

Paseo Hills Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3302 W. Louise Drive, Phoenix, AZ 85027

Deer Valley Unified District

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

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Diane Venrick
Schedule : 7:30 AM to 4:30 PM
Grades : K-8
2003 Enrollment : 1195
Web Address : www.dvUSD.k12.az.us/paseohills/index.html
Phone Number : (623) 445-4500
Fax Number : (623) 445-4580
E-mail : dvenrick@ph.dvUSD.org

Mission

Paseo Hills ensures the success of all students through meaningful curriculum and instruction and positive learning environments. Our school believes in family involvement, open communication, respecting differences, school pride and a safe campus.

School / Academic Goals

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

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Exploratory Classes (Grades 7/8)
- ü Technology-based Learning
- ü Gifted Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 1195
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 16

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 15 minutes
First Day of School : 8/21/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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

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

Staffing Information for School Year 2003-04

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 for School Year 2003-04

Experience	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

Paseo Hills is to provide quality curriculum and instruction within a safe environment. We must communicate clearly and often with our parents. The school needs to encourage parent involvement in their child's education both at school and at home.

Parents

Parents provide for the physical and emotional needs of their children and are ready to assist with homework. Parents can help the school by talking with their children about what they learned in school and being involved in their child's education.

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü 2 Technology Labs

Extracurricular Activities

- Ü Volleyball, Basketball, Softball, Baseball
- Ü Band and Chorus
- Ü National Junior Honor Society
- Ü Technology, Chess, Library, Drama Clubs

Social Services

- Ü Junior Achievement
- Ü Recreational Activities
- Ü Health Services
- Ü Active Parenting Classes

Transportation Policy

DVUSD transports Grades 1-6 students if they live over a mile from the school; Kindergarten students if they live over one-half mile from the school; and Grades 7-8 students if they live over one and one-half miles away.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Awarded the Arizona Community Foundation: Learning Community Grant, which provides for staff collaboration and meaningful input from parents regarding school improvement.

- ü 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.

School Honors

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

Award/Honor	Year
ü 1 Paseo Hills Teacher honored as teacher of the Year	2003
ü 3 Paseo Hills Teachers honored as Teachers of the Year	2002
ü Paseo Hills Teacher honored as Rookie of the Year	2002
ü 2 DVEF Space Camp Essay Award Finalists	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	77	74
Grades 3-4	86	64
Grades 4-5	74	84
Grades 5-6	67	79
Grades 6-7	75	85
Grades 7-8	72	70

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	2543	75372	103	100	101	546	538	523	1	2	9	18	19	25	40	40	36	41	39	30
All Students (Prior Year)	148	2267	70809	NA	NA	NA	535	534	518	3	4	11	23	21	27	38	38	35	36	37	27
Female	79	1274	36901	103	100	101	547	539	524	0	2	8	19	19	25	41	40	36	40	40	31
Male	83	1269	38385	104	100	101	546	537	523	1	3	9	17	18	24	39	39	36	42	39	30
African American	NC	81	3589	NC	100	96	NC	514	501	NC	7	18	NC	30	33	NC	39	33	NC	24	16
Hispanic	30	355	29103	100	102	99	533	526	510	0	4	12	8	24	31	67	46	36	25	27	20
Asian/Pacific Islander	NC	73	1574	NC	97	96	NC	555	549	NC	4	3	NC	17	14	NC	22	34	NC	57	48
American Indian/Alaskan Native	NC	31	5086	NC	91	114	NC	535	491	NC	4	22	NC	24	38	NC	44	28	NC	28	12
White	115	1990	34597	104	100	98	548	540	535	1	2	4	19	17	20	36	39	38	44	41	38
Students with Disabilities	24	359	8057	133	104	99	526	524	496	5	8	23	40	28	31	25	32	28	30	31	17
Students without Disabilities	138	2184	67315	99	100	101	550	539	525	0	2	8	14	18	24	43	40	37	43	40	31
Limited English Proficient Students	20	152	16925	87	101	112	NA	477	482	NA	22	27	NA	67	40	NA	11	26	NA	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	215	26325				--	514	504	--	10	15	--	32	34	--	33	33	--	25	18
Non-Economically Disadvantaged	162	2328	49047				546	540	530	1	2	6	18	18	21	40	40	37	41	40	35

