

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3950 E Bell Road, Phoenix, AZ 85032

Paradise Valley Unified District

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

AZ LEARNS¹

High School Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Jon M Walk
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 1925
 Web Address : paradisevalley.pvUSD.k12.az.us
 Phone Number : (602) 867-5505
 Fax Number : (602) 867-5592
 E-mail : jwalk@pvUSD.k12.az.us

Mission

Our mission is to provide an environment where students learn skills to grow academically, socially, emotionally, and physically to become contributing members of society.

School / Academic Goals

- ü Target Area: Literacy--Students will demonstrate an ability to read at grade level or higher, use appropriate vocabulary and write well-organized paragraphs and essays in all disciplines using correct grammar, usage and mechanics.
- ü Target Area: Student Responsibility--Students will demonstrate an increased responsibility of the 3-Ts -- on Time, with Text, on Task; and improve their accountability by actively participating in their learning and education.
- ü Target Area: Aims--
Students will demonstrate improved scores in all AIMS test areas.

Enrollment

October 1, 2003 School Year Student Enrollment : 1986
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 347

Instructional Programs

- ü Advanced Placement/Honors
- ü Health Careers Education
- ü Business Information Technology
- ü Net + C+ A+ Certifications
- ü Concurrent Community College Credit

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Parents can expect ongoing communications that inform them of their students' progress. PVHS uses a voice messaging system, newsletters, handbooks, direct mailings, contracts, parent conferences, online grade programs and quarterly progress reports and report cards.

Parents

PVHS and parents work as a team to support school policies to ensure student success and individual excellence. PVHS expects students to be present, punctual, prepared and appropriately attired.

Transportation Policy

High school students living 1.5 miles or more from their school site are provided transportation by bus. Special need students are transported on an individual needs basis.

School Honors

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

Award/Honor	Year
ü AIA Football Quarterfinalists	2003
ü All State and All Conference Track and Field	2004
ü All State Basketball	2004
ü Academic Decathlon Award of Meritorious Achievement	2004

10th 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	485	2536	65934	99	99	100	499	503	492	29	28	43	21	20	18	36	34	24	14	18	15
All Students (Prior Year)	403	2301	57534	84	88	91	490	498	491	46	37	46	18	19	16	24	27	23	13	17	15
Female	237	1256	32586	99	99	100	498	503	491	31	28	44	21	20	19	33	33	24	14	19	14
Male	248	1278	33226	100	99	99	501	502	493	27	28	42	21	20	18	38	34	24	14	18	16
African American	11	67	3042	100	96	98	481	484	478	60	52	58	10	18	19	30	28	17	0	2	6
Hispanic	95	326	21740	98	99	100	479	476	475	53	58	63	20	20	17	21	19	15	6	3	5
Asian/Pacific Islander	15	98	1643	100	100	99	515	523	519	20	18	23	13	10	13	27	33	30	40	39	34
American Indian/Alaskan Native	NC	21	4351	NC	100	99	NC	484	472	NC	42	68	NC	16	16	NC	37	13	NC	5	4
White	362	2017	34819	100	99	99	504	506	505	23	23	27	22	21	20	40	36	31	16	21	22
Students with Disabilities	53	228	6507	98	96	100	469	463	456	71	78	83	21	15	9	8	6	6	0	1	2
Students without Disabilities	432	2308	59427	100	99	100	501	505	494	27	25	41	21	20	19	37	35	25	15	19	16
Limited English Proficient Students	33	133	6793	83	100	100	467	474	464	71	67	79	19	12	11	6	13	8	3	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	111	375	18745				483	483	475	48	51	64	25	23	16	21	21	15	5	6	5
Non-Economically Disadvantaged	374	2161	47182				504	506	499	24	24	35	20	19	19	40	36	27	17	21	19

