

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1811 E. Michigan 3, Phoenix, AZ 85022

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Michael Halley  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 4-6  
 Web Address : [epage.pvUSD.k12.az.us/echomtinter/emesweb\\_int](http://epage.pvUSD.k12.az.us/echomtinter/emesweb_int)  
 Phone Number : (602) 485-7040  
 Fax Number : (602) 485-7048  
 E-mail : [mhalley@pvschools.net](mailto:mhalley@pvschools.net)

### Mission

The mission of Echo Mountain Intermediate School is to provide a safe, supportive learning environment wherein all children can feel confident as learners and contributors. We are committed to a partnership, where the school, family and community act in collaboration to support standards-based academic achievement and respect of individual differences.

### 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 achievement in reading, writing, and math by doing the following:
  - Provide appropriate and quality instruction.
  - Use researched based strategies when engaging students in reading, writing, math, science, and social studies.
- ü To maximize instructional time by doing the following:
  - Flexibly Group Students in LA and Reading.
  - Create a weekly time distribution chart with time allotments and curriculum mapping in all subject areas.
- ü Provide a daily minimum for instruction
  - Apply data driven decision making into instructional practices:
  - Implement a data based Response to Intervention Model with a 3-tiered progress intervention system.
  - Quarterly review of CBMs to identify growth and modify instructional programs.
- ü Enhance collaboration among teachers, parents, and community.
  - Expand the use of professional learning communities to support best practices in instruction, increase parent involvement, and effectively analyze data to increase student achievement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 479  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- ü Flexible Grouping: Language Arts & Math
- ü Honors Math
- ü Honors Language Arts
- ü Read 180
- ü Wilson
- ü Step Up to Writing
- ü FastForWord
- ü Make Your Day Citizenship Program

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

All students will have the opportunity to be challenged, successful, and prepared for their future as responsible and productive citizens.

We Will:

- „ «treat each child with dignity and respect
- „ «believe that every student will be successful
- „ «ensure quality learning experiences appropriate to student development, in safe environment
- „ «strive to communicate clear expectations for performance to both students and parents

Parents

- „ «encourage your child to demonstrate respect for him/herself, school personnel, classmates, and school property
- „ «read to and with my child
- „ «work a minimum of 5 minutes a day on learning and reviewing the basic math facts
- „ «have a regular time and place for homework
- „ «be involved with the child's education through attendance of school functions
- „ «learn about and support the school's efforts to promote the Make Your Day Citizenship Program
- „ «provide sufficient sleep time

Transportation Policy

District transportation allows for bus service to all who live more than one mile from school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
ü Diversity Grant	2004
ü ASA Distinguished Elementary Division Principal	2002
ü Arizona PTA Membership Award	2001

4th 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	160	2517	80147	100	99	99	468	502	482	16	7	11	17	10	17	54	46	49	14	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1217	39281	100	99	99	472	503	483	14	6	9	19	11	17	50	45	50	18	38	24
Male	86	1297	40780	100	99	98	465	502	482	17	7	12	15	9	17	57	47	48	10	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	68	554	33494	99	98	99	450	470	466	26	16	15	24	20	23	46	45	49	4	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	73	1761	36122	100	99	99	486	514	501	5	3	5	11	6	10	62	46	50	22	45	35
Students with Disabilities	22	375	10295	100	95	92	417	461	443	55	24	33	14	20	26	32	40	33	NA	16	8
Students without Disabilities	138	2142	69852	100	100	100	476	509	488	9	4	7	17	8	16	57	47	51	16	41	26
Limited English Proficient Students	34	198	12722	94	98	97	418	428	441	44	37	27	41	32	33	15	29	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	109	610	38371	98	97	97	461	470	465	19	15	15	18	19	23	50	50	49	12	16	13
Non-Economically Disadvantaged	51	1907	41776	100	100	100	483	513	498	8	4	6	14	7	11	61	45	49	18	44	33

