

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Paseo Verde Elementary School

Peoria Unified School District  
7880 W. Greenway Road, Peoria, AZ 85381

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

**Principal:** Mrs. Patricia Burckhard

**Schedule:** 7:30 AM to 4:15 PM

**Web Address:** [paseoverde.peoriaud.k12.az.us/](http://paseoverde.peoriaud.k12.az.us/)

**E-mail:** [pburckha@peoriaud.k12.az.us](mailto:pburckha@peoriaud.k12.az.us)

**Grades:** K-8

**2002 Enrollment:** 950

**Phone:** (623) 412-5075

**Fax:** (623) 412-5084

## ∨ School Overview ∨

### Mission

The mission of Paseo Verde Elementary School is to work in partnership with parents and community to empower each student to become a responsible, contributing member of society.

### Organization and Philosophy

- w Promote Academic Achievement for All
- w Maintain a Safe, Nurturing Environment
- w Instill Lifelong Commitments to Learning
- w Work in Coop. with Parents/Community

### Instructional Programs

- w Regular Full-day Classes
- w On-site Special Education
- w Gifted
- w Communication Disorder Classroom
- w Developmental Preschool
- w Ind. Academic Plans for At-risk Students
- w Tutoring for At-risk Students
- w Summer School

### School/Academic Goals

- w To increase student achievement in reading, math and language, teachers will be provided professional development for continuous improvement of classroom instruction and enhancement of student learning.
- w To promote and provide a safe environment for students, staff and its community.
- w To inform and include the entire Paseo Verde staff and its community in continuous efforts to increase student achievement.
- w Paseo Verde Elementary School's other goals are aligned to Peoria District Strategic Goals which can be viewed at <http://www.peoriaud.k12.az.us/>.

### Enrollment

October 1, 2001 School Year Student Enrollment:	937
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	64

<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**

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

**Council Duties**

- w School Safety Issues
- w Community Concerns
- w Student Achievement
- w School Improvement Goals
- w Student Discipline/Dress Code Policies
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	5.50	Teacher Aide	11.50

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	3	2	0	0
10 or more years	20	22	0	0

∨ **Shared Responsibilities** ∨

**School**

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

**Parents**

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring students' completion of assignments; modeling positive attitudes toward learning; attending school activities; including parent-teacher conferences and fostering respect of rules and property.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond the designated walking zone of Paseo Verde Elementary School. Additionally, transportation services are provided for eligible special education students to Paseo Verde Elementary School or other facilities as noted in the student's IEP.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/14/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.                      **Last Day of School:** 5/20/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/25/02                      1/8/03                      3/12/03                      5/20/03

**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 - No

<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 7/8th Grade Technology Lab
- W Media Center
- W K-6 Computer Lab
- W Science Lab

**Extracurricular Activities**

- W Sports Teams
- W Student Council
- W Yearbook
- W School Newspaper/School Magazine
- W Various Clubs Including Homework Center
- W National Junior Honor Society
- W Outdoor Education
- W KBOLT TV News Station

**School/Community Resources**

- W Counseling Services
- W Health Services
- W Breakfast Program
- W Clothing/Food Banks
- W Crisis Intervention
- W Before/After School Care Program
- W Lunch Program

## ∇ 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 Consistently score above national and state averages on Stanford 9 tests each year.</p>   | <p>W Consistently move more students toward meeting/exceeding the Standards on AIMS (Arizona's Instrument to Measure Standards) in grades 3, 5 and 8.</p>  |
| <p>W Paseo Verde Elementary School is a four star school according to the Great Schools ranking system. It has been determined to be above average in all areas measured. For more information, please visit: <a href="http://www.greatschools.net/">http://www.greatschools.net/</a>.</p> | <p>W Paseo Verde is committed to the integration of technology into instruction. We have been selected as a pilot school for a technology-based 7th grade language arts model classroom. The classroom is a showcase for other schools to observe.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	5.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.9 %	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
Three Pride of Peoria Awards	2002
Local Wal-Mart Teacher of the Year Recipient	2002
Girls Basketball District Champions	2002
Two Intel Teachers Teach to the Future 2001 Awards	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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>94</b>	<b>539</b>	<b>1%</b>	<b>5%</b>	<b>55%</b>	<b>38%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>93</b>	<b>559</b>	<b>1%</b>	<b>5%</b>	<b>73%</b>	<b>20%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>95</b>	<b>537</b>	<b>2%</b>	<b>22%</b>	<b>42%</b>	<b>34%</b>
	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**

