

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Paseo Hills Elementary School

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

Deer Valley Unified District  
3302 W. Louise Drive, Phoenix, AZ 85027-1688

**Principal:** Dr. Diane Venrick  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.dvUSD.k12.az.us/paseohills/index.html](http://www.dvUSD.k12.az.us/paseohills/index.html)  
**E-mail:** [dvenrick@ph.dvUSD.org](mailto:dvenrick@ph.dvUSD.org)

**Grades:** K-8  
**2002 Enrollment:** 1213  
**Phone:** (623) 445-4500  
**Fax:** (623) 445-4580

## ∨ School Overview ∨

### Mission

Paseo Hills Vision of Excellence: To ensure the academic success of all students, we will provide meaningful curriculum and instruction; maintain clear, high expectations; promote technological learning; foster responsibility; empower students to discover abilities. To establish and maintain a positive environment for the school community, we will enhance school pride; promote family involvement; foster open communication; respect differences; maintain safe surroundings.

### Organization and Philosophy

- w Team-based Approach
- w Family Involvement
- w Departmentalized Classrooms (Grades 7/8)
- w Looping Classrooms

### School/Academic Goals

- w Paseo Hills students' reading levels will improve.
- w Paseo Hills students will improve the use of word choice in their writing.

### Instructional Programs

- w Integrated Curriculum/Instruction
- w Exploratory Classes (Grades 7/8)
- w Technology-based Learning
- w Gifted Classes
- w Literacy Tutors (Grades 7/8)
- w Brain-based Learning
- w Career-related Learning
- w On-site Special Education

- w Paseo Hills students will improve mathematical computation, utilizing number facts and symbolic notation.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1287
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	20

<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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Analyze Data About the School
- w Set Improvement Goals
- w Create Campus Improvement Plan (CIP)
- w Communicate Campus Improvement Plan
- w Monitor Implementation of CIP
- w Measure Progress on Goals

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.50	Teacher	71.00
Other Professional Staff	8.00	Teacher Aide	4.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	1	0	0
4 to 6 years	7	7	0	0
7 to 9 years	2	8	0	0
10 or more years	10	18	0	0

∨ **Shared Responsibilities** ∨

**School**

Our responsibility is to provide quality curriculum and instruction within a safe environment. Furthermore, we must communicate clearly and often with our parents while giving them the opportunity to have their opinions heard and acted upon. We have the responsibility of teaching our parents how to best help their children to learn at home. The school needs to encourage parent involvement in their child's education.

**Parents**

Parents have the responsibility to provide for the physical and emotional needs of their children. Ideally, they should send their children to school every day, ready to learn. Parents need to model reading at home and be ready to assist their child with homework. Parents can help the school by making time for, and talking with, their children about what they learned in school. Parents need to be involved in their child's education.

∨ **Transportation Policy** ∨

The Deer Valley Unified School District transportation policy: Grades 1-6 students are transported if they live over a mile from the school; Kindergarten students are transported if they live over one-half mile from the school; Grades 7-8 students are transported if they live over one and one-half miles away.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/22/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 5/29/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/25/02              1/10/03              3/28/03              5/29/03

**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 Multipurpose Room                                      W Technology Lab  
W Science Lab    W Media Studio

**Extracurricular Activities**

W Volleyball    W Softball  
W Basketball    W Baseball  
W Homework Labs                                      W National Junior Honor Society  
W Band    W Chorus

**School/Community Resources**

W Junior Achievement                                      W Recreational Activities  
W Health Services    W Active Parenting Classes  
W Before/After School Day Care                      W Summer School  
W Off-campus Technology Partnerships              W Counseling Partnerships

