

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Villa de Paz Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Pendergast Elementary District  
4940 N. 103rd Avenue, Phoenix, AZ 85037-1224

**Principal:** Dr. Kathy Welsh  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.pendergast.k12.az.us/default.htm](http://www.pendergast.k12.az.us/default.htm)  
**E-mail:** [kwelsh@pendergast.k12.az.us](mailto:kwelsh@pendergast.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 769  
**Phone:** (623) 772-2492  
**Fax:** (623) 877-8977

## ∨ School Overview ∨

### Mission

Our goal is to create and maintain a school with a warm cooperative atmosphere where teachers and students in cooperation with their parents can develop their skills, abilities and talents. Villa de Paz School emphasizes a learning environment that is safe and provides appropriate support to students which will enable them to meet state standards and experience academic success. The expectation is that students will develop self-discipline, self-reliance and a sense of personal responsibility.

### Organization and Philosophy

- w Self-contained/Departmentalized Classes
- w Site-based Management
- w Balanced Literacy Focus
- w Kids At Hope School

### School/Academic Goals

- w To empower every child to become an independent learner, demonstrating communication skills and critical thinking capabilities.
- w To emphasize the connection between reading and writing the students will demonstrate progress in their writing skills using a variety of genre.
- w To sustain and improve the Stanford 9 stanine performance for all students in the areas of reading comprehension and mathematics.
- w To develop various reading skills and strategies to acquire information, demonstrate their understanding of text and read for pleasure.

### Instructional Programs

- w K-8 /Special Education/Gifted
- w SDAIE Training
- w Responsible Thinking Process (RTP)
- w Six Traits Writing Rubric
- w Reading Consultant, CLIP Reading (K-3)
- w Summer/Academic Intercession Classes
- w Second Step/Don't Laugh at Me Programs
- w Choir/Fine Arts Programs

### Enrollment

October 1, 2001 School Year Student Enrollment:	735
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	7

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **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**

- w School Curriculum/Homework Policy
- w Parent Satisfaction Survey Analysis
- w Instructional Program/Safety
- w Student Discipline/Citizenship
- w Community Relations
- w Clearinghouse for School Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	9.00	Teacher Aide	16.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	7	0	0	0
7 to 9 years	5	1	0	0
10 or more years	4	5	0	0

∨ **Shared Responsibilities** ∨

**School**

We believe that our role is to educate all children of the Villa de Paz community. We strive to do the following: To communicate efficiently and effectively with parents and students; to provide a safe and positive learning environment that reflects best teaching practices; to provide students with a quality, child-centered learning environment; to provide parents with frequent information on student progress and to provide opportunities for the community to use our facilities.

**Parents**

We believe that parents, teachers, and students working together generate school success. Our expectations are that parents be directly involved in their child's academic and social/emotional progress; be aware, knowledgeable and support the Responsible Thinking Process (RTP); set aside time daily to talk about school; complete homework and read with their child; support and visit our school; and provide feedback that will promote a quality learning environment.

∨ **Transportation Policy** ∨

Transportation, of Villa de Paz students, is a privilege granted by the Pendergast School District. Bus transportation is provided for students, who reside within the school's attendance area and live more than a mile from school. Transportation is also provided for students with special needs, who require transportation as determined by their Individual Education Program.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 176                      **First Day of School:** 8/5/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 6/4/03  
**Operates on Extended Schedule**

**Report Card Release Dates**

10/11/02              1/10/03              3/14/03              6/4/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Computer Lab
- W Responsible Thinking Classroom (RTC)
- W Media Center/Internet
- W AZCOTT Classroom

**Extracurricular Activities**

- W Student Council
- W Interscholastic Sports
- W Drama Club
- W Peer Mediation
- W Yearbook
- W Intramural Sports
- W School Mentor Program
- W D.A.R.E. Program

**School/Community Resources**

- W Counseling Services
- W School Resource Officer
- W PTSA
- W Staff Infant/Toddlers Day Care Program
- W Health Services
- W Breakfast/Lunch Programs
- W Before/After School Day Care Programs
- W Community Facilities Rental