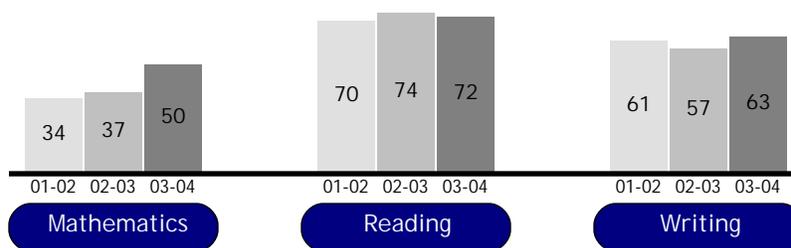
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	497	2564	68162	100	99	100	520	526	509	11	8	18	16	17	24	62	63	51	10	12	8
All Students (Prior Year)	385	2132	56700	80	81	89	520	527	512	10	7	15	16	17	23	62	62	52	12	14	10
Female	240	1261	33509	99	99	100	523	531	513	9	7	15	15	14	23	64	65	52	12	15	9
Male	256	1294	34521	100	98	100	516	521	505	13	9	20	17	19	24	61	61	49	9	10	7
African American	12	67	3163	100	94	99	520	512	497	9	7	22	18	33	30	64	56	46	9	5	3
Hispanic	101	326	22624	99	96	100	485	489	487	34	32	32	29	28	31	35	37	35	2	3	2
Asian/Pacific Islander	14	97	1666	100	100	100	525	531	523	7	3	11	14	16	17	64	68	60	14	12	12
American Indian/Alaskan Native	NC	20	4592	NC	91	100	NC	489	484	NC	20	32	NC	45	37	NC	35	30	NC	0	1
White	368	2035	35727	100	99	100	529	532	526	5	4	7	12	14	17	70	67	64	13	14	12
Students with Disabilities	54	231	6845	100	95	100	485	482	468	35	31	53	27	40	29	35	28	18	4	1	1
Students without Disabilities	443	2333	61317	100	99	100	522	529	512	10	6	15	15	15	23	64	65	53	11	13	8
Limited English Proficient Students	35	138	7152	80	100	100	458	473	464	70	57	57	18	17	31	12	22	12	0	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	113	379	19528				499	498	487	26	25	31	21	27	32	48	45	34	5	3	2
Non-Economically Disadvantaged	384	2185	48595				525	530	518	7	5	13	15	15	20	66	66	57	12	14	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	492	2548	67629	99	98	100	528	538	524	16	14	22	21	16	16	61	67	59	2	3	3
All Students (Prior Year)	387	2210	55090	80	84	87	479	488	479	14	9	16	29	18	13	57	73	70	0	0	0
Female	237	1252	33347	98	98	100	539	551	537	15	11	17	17	13	15	65	72	64	4	4	4
Male	254	1288	34151	100	98	99	517	525	512	17	18	27	25	19	18	57	61	54	1	2	2
African American	12	68	3150	100	96	99	524	521	515	18	18	24	27	19	19	45	61	56	9	2	2
Hispanic	98	321	22313	96	94	100	488	484	493	28	38	34	24	18	19	47	43	46	1	1	1
Asian/Pacific Islander	14	97	1659	100	100	100	596	576	564	0	7	11	14	12	12	71	69	68	14	11	9
American Indian/Alaskan Native	NC	21	4528	NC	95	99	NC	497	492	NC	38	35	NC	5	21	NC	57	42	NC	0	1
White	366	2023	35593	99	98	99	536	546	547	13	10	13	20	16	14	65	71	69	2	3	4
Students with Disabilities	54	229	6712	100	95	100	460	468	445	50	48	61	12	18	18	38	34	21	0	1	0
Students without Disabilities	438	2319	60917	99	99	100	532	543	530	14	12	19	22	16	16	62	69	61	3	3	3
Limited English Proficient Students	33	130	6994	75	98	100	455	448	442	52	56	58	19	13	18	26	31	23	3	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	112	372	19310				501	493	489	26	32	35	21	20	20	52	47	44	1	1	1
Non-Economically Disadvantaged	380	2176	48278				536	546	538	13	11	17	21	16	15	63	70	65	3	3	4

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)

10th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	41	46	37	95	45	52	41	88	44	NA	42
	Language	100	41	48	38	97	46	53	42	89	44	54	42
	Mathematics	100	61	65	56	97	62	68	60	89	63	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Philosophy
- Ü School Objectives
- Ü Parent/Educator Relations
- Ü Review of Educational Trends
- Ü Evaluation by School Community
- Ü Standards Awareness

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	90.83
Other Professional Staff	9.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	2	8	0	0
7 to 9 years	3	5	0	0
10 or more years	14	58	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 51
 Core academic classes taught by Highly Qualified (NCLB) teachers. 328
 Teachers with Emergency Certificaton. 3

Resources Available at School Site

Special Facilities

- Ü CAD/D, Graphic Arts Labs
- Ü BioTech/Agricultural Labs
- Ü Woods, Metal, Auto Shops
- Ü Science and Writing Mobile Labs

Extracurricular Activities

- Ü Sports for All Seasons/Levels
- Ü Drama/Performing Arts
- Ü Nat'l Hon Soc/Spanish Hon Soc/French HS
- Ü SADD/Ambassadors/Young Republicans
- Ü Marching, Concert and Jazz Bands
- Ü Environmental Club
- Ü Harmony in Paradise Club
- Ü Robotics Club

Social Services

- Ü Peer Mediation
- Ü Competency-based Counseling Services
- Ü Crisis Intervention
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Nearly \$1.25M won in scholarships: Multiple MCCC, ASU, NAU, UA, Provost, President's, Wildcat, Leadership, Honors, Regents, Discovery, Pomona, BYU, Wagner (NY), UC Berkeley, U of PA (Wharton School), Rutgers, U of Chicago. Robert C. Byrd Scholarship.
- ü Staff continues to be trained in: Professional Learning Communities, Impact Learning, Collaborative Training, Brain-based Learning, Reading for Content, Student Share Groups, Classroom of Diversity, and State and National Standards.
- ü Percentage of students meeting or exceeding AIMS math standards increased by 13% in one year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	91			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

PVHS enforces a sweep program for student accountability; peer mediation; ID cards for all. The School Resource Officer promotes prevention and works with the prevention team. Security personnel are on duty at gates and on campus. The School Crisis Plan is updated and reviewed in a timely manner as is the Threat Assessment Plan. Athletes participate in a regular drug testing program. Lockdown/Fire drills are practiced. The Safety Committee monitors physical facility.

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) :

16

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	Jon M. Walk	(602) 867-5505
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Rory Lazowski	(602) 867-5539
School Nutrition Programs	Rick Hall	(602) 867-5534
Parent Organization	Emmy Davis	(602) 867-3281
Student Health/Nurse	Christi Rich	(602) 867-5531

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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