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	160	2496	79686	100	98	98	456	488	470	19	7	11	28	14	24	48	63	57	6	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1211	39163	100	99	99	466	494	475	15	6	9	24	12	22	50	63	60	11	19	10
Male	86	1282	40438	100	97	97	446	483	465	22	9	13	30	16	25	45	63	54	2	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	68	549	33299	99	97	98	430	452	452	34	22	17	37	28	32	29	45	47	NA	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	73	1746	35914	100	98	98	478	500	489	7	3	5	15	9	15	68	68	67	10	19	14
Students with Disabilities	22	353	9808	100	89	87	410	451	432	55	25	35	23	27	32	23	42	30	NA	6	3
Students without Disabilities	138	2143	69878	100	100	100	463	494	475	13	4	8	28	12	23	51	67	61	7	17	9
Limited English Proficient Students	34	195	12594	94	97	96	398	408	422	65	51	34	26	36	45	9	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	109	601	38095	98	96	97	447	454	452	24	19	17	30	26	32	42	50	48	4	5	3
Non-Economically Disadvantaged	51	1895	41591	100	99	99	475	499	486	8	4	6	22	10	16	59	67	65	12	19	13

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	160	2507	80372	100	99	99	465	500	475	7	3	4	33	16	30	59	75	64	1	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1217	39452	100	99	99	478	511	488	5	2	3	23	11	22	72	79	72	NA	9	3
Male	86	1287	40836	100	98	98	454	490	464	8	3	6	42	21	37	49	72	56	1	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	68	551	33608	99	98	99	435	467	462	12	7	6	50	30	36	38	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	73	1754	36213	100	99	99	487	510	489	4	1	2	21	12	22	74	79	72	1	8	3
Students with Disabilities	22	370	10526	100	94	94	402	455	427	32	9	15	45	43	53	23	46	31	NA	1	1
Students without Disabilities	138	2137	69846	100	100	100	475	508	482	3	1	3	31	12	26	65	80	69	1	7	2
Limited English Proficient Students	34	193	12747	94	96	97	392	416	432	24	17	12	65	53	52	12	31	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	109	608	38521	98	97	98	455	468	461	9	7	6	39	31	38	51	61	55	NA	2	1
Non-Economically Disadvantaged	51	1899	41851	100	99	100	487	511	489	2	1	3	20	12	22	76	80	72	2	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	155	2706	79306	100	99	99	481	519	504	18	8	13	29	15	20	48	50	49	5	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	1326	38845	100	99	99	481	519	505	14	7	11	33	16	20	50	52	50	3	25	18
Male	63	1379	40383	100	99	98	482	520	504	24	9	14	24	15	19	46	49	47	6	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	71	622	32673	100	100	99	474	485	487	21	18	18	32	30	25	44	42	46	3	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	66	1893	36234	100	99	99	487	531	523	17	5	6	26	10	13	52	53	52	6	33	28
Students with Disabilities	27	358	10286	100	95	91	451	477	462	59	32	41	19	23	27	22	37	27	NA	9	5
Students without Disabilities	128	2348	69020	100	100	100	488	525	510	9	4	9	31	14	18	54	52	52	5	29	21
Limited English Proficient Students	21	182	10291	95	99	96	453	450	458	38	45	38	48	38	34	14	16	26	NA	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	106	709	37437	100	99	97	476	489	486	19	16	19	34	28	26	44	45	46	3	11	9
Non-Economically Disadvantaged	49	1997	41869	100	100	100	493	530	521	16	5	7	18	11	14	57	52	51	8	32	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	156	2702	79000	100	99	98	474	503	489	13	7	10	35	17	24	48	63	58	3	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	1321	38774	100	99	99	476	510	494	10	5	7	38	15	22	49	64	61	3	16	10
Male	64	1380	40150	100	99	98	471	497	485	19	9	12	31	18	25	47	62	55	3	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	72	623	32508	100	100	98	461	469	472	18	17	15	44	34	33	36	47	49	1	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	66	1888	36135	100	99	98	487	515	508	9	4	4	24	10	14	61	68	67	6	18	15
Students with Disabilities	27	352	9991	100	94	88	441	464	449	48	25	33	30	29	36	22	41	29	NA	5	2
Students without Disabilities	129	2350	69009	100	100	100	481	509	495	6	4	6	36	15	22	53	66	62	4	15	10
Limited English Proficient Students	22	182	10199	100	99	95	428	426	439	45	55	35	50	34	47	5	10	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	106	708	37234	100	99	97	463	476	472	17	14	15	42	32	33	40	49	50	1	4	3
Non-Economically Disadvantaged	50	1994	41766	100	99	99	496	513	505	6	4	5	20	11	16	66	67	65	8	17	14