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	161	2540	75221	103	100	101	527	532	523	3	2	8	12	11	16	63	60	56	22	27	21
All Students (Prior Year)	147	2263	70860	NA	NA	NA	530	536	524	3	3	9	19	10	17	51	49	45	27	37	30
Female	78	1270	36833	101	100	100	530	536	526	0	1	6	13	10	15	64	59	56	23	30	23
Male	83	1270	38319	104	101	101	523	529	520	6	4	9	11	13	17	61	61	56	21	23	18
African American	NC	80	3597	NC	99	97	NC	522	510	NC	7	14	NC	14	22	NC	63	53	NC	16	11
Hispanic	30	354	29019	100	102	99	518	527	513	0	3	12	17	13	21	67	59	55	17	24	13
Asian/Pacific Islander	NC	73	1572	NC	97	95	NC	538	536	NC	4	2	NC	15	9	NC	44	57	NC	37	31
American Indian/Alaskan Native	NC	31	5071	NC	91	114	NC	521	502	NC	0	20	NC	12	27	NC	76	46	NC	12	8
White	115	1988	34543	104	99	97	527	534	531	4	2	4	13	11	12	61	60	58	23	27	26
Students with Disabilities	24	354	8006	133	102	99	522	523	505	10	11	22	10	21	23	60	44	42	20	24	13
Students without Disabilities	137	2186	67215	99	100	101	527	533	524	2	2	7	12	11	16	63	61	56	22	27	21
Limited English Proficient Students	19	150	16853	83	100	112	NA	499	489	NA	11	29	NA	56	36	NA	22	32	NA	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	217	26256				--	512	509	--	10	14	--	25	24	--	51	51	--	14	11
Non-Economically Disadvantaged	161	2323	48965				527	534	528	3	2	5	12	10	13	63	60	58	22	27	24

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	161	2511	73654	103	99	99	551	542	530	2	3	9	5	7	13	74	79	70	20	11	7
All Students (Prior Year)	146	2233	68592	NA	NA	NA	563	560	542	6	3	9	5	7	12	62	69	63	28	22	16
Female	79	1265	36239	103	99	99	557	549	537	0	2	7	1	5	11	77	78	72	21	14	10
Male	82	1246	37301	103	99	98	545	535	523	3	4	12	8	10	15	71	79	68	17	6	5
African American	NC	81	3488	NC	100	94	NC	532	515	NC	6	16	NC	14	18	NC	72	62	NC	7	4
Hispanic	30	349	28348	100	101	96	547	534	520	0	5	13	0	10	17	91	79	65	9	6	5
Asian/Pacific Islander	NC	73	1558	NC	97	95	NC	550	547	NC	8	3	NC	6	8	NC	66	76	NC	21	13
American Indian/Alaskan Native	NC	29	4947	NC	85	111	NC	544	507	NC	4	22	NC	8	22	NC	75	53	NC	13	3
White	114	1966	33924	103	98	96	551	544	537	2	3	5	5	7	10	74	80	75	20	11	9
Students with Disabilities	24	338	7306	133	98	90	527	527	506	8	9	24	23	13	20	62	73	52	8	5	4
Students without Disabilities	137	2173	66348	99	99	100	554	543	531	1	3	8	3	7	13	76	79	71	21	11	8
Limited English Proficient Students	19	148	16422	83	99	109	NA	498	495	NA	22	30	NA	44	27	NA	33	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	215	25711				--	521	514	--	10	16	--	16	19	--	71	61	--	3	3
Non-Economically Disadvantaged	161	2296	47943				551	544	535	2	3	7	5	7	11	74	79	74	20	11	9

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	123	2489	76230	104	101	101	498	516	498	10	4	12	41	32	38	11	14	12	38	50	37
All Students (Prior Year)	132	2417	72888	NA	NA	NA	493	516	494	9	4	14	48	33	40	15	13	12	29	50	34
Female	54	1199	37247	100	100	100	498	517	500	6	3	11	47	32	40	10	14	13	37	51	37
Male	69	1289	38725	108	102	101	498	514	497	14	5	14	36	31	37	12	15	12	38	48	37
African American	NC	74	3594	NC	104	96	NC	499	476	NC	14	22	NC	33	46	NC	13	11	NC	39	21
Hispanic	27	328	28100	104	101	98	472	501	482	26	7	18	43	42	47	13	14	11	17	37	24
Asian/Pacific Islander	NC	68	1447	NC	99	95	NC	532	527	NC	0	5	NC	28	26	NC	10	11	NC	62	58
American Indian/Alaskan Native	NC	27	5292	NC	84	113	NC	497	463	NC	14	31	NC	29	47	NC	14	8	NC	43	14
White	82	1968	35389	104	100	96	505	518	514	5	4	6	42	30	32	11	15	14	42	52	48
Students with Disabilities	21	364	9022	131	126	105	477	496	465	15	9	31	62	43	43	8	11	8	15	37	17
Students without Disabilities	102	2125	67208	100	98	100	501	517	500	9	4	12	39	31	38	11	15	12	41	51	38
Limited English Proficient Students	14	112	14826	93	86	113	448	467	460	38	17	31	63	66	51	0	7	8	0	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	207	25037				--	502	477	--	7	21	--	41	47	--	12	11	--	40	21
Non-Economically Disadvantaged	123	2282	51193				498	517	507	10	4	9	41	31	35	11	15	13	38	51	43