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |                                                                                                                                                                                                          |                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W Villa de Paz is working, with Learning Network Consultants and school teacher leaders through a coaching model, to develop best practice strategies for the instruction of reading and writing.</p> | <p>W The students had the opportunity to participate in Classroom of a Difference training. The trainer came and worked with the students for three days. The program emphasizes tolerance and understanding differences.</p> |
| <p>W We are focusing on recognizing students for their achievement in the areas of citizenship and academics.</p>                                                                                        | <p>W Villa de Paz School and Washington Mutual Bank have formed a school/business partnership which provides students with experience in the banking world.</p>                                                               |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	28.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Safe Schools Grant	2000
Washington Mutual Bank	2002
Schoolwide Learning Network Training	2000
Future Cities Competition - Fourth Place	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	67	519	6%	19%	58%	16%
	State	58840	524	9%	17%	45%	29%
Writing	School	62	535	8%	11%	71%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	66	502	14%	32%	35%	20%
	State	59030	517	11%	27%	35%	27%

**Legend**

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	65	495	26%	26%	40%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	60	491	25%	25%	47%	3%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	64	473	22%	45%	20%	12%
	State	61760	494	14%	40%	12%	34%

#### Grade 8

Reading	School	64	485	31%	23%	38%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	56	486	7%	62%	30%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	62	428	63%	35%	2%	0%
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	52	60	--	--	--
2	Reading	--	--	--	100	40	50	89	38	52	85	42	53	87	38	57
	Language	--	--	--	100	33	40	97	32	43	89	34	44	91	26	48
	Mathematics	--	--	--	100	48	51	97	47	55	89	43	57	90	50	61
3	Reading	100	42	47	100	42	47	99	33	48	84	42	50	76	48	50
	Language	100	47	49	100	46	51	100	50	54	86	51	56	77	54	57
	Mathematics	100	48	46	100	40	49	99	43	52	87	47	54	77	51	56
4	Reading	100	56	53	100	48	54	97	47	54	89	38	55	82	46	55
	Language	100	52	47	100	51	49	98	46	48	90	39	50	83	43	50
	Mathematics	100	53	51	100	52	54	98	45	55	91	37	57	82	41	58
5	Reading	100	56	51	100	51	51	94	47	51	83	50	51	70	39	53
	Language	100	45	42	100	49	44	95	46	45	85	41	45	72	38	47
	Mathematics	100	54	51	100	61	54	96	47	55	84	57	57	71	52	59
6	Reading	97	57	53	100	62	54	100	49	53	80	48	54	73	53	56
	Language	100	46	41	100	50	44	100	45	44	82	40	45	76	41	47
	Mathematics	100	62	57	100	60	59	100	57	60	80	51	63	74	57	65
7	Reading	100	61	52	100	63	53	98	59	52	86	53	53	86	50	55
	Language	100	59	52	100	65	54	99	63	54	87	58	55	85	52	58
	Mathematics	100	56	53	100	62	55	99	54	56	86	50	58	83	53	60
8	Reading	100	59	54	100	66	54	94	51	53	90	62	55	84	47	56
	Language	100	48	46	100	60	49	95	52	49	90	63	50	79	42	52
	Mathematics	99	54	52	100	57	54	97	53	56	90	56	58	79	41	59

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>76</b>	<b>73</b>
<b>Grades 3-4</b>	<b>78</b>	<b>65</b>
<b>Grades 4-5</b>	<b>67</b>	<b>84</b>
<b>Grades 5-6</b>	<b>75</b>	<b>79</b>
<b>Grades 6-7</b>	<b>75</b>	<b>84</b>
<b>Grades 7-8</b>	<b>69</b>	<b>56</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

To promote a safe and orderly environment, Villa de Paz has instructional programs that aid in drug and violence prevention. Those programs include: Classroom of Difference, Second Step, Don't Laugh At Me program, peer mediation, staff/student mentor program, Kids At Hope school, Responsible Thinking Process (R.T.P.). We also utilize such resources as CASA, DARE and have an on-site School Resource Officer. A school crisis plan has been developed with the Phoenix Police/Fire Departments.

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).

1

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,329	\$2,660,349
Classroom Supplies	\$39	\$44,828
Administration	\$512	\$585,119
Support Services-Students	\$96	\$109,548
Other Support Services and Operations	\$807	\$922,253
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,784</b>	<b>\$4,322,097</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Marian Corriveau	(623) 877-1855	
<b>Transportation Policy</b>	Harry Yogurtian	(623) 877-1918	1551
<b>Community Resources</b>	Kelly Rourke	(623) 772-2492	
<b>School Nutrition Programs</b>	Jennifer Boesch	(623) 872-5467	
<b>Parent Organization</b>	Ann Dennis	(623) 772-2492	
<b>Student Health/Nurse</b>	Beth Pearson	(623) 772-2492	

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