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	156	2704	79611	100	99	99	484	516	496	9	4	7	47	24	37	42	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	1330	39016	100	100	99	495	529	511	4	3	4	45	17	29	49	77	66	2	3	1
Male	64	1373	40519	100	99	98	468	505	482	16	6	10	52	31	44	33	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	72	620	32855	100	99	99	477	488	481	10	8	10	49	39	43	40	52	47	1	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	66	1892	36380	100	99	99	487	526	511	8	3	4	50	20	30	41	75	65	2	2	1
Students with Disabilities	27	359	10664	100	96	94	422	463	440	33	18	23	52	45	54	15	35	22	NA	2	1
Students without Disabilities	129	2345	68947	100	100	100	496	524	504	4	2	4	47	21	34	48	75	61	2	2	1
Limited English Proficient Students	22	181	10362	100	99	97	434	425	438	23	24	22	73	62	57	5	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	106	706	37626	100	98	98	477	489	479	10	8	10	51	38	45	38	53	45	1	1	0
Non-Economically Disadvantaged	50	1998	41985	100	100	100	498	526	511	6	3	4	40	19	30	52	76	65	2	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th 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	143	2629	79327	99	99	98	496	535	518	22	10	19	27	15	20	48	52	46	3	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1291	38961	100	99	98	499	538	520	19	9	16	28	15	20	52	54	48	1	23	16
Male	74	1337	40295	99	99	97	494	533	516	26	12	21	27	15	19	43	51	44	4	22	16
African American	12	90	4247	100	100	98	497	509	499	17	20	27	42	19	24	42	51	41	NA	10	8
Hispanic	64	546	32327	100	99	98	486	503	499	31	23	27	20	25	25	48	44	41	NA	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	58	1879	36373	98	99	98	503	545	538	17	6	10	33	12	14	45	55	52	5	27	25
Students with Disabilities	14	343	9321	93	94	87	455	482	467	64	38	54	14	27	22	21	30	21	NA	5	3
Students without Disabilities	129	2286	70006	100	100	100	501	543	524	18	6	14	29	13	19	50	56	49	3	25	18
Limited English Proficient Students	15	132	9431	100	99	95	458	456	466	53	59	53	33	30	27	13	11	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	102	618	37097	100	98	97	492	504	498	25	21	27	25	24	25	49	48	41	NA	7	7
Non-Economically Disadvantaged	41	2011	42230	98	99	99	508	545	535	15	7	11	32	12	15	44	53	50	10	27	24

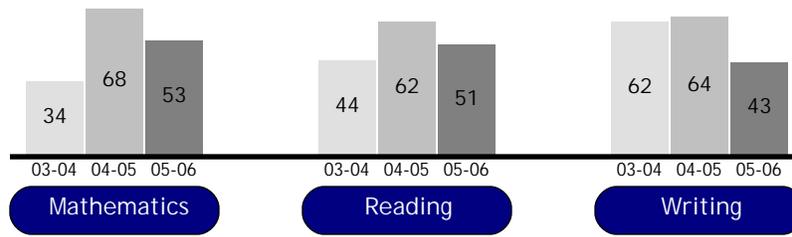
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2634	79501	99	99	98	481	513	497	15	6	10	31	17	25	51	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1296	39062	100	100	99	486	519	502	7	4	8	33	15	23	57	72	64	3	10	5
Male	74	1337	40368	99	99	98	477	507	491	23	8	13	28	19	27	46	69	57	3	5	3
African American	12	90	4279	100	100	99	486	496	485	8	14	14	33	18	30	50	64	54	8	3	2
Hispanic	64	545	32389	100	99	98	469	482	478	23	15	16	34	34	34	41	48	48	2	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	58	1885	36446	98	100	99	491	522	516	10	3	4	26	12	15	60	76	73	3	9	7
Students with Disabilities	14	349	9411	93	96	88	444	468	453	50	24	36	29	34	36	21	41	26	NA	1	1
Students without Disabilities	129	2285	70090	100	100	100	485	519	502	12	3	7	31	14	24	54	75	65	3	8	5
Limited English Proficient Students	15	130	9401	100	97	94	419	433	443	80	52	40	13	41	46	7	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	102	620	37183	100	99	97	476	485	479	17	14	16	34	29	34	47	55	49	2	2	1
Non-Economically Disadvantaged	41	2014	42318	98	100	99	494	521	513	12	3	5	22	13	17	61	75	70	5	9	7

