



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3302 W. Louise, 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 (a)

2004-05	Performing Plus
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Gayle Galligan
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1150
 Web Address : paseohills.dvUSD.org/
 Phone Number : (623) 445-4500
 Fax Number : (623) 445-4580
 E-mail : gayle.galligan@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 fostering a safe campus.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Paseo Hills students' will improve in reading comprehension by focusing on the following reading strategies: identifying story elements, self-monitoring and read alouds, asking and answering questions about the text and fluency.
- ü Paseo Hills students' will improve in academic subjects by focusing on the following differentiation strategies: flexible grouping, differentiating instruction by content, product or process, adjusting tasks based on assessment data.
- ü Paseo Hills students will actively and successfully participate in Arizona Reads instruction and activities, ensuring that they will learn to read no later than third grade and continue to be proficient readers through the twelfth grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 1147
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Exploratory Classes (Grades 7/8)
- ü Technology-Based Learning
- ü Gifted Classes
- ü English Language Learners
- ü Resource and Speech
- ü Physical Education, Music, Art, Band
- ü Literacy and Math Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Paseo Hills will provide high academic standards in setting goals and expectations for our students. We provide a quality curriculum and effective instruction within a safe learning environment. We will communicate clearly and often with our parents through an open door policy and with the distribution of handbooks, policies, and other materials. We encourage parent involvement in their child's education both at school and at home.

Parents

Parents help the school by talking with their children about what they learned in school and being involved in their child's education. Responsible parents ensure student attendance, provide proper clothing and nourishment, uphold transportation commitments, assist with homework support, are involved in school goals and expectations, support school policies including dress codes and behavior codes, and communicate regularly with the school and their child.

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. Students and parents are responsible for student conduct and behavior while being transported to and from school each day.

School Honors

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

Award/Honor	Year
ü 2005 Arizona A+ School of Excellence	2005
ü 2 Paseo Hills Teachers Honored as Teacher of the Year	2005
ü PTSA Honors - 100% Teacher Membership, Business Partner	2005
ü 1 Paseo Hills Teacher Honored as Teacher of the Year	2003

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	143	2698	79306	99	99	99	464	462	445	5	6	10	10	12	18	56	54	51	29	29	20
All Students (Prior Year)	153	2528	75509	99	99	100	536	532	521	4	7	13	18	19	23	33	38	33	45	36	31
Female	70	1299	38691	99	99	99	455	462	446	6	5	10	14	12	18	59	55	52	21	28	20
Male	72	1398	40583	99	99	99	473	462	445	3	6	11	6	12	18	52	52	50	38	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	28	374	32869	100	100	99	454	442	429	4	11	15	17	21	25	63	55	51	17	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	NC	19	4264	NC	95	100	NC	443	419	NC	11	19	NC	26	30	NC	42	45	NC	21	6
White	98	2110	36197	99	99	99	469	465	463	6	5	5	6	10	11	55	53	53	34	31	31
Students with Disabilities	20	411	10321	100	100	100	431	411	389	25	24	30	19	24	27	31	39	34	25	13	9
Students without Disabilities	123	2289	69060	97	98	98	469	471	454	2	2	7	9	10	17	59	56	54	30	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	257	39415	95	88	96	455	445	431	7	9	15	21	22	25	43	54	50	29	16	10
Non-Economically Disadvantaged	123	2443	39966	100	100	100	465	463	459	4	5	6	9	11	12	57	54	52	30	30	30

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	2697	79395	99	0	99	468	465	446	2	4	9	15	17	25	73	63	55	10	17	11
All Students (Prior Year)	153	2538	75492	99	100	100	531	528	519	4	7	12	12	12	16	55	52	47	28	30	24
Female	70	1298	38743	99	0	100	468	471	451	2	3	7	18	14	24	70	64	57	11	20	12
Male	72	1395	40618	99	0	99	468	459	440	3	5	11	11	19	27	76	62	53	10	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	28	375	32915	100	0	99	469	447	426	0	7	15	17	28	35	71	57	47	13	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	NC	19	4271	NC	0	100	NC	447	420	NC	5	15	NC	26	42	NC	58	41	NC	11	2
White	98	2108	36221	99	0	99	470	468	465	2	3	4	10	14	15	79	64	63	9	18	17
Students with Disabilities	20	412	10331	100	0	100	446	413	388	0	16	25	38	38	37	56	37	34	6	8	4
Students without Disabilities	123	2287	69139	97	0	99	471	474	454	3	2	7	12	13	24	75	67	58	11	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	258	39484	95	0	96	463	445	429	0	8	14	29	28	35	64	57	47	7	7	4
Non-Economically Disadvantaged	123	2441	39986	100	0	100	468	466	461	3	4	4	13	16	16	74	63	63	10	17	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	144	2692	78869	100	99	99	464	460	442	1	3	6	16	15	21	66	67	63	17	14	10
All Students (Prior Year)	151	2525	75053	98	99	99	674	625	597	1	4	7	5	8	12	68	76	72	25	12	9
Female	71	1299	38536	100	99	99	476	476	458	0	2	4	10	10	15	69	68	67	21	20	14
Male	72	1392	40302	99	99	99	453	445	428	2	4	8	22	20	26	63	67	60	13	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	28	372	32606	100	99	98	455	441	426	0	6	8	17	23	27	67	63	60	17	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	NC	19	4245	NC	95	100	NC	447	423	NC	5	9	NC	32	26	NC	53	61	NC	11	4
White	99	2106	36078	100	99	99	467	462	459	1	3	4	14	14	16	68	68	66	17	15	14
Students with Disabilities	20	409	10246	100	100	100	417	392	367	6	12	18	31	38	39	63	46	40	0	4	4
Students without Disabilities	124	2285	68697	98	98	98	471	472	454	0	2	4	14	11	18	67	71	67	19	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	255	39106	95	88	95	470	438	427	0	8	8	29	24	28	43	59	59	29	10	5
Non-Economically Disadvantaged	124	2439	39837	100	100	100	464	461	457	1	3	4	15	15	14	69	68	67	16	14	15