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	123	2490	76202	104	101	101	502	510	505	15	10	19	42	21	24	40	57	46	4	12	11
All Students (Prior Year)	135	2428	72779	NA	NA	NA	500	513	505	15	9	21	27	17	20	54	53	43	5	21	15
Female	54	1198	37231	100	100	100	504	512	507	16	7	16	39	19	24	39	59	48	6	14	13
Male	69	1291	38718	108	103	101	500	507	503	13	12	22	44	23	24	40	55	44	2	10	10
African American	NC	74	3600	NC	104	97	NC	507	497	NC	17	28	NC	29	29	NC	46	39	NC	7	5
Hispanic	27	330	28090	104	102	98	490	504	497	39	17	28	39	26	30	22	49	37	0	8	5
Asian/Pacific Islander	NC	68	1443	NC	99	95	NC	523	515	NC	2	9	NC	23	19	NC	54	53	NC	21	19
American Indian/Alaskan Native	NC	28	5311	NC	88	113	NC	501	491	NC	20	38	NC	30	31	NC	45	28	NC	5	3
White	81	1967	35371	103	100	96	505	510	512	8	8	10	42	20	20	44	59	54	6	13	16
Students with Disabilities	21	369	9097	131	128	106	500	501	493	14	23	39	43	21	27	43	47	29	0	9	5
Students without Disabilities	102	2121	67105	100	98	100	502	510	506	15	9	18	42	21	24	40	58	47	4	12	12
Limited English Proficient Students	14	112	14780	93	86	113	479	485	486	63	46	50	25	39	32	13	14	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	210	24961				--	500	495	--	24	32	--	26	30	--	44	34	--	6	4
Non-Economically Disadvantaged	123	2280	51241				502	510	509	15	8	14	42	21	22	40	58	51	4	13	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	122	2460	74692	103	100	99	509	518	502	12	8	18	29	23	27	52	59	47	7	10	8
All Students (Prior Year)	129	2366	70710	NA	NA	NA	498	530	512	15	7	17	36	22	26	41	51	42	8	20	16
Female	54	1189	36710	100	99	99	508	526	509	18	6	14	29	19	26	47	62	50	6	13	10
Male	68	1270	37742	106	101	98	511	510	495	6	10	22	29	27	28	57	57	44	8	6	6
African American	NC	73	3516	NC	103	94	NC	509	487	NC	14	26	NC	28	31	NC	49	39	NC	9	4
Hispanic	26	326	27492	100	100	96	475	503	486	23	12	27	45	34	32	32	47	38	0	7	4
Asian/Pacific Islander	NC	68	1428	NC	99	94	NC	537	528	NC	5	8	NC	14	20	NC	63	54	NC	18	18
American Indian/Alaskan Native	NC	28	5166	NC	88	110	NC	507	470	NC	16	39	NC	16	32	NC	63	27	NC	5	2
White	82	1941	34785	104	99	94	518	520	517	10	7	10	25	22	23	56	61	56	8	10	11
Students with Disabilities	21	350	8428	131	122	98	507	501	472	0	13	38	43	34	30	57	51	29	0	2	3
Students without Disabilities	101	2110	66264	99	97	99	510	519	503	13	7	17	28	23	27	52	60	48	7	10	8
Limited English Proficient Students	15	112	14363	100	86	109	451	457	459	50	43	47	38	50	34	13	7	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	204	24507				--	493	480	--	21	31	--	33	33	--	42	33	--	3	3
Non-Economically Disadvantaged	122	2256	50185				509	520	511	12	7	13	29	23	24	52	61	53	7	10	10