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	143	2642	80000	99	100	99	554	587	564	3	1	3	12	6	11	80	74	75	6	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1295	39288	100	100	99	574	602	579	NA	1	2	7	3	6	87	71	77	6	26	16
Male	74	1346	40644	99	100	98	536	572	549	5	2	4	16	9	15	73	78	74	5	11	7
African American	12	92	4307	100	100	99	563	571	551	NA	3	4	25	10	13	67	77	75	8	10	7
Hispanic	64	549	32672	100	99	99	539	561	548	5	3	4	14	10	14	80	81	76	2	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	58	1886	36602	98	100	99	563	594	579	2	1	2	9	5	7	83	73	75	7	22	16
Students with Disabilities	14	357	9919	93	98	93	527	535	505	NA	4	9	36	26	35	64	67	54	NA	2	2
Students without Disabilities	129	2285	70081	100	100	100	557	594	571	3	1	2	9	3	7	81	75	79	6	21	12
Limited English Proficient Students	15	129	9571	100	96	96	463	489	502	20	14	10	33	30	29	47	56	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	102	620	37534	100	99	98	550	561	547	3	2	4	12	11	15	80	80	76	5	6	5
Non-Economically Disadvantaged	41	2022	42466	98	100	100	564	594	578	2	1	2	12	4	7	78	73	75	7	22	16

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)

5th 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.

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
4	Reading	98	50	NA	56	99	42	58	48	99	41	65	52
	Language	99	46	63	52	99	43	57	49	99	37	65	52
	Mathematics	99	55	72	61	99	50	61	53	99	44	70	58
5	Reading	100	47	NA	55	99	45	58	50	100	43	65	56
	Language	100	43	60	49	99	43	59	50	100	39	65	54
	Mathematics	100	53	72	63	99	41	57	49	100	37	63	52
6	Reading	94	44	NA	56	99	45	61	51	99	46	67	56
	Language	96	37	61	48	99	40	57	47	99	39	61	50
	Mathematics	95	47	76	66	99	43	62	52	99	44	68	58

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/](http://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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory to Principal
- Ü School-wide Improvement
- Ü Tax credit usage
- Ü School Safety & Procedures
- Ü Student Discipline and Citizenship
- Ü Implementing School & District Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.75
Other Professional Staff	3.80	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	11	3	0	0
7 to 9 years	2	1	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Lab
- Ü Math and Reading Labs
- Ü Science Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Student Mediation and PALS
- Ü Choir Club
- Ü Broadcast Club
- Ü Chess Club
- Ü Yearbook Club
- Ü Math Club
- Ü Gardening Club

Social Services

- Ü School Psychologist
- Ü After School Programs
- Ü Social Worker
- Ü Parenting Classes
- Ü Adult Education Classes for English
- Ü Adult Education Classes for GED
- Ü Adult Education Classes for Technology

School Achievements/Accomplishments 2005-06

Ü Echo Mountain Inter. had significant increases in the number of students meeting and exceeding the State Standards on AIMS. Nineteen percent MORE of our students passed the reading test and thirty-four percent MORE passed the math test this year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	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 Intermediate School uses the Make Your Day Citizenship Program as well as district policies. Echo Mountain monitors visitors to campus; provides prevention and support programs; conducts threat assessments as needed; and maintains high expectations in our common areas.

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) :

1

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	Michael Halley	(602) 485-7040
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Linda Donofrio	(602) 485-7040
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lori Madrid	(602) 485-7040
Student Health/Nurse	Shelly Gresko	(602) 485-7043

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

### DEFINITIONS:

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

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

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

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.

Footnotes

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.