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	133	2877	78906	100	100	99	496	510	498	7	6	13	25	14	19	55	58	48	13	22	20
All Students (Prior Year)	128	2572	76019	100	100	100	513	517	499	5	5	14	34	33	39	12	18	14	49	44	33
Female	59	1429	38644	100	100	99	496	511	500	2	4	12	27	14	19	59	60	49	12	22	19
Male	74	1450	40236	99	100	99	496	509	497	10	7	15	24	14	19	51	56	46	15	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	29	402	31938	100	99	99	464	492	481	22	10	19	35	22	25	43	56	46	0	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	92	2268	36483	100	100	99	504	513	517	4	5	7	22	12	13	58	59	51	16	24	30
Students with Disabilities	20	412	10664	100	100	100	464	442	430	28	28	42	22	27	27	50	39	26	0	6	5
Students without Disabilities	113	2467	68310	97	98	98	502	522	509	3	2	9	26	12	18	55	61	51	16	25	22
Limited English Proficient Students	13	152	12573	87	100	100	453	411	454	21	20	27	57	29	30	21	44	38	0	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	235	38679	89	90	96	479	496	483	7	8	20	43	27	25	43	51	45	7	14	10
Non-Economically Disadvantaged	116	2644	40295	100	100	100	498	511	513	7	6	7	23	13	13	56	59	50	14	23	30

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	133	2878	78908	100	0	99	488	497	484	8	4	10	24	16	23	64	69	58	4	11	9
All Students (Prior Year)	128	2572	76020	100	100	100	504	510	503	21	14	25	30	21	23	41	50	40	8	15	12
Female	59	1429	38648	100	0	99	492	502	489	6	3	8	22	13	22	69	71	61	4	13	10
Male	74	1451	40233	99	0	99	485	492	479	9	5	12	26	19	25	60	67	55	4	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	29	403	31940	100	0	99	459	478	465	22	9	16	39	25	32	39	61	49	0	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	92	2268	36502	100	0	99	496	501	502	5	3	4	19	14	14	72	71	67	5	12	15
Students with Disabilities	20	412	10665	100	0	100	452	432	423	28	17	30	44	40	36	28	39	31	0	3	2
Students without Disabilities	113	2468	68312	97	0	98	495	508	493	4	2	7	21	12	21	70	74	62	5	13	10
Limited English Proficient Students	13	152	12556	87	0	100	443	394	436	36	19	24	43	40	40	21	39	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	234	38662	89	0	96	471	484	468	14	9	16	36	26	32	43	59	49	7	5	3
Non-Economically Disadvantaged	116	2646	40315	100	0	100	490	498	498	7	4	5	23	15	15	67	69	66	4	12	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	133	2869	78750	100	100	99	503	514	500	5	3	6	29	23	29	65	70	63	2	4	2
All Students (Prior Year)	127	2565	75673	99	100	100	539	553	530	10	7	12	24	20	25	63	66	58	4	6	4
Female	59	1424	38586	100	100	99	514	530	515	6	2	4	18	14	22	73	78	71	4	6	3
Male	74	1447	40135	99	99	99	494	498	486	4	5	8	37	32	35	59	62	56	0	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	29	402	31841	100	99	99	461	493	483	13	8	8	39	34	36	48	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	92	2261	36440	100	100	99	511	517	516	4	3	3	26	21	22	68	72	71	2	4	4
Students with Disabilities	20	408	10622	100	100	100	461	432	415	11	14	21	50	47	50	39	37	28	0	2	1
Students without Disabilities	113	2463	68196	97	98	98	510	528	513	4	2	3	25	19	25	69	75	69	2	4	3
Limited English Proficient Students	13	151	12504	87	100	100	437	401	451	14	13	12	50	46	44	36	40	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	234	38558	89	90	96	477	493	485	14	7	8	29	34	37	57	58	54	0	1	1
Non-Economically Disadvantaged	116	2637	40260	100	100	100	506	516	514	4	3	3	29	22	21	66	71	72	2	4	4

