	49	48	18	35	27
Male	86	1365	38400	96	99	99	494	525	516	37	9	14	0	13	17	58	49	47	5	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	143	595	30438	97	98	99	505	511	508	22	16	17	17	18	21	43	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	16	1906	35177	100	99	99	486	531	528	42	6	8	8	10	13	50	49	49	0	35	31
Students with Disabilities	16	390	9707	100	100	100	498	505	495	25	24	33	0	17	21	75	41	33	0	18	13
Students without Disabilities	148	2312	65785	97	99	98	498	531	522	31	5	10	16	11	16	41	50	49	13	34	26
Limited English Proficient Students	124	312	16905	100	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	157	867	36302				499	511	507	29	16	18	14	18	21	46	50	46	11	17	14
Non-Economically Disadvantaged	NC	1835	39164				NC	533	528	NC	5	8	NC	10	13	NC	49	48	NC	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	164	2688	75053	97	99	99	548	634	597	20	4	7	3	8	12	77	74	72	0	14	9
All Students (Prior Year)	149	2644	73654	99	99	99	520	541	530	15	4	9	15	8	13	70	78	70	0	10	7
Female	79	1334	36872	100	100	99	572	656	621	12	3	5	0	6	9	88	72	74	0	19	12
Male	85	1352	38109	94	98	99	525	611	573	28	4	10	6	10	14	67	76	69	0	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	145	591	30235	98	98	98	566	586	575	17	6	9	4	12	14	79	78	70	0	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	14	1896	35028	88	99	99	507	642	613	30	3	6	0	7	10	70	74	73	0	16	11
Students with Disabilities	14	385	9625	88	100	100	502	574	530	50	12	21	0	19	21	50	62	55	0	7	4
Students without Disabilities	150	2303	65428	98	98	98	554	642	604	16	3	6	3	6	11	81	76	73	0	15	10
Limited English Proficient Students	126	309	16765	100	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	156	860	36077				548	581	566	20	8	10	3	14	16	77	72	69	0	6	5
Non-Economically Disadvantaged	NC	1828	38950				NC	651	618	NC	2	5	NC	6	9	NC	75	73	NC	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.

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 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	98	8	54	44	84	16	61	50	79	32	NA	58
	Language	98	10	48	39	96	14	54	43	98	21	59	50
	Mathematics	99	29	57	52	97	31	67	57	96	42	68	64
3	Reading	97	12	55	43	99	14	60	47	98	16	NA	55
	Language	97	21	63	50	99	22	64	54	98	23	69	61
	Mathematics	99	17	61	50	99	21	66	54	100	24	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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	28	0	0	0
4 to 6 years	15	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 39
 Core academic classes taught by Highly Qualified (NCLB) teachers. 111
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- | | |
|-----------------|-----------|
| ü Computer Lab | ü Library |
| ü Health Clinic | |

Extracurricular Activities

- | | |
|-------------------------------|----------------------|
| ü Phoenix Park and Recreation | ü Lunchtime Literacy |
| ü Homework Club | |
| ü Math Glo | |
| ü Reading Club - Extended Day | |

Social Services

- | | |
|----------------------|----------------|
| ü Breakfast Program | ü Sunrise Club |
| ü Lunch Program | |
| ü Adult ESL | |
| ü Nurse Practitioner | |

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The school learning day and school year are extended by offering after school and summer programs. Additional programs such as Extended Day Reading are offered throughout the school year.
- ü The CARE Center provides social, health, and counseling services in English and Spanish. City Of Phoenix's office, located at Palomino, responds to the immediate needs of the community.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	53	45

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

We maintain a closed campus. Visitors are required to sign in upon arriving and wear a visitor's badge at all times. The community is involved with Palomino Block Watch which directly affects our school.

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) :

50

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	Ana Ramos-Pell	(602) 493-6190
Transportation Policy	Jeffrey A. Cook	(602) 493-6920
Community Resources	Maribel Velez	(602) 534-1529
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Gina Neskovic	(602) 493-6190
Student Health/Nurse	Nina Turley	(602) 493-6192

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.

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.

Footnotes

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. 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

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.

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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.