<b>Reading</b>	<b>School</b>	<b>89</b>	<b>508</b>	<b>9%</b>	<b>22%</b>	<b>49%</b>	<b>19%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>88</b>	<b>539</b>	<b>2%</b>	<b>19%</b>	<b>53%</b>	<b>25%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>91</b>	<b>513</b>	<b>2%</b>	<b>31%</b>	<b>16%</b>	<b>51%</b>
	State	61760	494	14%	40%	12%	34%

**Grade 8**

<b>Reading</b>	<b>School</b>	<b>106</b>	<b>536</b>	<b>4%</b>	<b>15%</b>	<b>42%</b>	<b>40%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>105</b>	<b>525</b>	<b>0%</b>	<b>25%</b>	<b>70%</b>	<b>6%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>501</b>	<b>9%</b>	<b>41%</b>	<b>29%</b>	<b>21%</b>
	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	80	60	--	--	--
2	Reading	--	--	--	100	57	50	89	60	52	96	72	53	90	70	57
	Language	--	--	--	100	53	40	96	58	43	97	72	44	91	73	48
	Mathematics	--	--	--	100	57	51	97	73	55	97	81	57	92	81	61
3	Reading	99	58	47	100	54	47	100	56	48	90	63	50	99	67	50
	Language	99	59	49	100	59	51	100	66	54	91	77	56	100	77	57
	Mathematics	97	57	46	100	57	49	100	62	52	93	72	54	100	74	56
4	Reading	96	75	53	100	68	54	92	70	54	86	71	55	87	67	55
	Language	100	68	47	100	59	49	98	61	48	88	70	50	89	67	50
	Mathematics	100	72	51	100	59	54	97	70	55	91	74	57	93	77	58
5	Reading	100	67	51	100	72	51	100	71	51	99	65	51	90	65	53
	Language	100	54	42	100	64	44	100	59	45	99	62	45	89	64	47
	Mathematics	100	67	51	100	74	54	100	72	55	99	79	57	90	74	59
6	Reading	100	67	53	100	68	54	100	74	53	98	69	54	93	73	56
	Language	100	59	41	100	59	44	100	66	44	96	67	45	93	67	47
	Mathematics	100	71	57	100	72	59	100	81	60	100	78	63	93	79	65
7	Reading	99	68	52	100	66	53	100	69	52	96	77	53	100	73	55
	Language	100	69	52	100	70	54	100	67	54	94	78	55	98	76	58
	Mathematics	99	64	53	100	62	55	100	69	56	96	82	58	100	78	60
8	Reading	98	65	54	100	66	54	100	69	53	100	71	55	99	73	56
	Language	97	61	46	100	66	49	100	66	49	99	78	50	98	81	52
	Mathematics	96	52	52	100	57	54	100	65	56	100	80	58	98	85	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>61</b>	<b>58</b>
<b>Grades 3-4</b>	<b>88</b>	<b>88</b>
<b>Grades 4-5</b>	<b>67</b>	<b>75</b>
<b>Grades 5-6</b>	<b>82</b>	<b>79</b>
<b>Grades 6-7</b>	<b>81</b>	<b>62</b>
<b>Grades 7-8</b>	<b>68</b>	<b>86</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**

In addition to legally mandated fire drills, we are conducting crisis management mini-lessons and simulations. Campus security has been improved due to better control of public access to our campus. Employees wear badges, visitors must sign in at the office and wear a visitor's badge. Staff has been trained in approaching and dealing with individuals not wearing badges. The Paseo Verde Staff is committed to enforcing 'Safe School' related rules in an especially effective manner.

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).

0

**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	\$2,845	\$2,688,857
Classroom Supplies	\$21	\$20,187
Administration	\$381	\$360,202
Support Services-Students	\$148	\$139,454
Other Support Services and Operations	\$618	\$583,931
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,013</b>	<b>\$3,792,631</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>	Patricia Burckhard	(623) 412-5075	
<b>Transportation Policy</b>	District Transportation Director	(623) 486-6165	
<b>Community Resources</b>	Jim Cummings	(623) 486-6040	
<b>School Nutrition Programs</b>	Willie Gentry	(623) 486-6350	
<b>Parent Organization</b>	Jerry Raben	(623) 412-5075	
<b>Student Health/Nurse</b>	Jeannie Patterson	(623) 412-5078	

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.

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