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

8th 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	100	2430	71167	98	100	99	470	476	463	26	24	38	48	49	41	18	19	14	8	8	7
All Students (Prior Year)	78	2168	66213	NA	NA	NA	477	473	459	28	27	39	44	47	40	15	18	14	13	7	7
Female	42	1199	34825	95	99	99	472	474	462	26	25	38	45	50	42	16	18	14	13	7	6
Male	58	1229	36047	100	101	99	470	479	464	25	23	38	51	48	39	20	20	15	4	9	8
African American	NC	68	3225	NC	101	95	NC	464	441	NC	36	57	NC	49	34	NC	11	6	NC	3	2
Hispanic	14	244	23643	93	101	97	462	461	445	27	35	53	55	49	37	18	12	8	0	4	2
Asian/Pacific Islander	NC	77	1503	NC	101	100	NC	488	493	NC	13	18	NC	51	40	NC	25	23	NC	12	19
American Indian/Alaskan Native	NC	27	5161	NC	100	103	NC	454	435	NC	32	63	NC	64	30	NC	5	5	NC	0	2
White	83	1999	35245	99	99	95	472	479	476	25	22	26	48	49	45	18	20	19	9	9	10
Students with Disabilities	NC	332	8095	NC	122	104	NC	442	426	NC	54	69	NC	35	25	NC	8	5	NC	3	1
Students without Disabilities	91	2098	63072	96	97	99	470	479	464	27	22	37	47	50	41	19	20	15	8	9	7
Limited English Proficient Students	NC	67	10317	NC	85	111	NC	422	426	NC	67	72	NC	33	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	136	17057				--	433	440	--	65	58	--	32	34	--	2	6	--	2	2
Non-Economically Disadvantaged	100	2294	54110				470	479	468	26	22	33	48	50	43	18	20	16	8	8	8

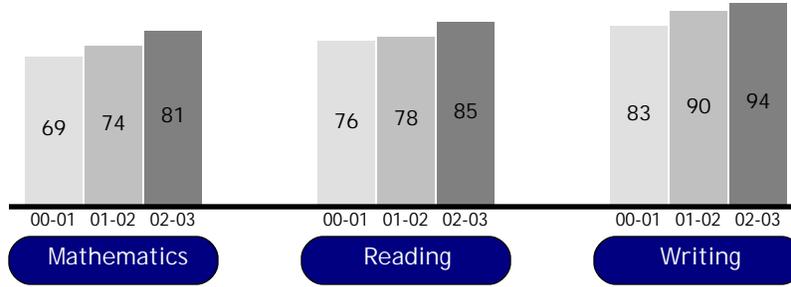
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2423	71100	99	99	99	503	514	502	17	14	25	30	18	21	40	49	40	13	19	15
All Students (Prior Year)	76	2167	66144	NA	NA	NA	519	519	504	9	11	24	21	17	20	53	50	40	18	23	16
Female	43	1199	34801	98	99	99	510	515	505	13	12	21	28	18	22	41	51	42	18	19	15
Male	58	1221	36010	100	100	99	499	512	499	20	16	28	31	18	20	40	47	38	9	19	14
African American	NC	68	3219	NC	101	95	NC	508	486	NC	20	38	NC	20	24	NC	45	31	NC	15	7
Hispanic	15	244	23630	100	101	96	500	502	485	18	22	37	36	18	25	36	45	32	9	15	6
Asian/Pacific Islander	NC	77	1509	NC	101	100	NC	515	522	NC	12	12	NC	16	14	NC	57	46	NC	16	28
American Indian/Alaskan Native	NC	27	5144	NC	100	102	NC	494	478	NC	18	46	NC	32	24	NC	50	25	NC	0	5
White	83	1994	35198	99	98	95	504	515	515	16	13	15	30	18	18	40	49	47	14	20	21
Students with Disabilities	10	326	8121	143	120	105	503	487	470	0	34	55	50	28	20	50	28	21	0	9	4
Students without Disabilities	91	2097	62979	96	97	99	503	515	503	18	13	23	29	18	21	40	50	41	13	20	15
Limited English Proficient Students	NC	67	10304	NC	85	110	NC	451	462	NC	72	63	NC	28	23	NC	0	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	141	17040				--	481	483	--	43	40	--	25	25	--	28	29	--	5	6
Non-Economically Disadvantaged	101	2282	54060				503	515	507	17	12	20	30	18	20	40	50	43	13	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2388	69001	100	98	96	495	499	490	10	9	17	45	36	37	46	54	45	0	1	1
All Students (Prior Year)	77	2098	63579	NA	NA	NA	500	502	493	6	8	15	46	38	42	48	52	41	0	2	2
Female	43	1195	34086	98	98	97	504	505	496	8	6	13	36	31	36	56	62	51	0	1	1
Male	59	1190	34644	102	97	95	488	492	484	11	12	22	51	41	39	38	47	38	0	0	0
African American	NC	66	3115	NC	99	92	NC	491	478	NC	12	25	NC	47	44	NC	41	31	NC	0	0
Hispanic	14	241	22656	93	100	92	480	489	476	18	16	27	55	37	43	27	46	30	0	1	0
Asian/Pacific Islander	NC	74	1472	NC	97	98	NC	500	507	NC	6	8	NC	38	30	NC	56	60	NC	0	2
American Indian/Alaskan Native	NC	25	4940	NC	93	98	NC	485	469	NC	10	34	NC	55	43	NC	35	23	NC	0	0
White	85	1970	34501	101	97	93	497	500	500	8	8	10	44	35	34	49	56	55	0	1	1
Students with Disabilities	11	311	7386	157	114	95	488	478	459	25	24	46	50	49	37	25	27	17	0	0	0
Students without Disabilities	91	2077	61615	96	96	97	495	500	491	9	8	16	44	35	37	47	56	45	0	1	1
Limited English Proficient Students	NC	65	9662	NC	82	104	NC	451	454	NC	59	51	NC	35	40	NC	6	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	138	16383				--	469	472	--	31	30	--	52	43	--	17	26	--	0	0
Non-Economically Disadvantaged	102	2250	52618				495	500	494	10	8	14	45	35	36	46	56	49	0	1	1