## ∨ 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 Awarded the Arizona Community Foundation: Learning Community Grant, which provides for meaningful input from parents regarding school improvement.</p>   | <p>W Awarded the Arizona Commission on the Arts: Artist-in-Residence Grant that teaches tolerance and problem-solving skills. Promotes positive student relationships at school, at home, and in the community.</p> |
| <p>W Awarded three Deer Valley Education Foundation Impact Grants and the Wells Fargo Teacher's Partner Grant for promoting the integration of reading, science, problem solving and higher-order thinking skills in the classroom.</p> | <p>W Five eighth grade students were accepted into the International Baccalaureate Program.</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>	23.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.1 %	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
3 Paseo Hills Teachers honored as Teachers of the Year	2002
Paseo Hills Teacher honored as Rookie of the Year	2002
2 DVEF Space Camp Essay Award Finalists	2002
State Finalist for Teacher of the Year	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>School</b>	<b>126</b>	<b>530</b>	<b>3%</b>	<b>19%</b>	<b>51%</b>	<b>27%</b>
		State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>125</b>	<b>563</b>	<b>6%</b>	<b>5%</b>	<b>62%</b>	<b>28%</b>	
	State	57282	541	10%	12%	63%	16%	
<b>Mathematics</b>	<b>School</b>	<b>127</b>	<b>535</b>	<b>3%</b>	<b>23%</b>	<b>38%</b>	<b>36%</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>130</b>	<b>500</b>	<b>15%</b>	<b>27%</b>	<b>54%</b>	<b>5%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>120</b>	<b>498</b>	<b>15%</b>	<b>36%</b>	<b>41%</b>	<b>8%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>129</b>	<b>493</b>	<b>9%</b>	<b>48%</b>	<b>15%</b>	<b>29%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>68</b>	<b>519</b>	<b>9%</b>	<b>21%</b>	<b>53%</b>	<b>18%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>69</b>	<b>500</b>	<b>6%</b>	<b>46%</b>	<b>48%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>68</b>	<b>477</b>	<b>28%</b>	<b>44%</b>	<b>15%</b>	<b>13%</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	--	--	--	--	--	--	--	--	--	93	64	60	--	--	--
2	Reading	--	--	--	--	--	50	84	47	52	72	46	53	71	59	57
	Language	--	--	--	--	--	40	90	41	43	91	43	44	73	57	48
	Mathematics	--	--	--	--	--	51	87	59	55	89	51	57	72	65	61
3	Reading	--	--	47	--	--	47	99	53	48	87	52	50	77	47	50
	Language	--	--	49	--	--	51	99	59	54	87	59	56	79	58	57
	Mathematics	--	--	46	--	--	49	94	64	52	86	59	54	78	64	56
4	Reading	--	--	53	--	--	54	96	60	54	88	62	55	71	49	55
	Language	--	--	47	--	--	49	98	50	48	89	53	50	76	49	50
	Mathematics	--	--	51	--	--	54	95	55	55	86	67	57	71	56	58
5	Reading	--	--	51	--	--	51	100	59	51	84	51	51	91	54	53
	Language	--	--	42	--	--	44	97	57	45	87	52	45	89	46	47
	Mathematics	--	--	51	--	--	54	98	56	55	84	58	57	89	63	59
6	Reading	--	--	53	--	--	54	96	53	53	84	69	54	76	53	56
	Language	--	--	41	--	--	44	93	40	44	82	57	45	78	54	47
	Mathematics	--	--	57	--	--	59	94	54	60	81	68	63	77	62	65
7	Reading	--	--	52	--	--	53	91	60	52	80	55	53	84	64	55
	Language	--	--	52	--	--	54	95	58	54	79	54	55	84	63	58
	Mathematics	--	--	53	--	--	55	95	74	56	78	61	58	79	69	60
8	Reading	--	--	54	--	--	54	100	57	53	85	64	55	84	62	56
	Language	--	--	46	--	--	49	100	52	49	87	60	50	76	59	52
	Mathematics	--	--	52	--	--	54	100	64	56	81	71	58	79	71	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>72</b>	<b>79</b>
<b>Grades 3-4</b>	<b>66</b>	<b>72</b>
<b>Grades 4-5</b>	<b>67</b>	<b>74</b>
<b>Grades 5-6</b>	<b>72</b>	<b>70</b>
<b>Grades 6-7</b>	<b>62</b>	<b>65</b>
<b>Grades 7-8</b>	<b>69</b>	<b>91</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 consistently promote a safe environment on our campus, we have written an Emergency Preparedness Plan; established a Project Respect Club; used the class-based problem resolution method and provided inservices on sexual harassment. In addition, we participate in a safe schools program which includes character education, a clear, consistent discipline plan and a prevention program. Finally, to ensure student safety, we conduct regularly scheduled fire drills and lock-down drills.

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	\$2,663	\$3,097,211
Classroom Supplies	\$14	\$16,024
Administration	\$407	\$473,192
Support Services-Students	\$157	\$182,799
Other Support Services and Operations	\$560	\$650,672
Total Expenditures- All Categories 2000-2001	\$3,801	\$4,419,898

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>	Diane Venrick	(623) 445-4500	
<b>Transportation Policy</b>	Bill Kohn	(623) 467-5090	
<b>Community Resources</b>	Ada Thompson	(623) 445-4500	
<b>School Nutrition Programs</b>	Karen Patane	(623) 445-4514	
<b>Parent Organization</b>	Doreen Ratliff	(623) 445-4582	
<b>Student Health/Nurse</b>	Marlene Kennedy	(623) 445-4510	

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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