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	101	2785	78250	100	100	99	562	566	548	4	13	21	13	13	18	67	55	48	15	19	13
All Students (Prior Year)	116	2538	75001	99	100	99	492	482	468	20	24	37	42	43	36	20	19	16	19	14	10
Female	48	1375	38071	98	100	99	554	566	549	9	11	20	9	13	19	68	58	49	15	18	12
Male	53	1409	40126	100	100	99	569	566	547	0	14	23	18	13	17	66	53	46	16	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	14	343	29129	100	100	99	527	541	527	14	25	32	7	15	23	64	50	40	14	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	558	518	NC	12	36	NC	12	25	NC	65	36	NC	12	4
White	79	2232	38320	100	100	99	568	570	568	3	11	12	12	12	14	70	56	55	16	20	19
Students with Disabilities	10	402	9329	100	100	100	447	475	454	10	58	64	40	20	18	40	19	16	10	3	2
Students without Disabilities	91	2385	68996	99	99	99	575	582	561	3	5	16	10	12	18	70	61	52	16	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	95	2590	44937	100	100	100	562	568	561	4	12	13	13	12	15	66	56	54	16	20	18

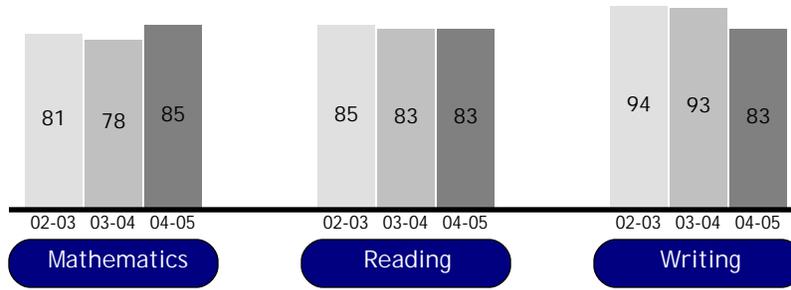
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2792	78302	100	0	99	509	526	512	7	6	11	21	19	25	68	67	57	4	9	7
All Students (Prior Year)	117	2537	74918	100	100	99	502	509	497	24	21	32	20	20	19	40	40	35	17	19	15
Female	48	1377	38082	98	0	99	510	530	518	9	4	8	11	16	24	77	71	61	4	9	7
Male	53	1414	40166	100	0	99	509	523	507	6	7	14	30	21	26	60	63	54	4	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	14	343	29152	100	0	99	473	502	492	21	15	17	14	24	34	64	58	46	0	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	505	484	NC	6	19	NC	47	38	NC	41	42	NC	6	1
White	79	2237	38347	100	0	99	516	530	531	4	4	5	22	18	17	68	68	68	5	9	10
Students with Disabilities	10	407	9353	100	0	100	394	450	429	20	26	40	40	46	38	30	27	22	10	1	1
Students without Disabilities	91	2387	69024	99	0	99	523	539	524	6	3	7	18	14	23	72	74	62	3	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	95	2597	44979	100	0	100	510	527	525	7	6	6	20	18	18	69	68	66	4	9	10

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	101	2785	78094	100	100	99	539	560	545	1	2	3	18	14	18	81	81	77	0	3	2
All Students (Prior Year)	116	2525	74503	99	99	99	493	515	491	3	3	9	38	29	32	48	56	51	10	11	8
Female	48	1374	38025	98	100	99	546	572	558	2	1	2	13	9	13	85	86	82	0	3	2
Male	53	1410	40013	100	100	99	533	549	534	0	3	5	22	19	23	78	76	71	0	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	14	342	29068	100	100	99	495	527	523	0	5	5	21	24	27	79	70	67	0	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	550	526	NC	0	4	NC	12	25	NC	88	70	NC	0	0
White	79	2232	38265	100	100	99	544	564	564	1	2	2	17	13	11	82	83	84	0	3	3
Students with Disabilities	10	403	9275	100	100	100	404	466	444	10	11	14	20	42	46	70	47	39	0	0	1
Students without Disabilities	91	2384	68892	99	99	98	554	576	559	0	1	2	17	9	14	83	87	82	0	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	95	2592	44871	100	100	100	539	561	559	1	2	2	16	13	12	82	82	84	0	3	3

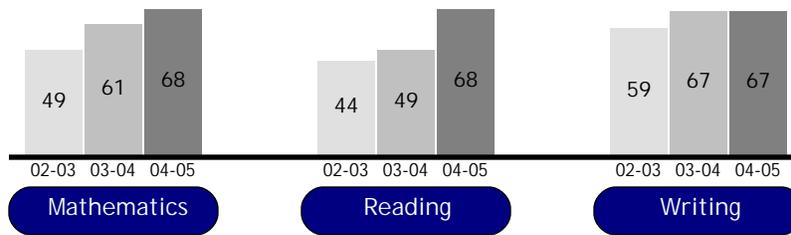
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

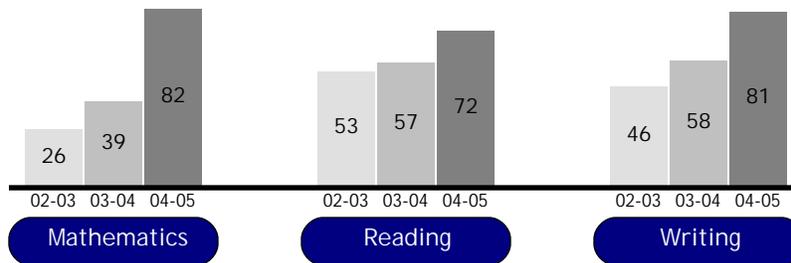
3rd Grade Proficiency



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?	Not Evaluated
	Made AYP?	Yes

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	63	50	99	62	NA	58	98	50	57	47
	Language	98	52	58	43	100	50	61	50	98	52	58	47
	Mathematics	98	64	70	57	100	71	72	64	98	52	62	50
3	Reading	98	54	61	47	95	64	NA	55	99	54	55	44
	Language	98	63	67	54	96	70	70	61	99	49	53	44
	Mathematics	99	64	66	54	97	67	69	61	99	60	60	51
4	Reading	97	55	66	52	97	61	NA	56	100	49	57	48
	Language	94	44	61	48	100	58	63	52	100	53	59	49
	Mathematics	94	57	73	57	99	63	74	61	100	53	63	53
5	Reading	97	50	62	50	98	55	NA	55	100	52	60	50
	Language	99	44	57	46	99	45	60	49	100	51	59	50
	Mathematics	99	62	73	57	98	65	75	63	100	49	58	49
6	Reading	96	50	66	53	98	54	NA	56	100	51	61	51
	Language	99	47	60	45	99	47	60	48	100	48	58	47
	Mathematics	96	66	79	62	99	60	79	66	100	50	66	52
7	Reading	98	49	62	51	97	54	NA	54	99	51	59	50
	Language	98	56	66	54	100	51	69	58	99	52	61	52
	Mathematics	97	67	71	58	99	63	76	62	99	56	60	50
8	Reading	96	62	64	53	100	58	NA	55	98	54	58	51
	Language	97	53	63	49	100	53	61	52	98	51	57	50
	Mathematics	93	68	72	58	99	71	70	61	98	65	62	53

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/

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.00
Other Professional Staff	8.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	6	0	0
4 to 6 years	12	2	0	0
7 to 9 years	11	5	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	135
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	26%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü 2 Technology Labs
- Ü 2 Science Labs
- Ü Media Studio

Extracurricular Activities

- Ü Volleyball, Basketball, Softball, Baseball
- Ü CheerLeading
- Ü National Junior Honor Society
- Ü Student Council
- Ü Project Respect
- Ü Band and Chorus
- Ü Drama and Musical Peformance Clubs
- Ü Technology, Chess, Library, & Art Clubs

Social Services

- Ü Junior Achievement
- Ü Recreational Activities
- Ü Health Services
- Ü Counseling Services
- Ü Active Parenting Classes
- Ü Rattler's Den Childcare
- Ü Kindergarten Enrichment-Extended Day
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Awarded Arizona A+ School of Excellence Award from 2005/06 school year through the 2007/08 school year.

- ü Awarded Impact Grants for Music and Project Respect which promotes positive student relationships at school, at home, and in the community.

- ü Awarded the Neighborhood Fight Back Grant which funds the R.E.C.E.S.S. (Rattler Enrichment Creates Educational Student Success) program to assist students struggling in the area of reading. Before-school and after-school tutoring is provided.

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

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Gayle Galligan	(623) 445-4500
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Ada Thompson	(623) 445-4500
School Nutrition Programs	Karen Patane	(623) 445-4514
Parent Organization	Anne Stafford	(623) 445-4582
Student Health/Nurse	LeAnna Bunting	(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 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.

1 For an explanation of the Achievement Profiles, please visit our website at 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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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