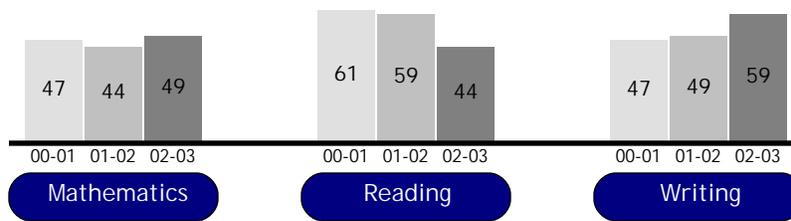
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

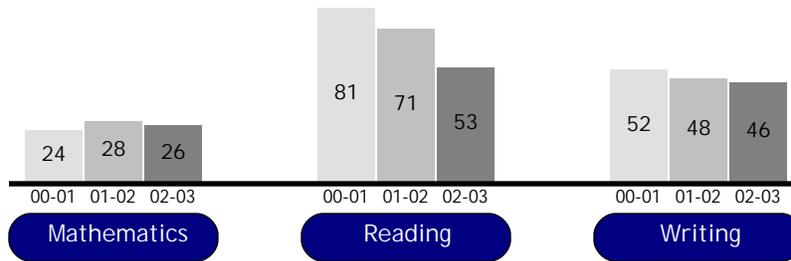
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	73	46	64	53	95	46	54	44	93	55	63	50
	Language	93	43	59	45	95	47	54	39	98	52	58	43
	Mathematics	91	51	67	56	95	54	60	52	98	64	70	57
3	Reading	85	52	60	50	90	38	53	43	98	54	61	47
	Language	85	59	67	55	90	50	61	50	98	63	67	54
	Mathematics	85	59	69	53	90	55	61	50	99	64	66	54
4	Reading	90	62	67	55	95	35	57	47	97	55	66	52
	Language	91	53	61	50	95	41	54	45	94	44	61	48
	Mathematics	88	67	72	56	95	41	64	52	94	57	73	57
5	Reading	94	51	62	51	96	49	57	46	97	50	62	50
	Language	97	52	59	46	96	40	52	43	99	44	57	46
	Mathematics	94	58	75	56	96	58	68	54	99	62	73	57
6	Reading	87	69	67	54	95	39	57	49	96	50	66	53
	Language	85	57	61	46	95	41	52	42	99	47	60	45
	Mathematics	84	68	76	61	95	49	68	58	96	66	79	62
7	Reading	86	55	66	53	98	50	60	48	98	49	62	51
	Language	85	54	67	55	98	49	65	51	98	56	66	54
	Mathematics	84	61	72	57	98	48	66	54	97	67	71	58
8	Reading	87	64	67	55	97	59	58	49	96	62	64	53
	Language	89	60	65	50	97	46	58	46	97	53	63	49
	Mathematics	83	71	70	57	97	61	62	54	93	68	72	58

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 Safety

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

Paseo Hills has an Emergency Preparedness Plan. Our safe schools program includes character education and a clear, consistent discipline and prevention program. We also 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

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.

Contacts

	Name	Phone Number
School Site Council	Diane Venrick	(623) 445-4500
Transportation Policy	Bill Kohn	(623) 467-5090
Community Resources	Ada Thompson	(623) 445-4500
School Nutrition Programs	Karen Patane	(623) 445-4514
Parent Organization	Doreen Ratliff	(623) 445-4582
Student Health/Nurse	kathleen Scelzo	(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 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."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards