



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Dr. Ana Ramos-Pell
 Schedule : 08:00 AM to 05:00 PM
 Grades : Pre-K-3
 2005 Enrollment : 737
 Web Address :
 Phone Number : (602) 493-6190
 Fax Number : (602) 493-6195
 E-mail : aramospell@pvusd.k12.az.us

Mission

WE see ourselves as professional, collaborative educators with high expectations for ourselves, as well as our students. We accept no excuse for the lack of academic progress and commit to high student achievement and individual excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 2

(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 2006.
- ü To increase student performance in the area of mathematics on the AIMS in 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 697
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Ü SRA-Direct Instruction
- Ü Individualized Literacy Instruction
- Ü Foundations
- Ü Scholastics
- Ü Accelerated Reader
- Ü Rosetta Stone
- Ü MACRO

Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

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
Ü A+ School	1989
Ü PTA Teacher of the Year	1987
Ü A+ School	1997
Ü 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	149	2586	79306	97	100	99	422	467	445	21	6	10	24	11	18	53	50	51	2	34	20
All Students (Prior Year)	168	2710	75509	99	100	100	489	538	521	30	7	13	27	17	23	27	34	33	16	42	31
Female	77	1264	38691	100	100	99	421	466	446	21	6	10	27	11	18	51	49	52	1	34	20
Male	72	1321	40583	94	99	99	423	468	445	21	6	11	21	11	18	56	50	50	3	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	130	568	32869	98	99	99	419	435	429	23	16	15	25	21	25	49	50	51	3	13	10
Asian/Pacific Islander	NC	87	1935	NC	100	99	NC	490	474	NC	0	3	NC	6	9	NC	49	48	NC	44	40
American Indian/Alaskan Native	--	36	4264	--	100	100	--	438	419	--	9	19	--	15	30	--	58	45	--	18	6
White	10	1810	36197	83	100	99	442	477	463	14	4	5	14	8	11	71	49	53	0	40	31
Students with Disabilities	16	372	10321	94	100	100	377	420	389	64	23	30	29	20	27	7	43	34	0	14	9
Students without Disabilities	133	2215	69060	98	99	98	427	475	454	16	3	7	23	9	17	59	51	54	3	37	22
Limited English Proficient Students	85	301	15509	96	100	100	417	413	406	24	21	20	27	27	30	46	46	45	2	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	138	780	39415	95	94	96	422	439	431	21	13	15	24	21	25	53	53	50	2	13	10
Non-Economically Disadvantaged	11	1807	39966	100	100	100	422	479	459	20	3	6	20	6	12	60	48	52	0	42	30

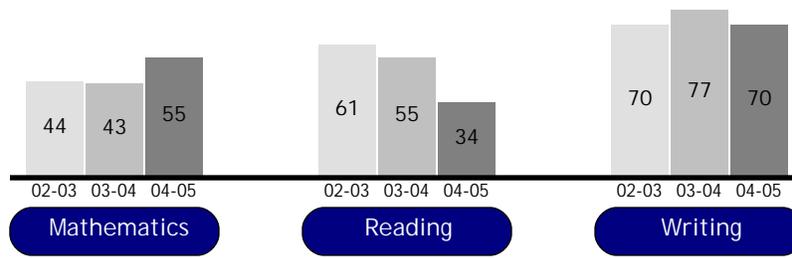
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	2577	79395	97	0	99	413	468	446	22	6	9	43	16	25	33	58	55	1	21	11
All Students (Prior Year)	164	2702	75492	97	100	100	498	528	519	31	7	12	14	12	16	44	49	47	11	32	24
Female	76	1261	38743	100	0	100	417	473	451	20	5	7	42	14	24	36	57	57	2	24	12
Male	72	1315	40618	94	0	99	409	464	440	25	6	11	44	17	27	30	59	53	0	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	129	563	32915	97	0	99	410	430	426	24	17	15	48	32	35	27	44	47	1	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	32	19
American Indian/Alaskan Native	--	36	4271	--	0	100	--	440	420	--	6	15	--	18	42	--	67	41	--	9	2
White	10	1805	36221	83	0	99	440	480	465	14	2	4	14	11	15	71	61	63	0	25	17
Students with Disabilities	16	364	10331	94	0	100	371	419	388	79	19	25	14	31	37	7	42	34	0	8	4
Students without Disabilities	132	2214	69139	97	0	99	418	476	454	16	3	7	47	13	24	37	60	58	1	23	11
Limited English Proficient Students	85	300	15545	96	0	100	404	401	399	27	23	21	52	44	42	21	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	137	771	39484	94	0	96	413	436	429	22	13	14	44	31	35	33	50	47	1	6	4
Non-Economically Disadvantaged	11	1807	39986	100	0	100	407	482	461	40	2	4	20	9	16	40	61	63	0	27	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	151	2578	78869	99	99	99	424	467	442	10	4	6	20	12	21	67	65	63	3	19	10
All Students (Prior Year)	164	2688	75053	97	99	99	548	634	597	20	4	7	3	8	12	77	74	72	0	14	9
Female	76	1260	38536	100	100	99	433	479	458	11	4	4	17	8	15	68	63	67	5	25	14
Male	75	1318	40302	97	99	99	415	455	428	9	5	8	23	15	26	66	67	60	2	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	131	565	32606	98	99	98	421	430	426	11	10	8	21	21	27	65	63	60	4	6	5
Asian/Pacific Islander	NC	87	1925	NC	100	99	NC	493	471	NC	1	3	NC	9	11	NC	56	64	NC	35	22
American Indian/Alaskan Native	--	36	4245	--	100	100	--	431	423	--	9	9	--	15	26	--	67	61	--	9	4
White	11	1804	36078	92	100	99	425	478	459	13	3	4	13	9	16	75	66	66	0	22	14
Students with Disabilities	16	369	10246	94	100	100	333	403	367	43	16	18	43	29	39	14	48	40	0	8	4
Students without Disabilities	135	2210	68697	99	99	98	435	478	454	6	3	4	17	9	18	73	68	67	3	21	11
Limited English Proficient Students	86	298	15339	97	100	100	415	403	399	13	13	11	21	26	31	62	58	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	138	776	39106	95	94	95	423	430	427	10	9	8	20	22	28	66	63	59	3	5	5
Non-Economically Disadvantaged	13	1803	39837	100	100	100	445	482	457	0	2	4	20	7	14	80	66	67	0	25	15

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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	16	61	50	79	32	NA	58	97	19	55	47
	Language	96	14	54	43	98	21	59	50	96	20	55	47
	Mathematics	97	31	67	57	96	42	68	64	97	23	56	50
3	Reading	99	14	60	47	98	16	NA	55	97	24	56	44
	Language	99	22	64	54	98	23	69	61	97	28	55	44
	Mathematics	99	21	66	54	100	24	69	61	97	35	60	51

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	0	0	0
4 to 6 years	10	1	0	0
7 to 9 years	1	0	0	0
10 or more years	8	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Health Clinic
- ü Library

Extracurricular Activities

- ü Phoenix Park and Recreation
- ü Aims Academy
- ü Math Academy
- ü Reading Club - Extended Day
- ü Lunchtime Literacy

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	52	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.