

Shadow Mountain High School

ARIZONA SCHOOL REPORT CARD 2003-04

2902 E. Shea Blvd., Phoenix, AZ 85028

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 *

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 : Ms. Heather Glaeser
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 1910
Web Address : shadowmountain.pvUSD.k12.az.us
Phone Number : (602) 867-5326
Fax Number : (602) 867-5317
E-mail : hglaeser@pvUSD.k12.az.us

Mission

Shadow Mountain High School focuses on academic excellence. We ensure that academic, social, emotional and physical needs of students are met. Students are encouraged to develop respect for others and build their own self-worth and self-confidence.

School / Academic Goals

- Students will demonstrate improved competency with technology.
- Students will demonstrate improved writing, math and reading skills across all curriculum areas.

Instructional Programs

- Advanced Placement/Honors
- College Credit Classes
- State-of-the-Art Technology Integration
- Comprehensive Fine Arts Program

Enrollment

October 1, 2002 School Year Student Enrollment : 1904
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 202

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 36 minutes
First Day of School : 8/18/2003
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 in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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 Parent/Educator Relations
- ü School Safety Issues
- ü Student Discipline
- ü Curriculum Development
- ü District Long-Range Plan
- ü District Financial Input

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	85.00
Other Professional Staff	16.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	7	3	0	0
7 to 9 years	0	4	0	0
10 or more years	6	55	0	0

Shared Responsibilities

School

We will provide a stimulating and challenging academic program and a climate conducive to learning.

Parents

Parents are asked to provide a supportive home environment conducive to study and learning, to be role models by valuing education and participating in the activities of the school, and to help their children abide by the school's rules.

Resources Available at School Site

Special Facilities

- ü Multimedia & Computer Labs; Media Center
- ü Performing Arts Center; Two Gyms

Extracurricular Activities

- ü Performing Arts
- ü Student Government
- ü Speech and Debate
- ü Comprehensive Sports Program

Social Services

- ü School Psychologists
- ü Peer Mediation
- ü Counseling Services
- ü Cultural Diversity Group

Transportation Policy

The PVUSD transportation policy is followed.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Ninety percent of Shadow Mountain students go on to college; ACT and SAT scores continue to rise and are well above state and national averages; eighty-three percent of Advanced Placement students received college credit.

- ü TEAMS (ASU Tests of Engineering Aptitude, Mathematics and Science) State Champions 2003; March of Dimes State Champions Fundraising 2003; ROTC Colorguard placed in every competition 2003; 1st place Jazz Band in National All Star Festival 2003.

School Honors

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

Award/Honor	Year
ü Academic Decathlon Regional Champions	2003
ü National Merit Scholarship Finalists/Flinn Finalists	2003
ü Speech and Debate Southwest Region Champions	2003
ü State Champs - Boys 5A Cross Country	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	85			76

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 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).

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	418	2301	57534	92	88	91	500	498	491	37	37	46	19	19	16	27	27	23	17	17	15
All Students (Prior Year)	340	2090	51010	NA	NA	NA	492	492	483	32	35	45	28	25	20	30	29	23	10	12	11
Female	210	1159	28155	90	87	90	501	496	491	38	40	47	17	19	16	29	27	24	16	15	14
Male	203	1122	28932	93	87	89	500	500	491	36	34	46	21	19	15	23	27	23	19	20	16
African American	12	53	2558	100	90	86	482	480	475	67	59	64	8	12	15	25	24	16	0	5	6
Hispanic	45	229	17547	90	81	86	482	474	475	50	64	64	29	19	15	18	12	15	3	4	6
Asian/Pacific Islander	NC	58	1395	NC	95	96	NC	519	519	NC	20	22	NC	16	16	NC	24	28	NC	40	35
American Indian/Alaskan Native	NC	18	3794	NC	90	91	NC	478	468	NC	57	72	NC	29	13	NC	14	12	NC	0	3
White	344	1908	29790	90	87	86	503	500	501	34	34	34	18	19	17	28	28	29	20	18	20
Students with Disabilities	54	248	5562	95	98	93	472	461	461	75	82	79	20	14	10	5	4	8	0	0	3
Students without Disabilities	364	2053	51972	92	87	90	502	499	492	35	36	45	19	19	16	28	27	24	18	18	15
Limited English Proficient Students	15	113	5467	107	89	111	467	457	458	50	86	87	50	9	7	0	2	5	0	2	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	15	38	10446				482	471	472	58	75	70	25	13	13	17	13	13	0	0	4
Non-Economically Disadvantaged	403	2263	47088				501	498	495	36	37	42	19	19	16	27	27	26	18	17	17

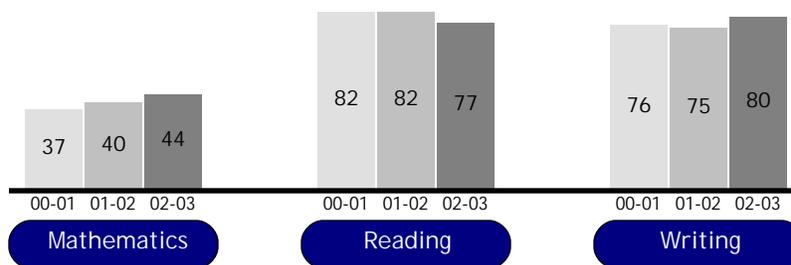
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	384	2132	56700	85	81	89	527	527	512	5	7	15	18	17	23	65	62	52	12	14	10
All Students (Prior Year)	319	2013	50525	NA	NA	NA	532	530	517	6	5	12	11	16	22	61	58	51	21	21	15
Female	195	1078	27862	83	81	89	533	533	517	3	5	12	14	15	22	71	64	54	13	17	12
Male	184	1035	28398	84	81	88	521	520	507	9	10	19	22	19	24	59	60	49	10	12	9
African American	10	49	2529	83	83	85	497	504	495	0	13	24	60	33	31	40	46	41	0	8	4
Hispanic	40	195	17305	80	69	85	508	497	494	13	23	24	23	26	31	58	47	41	6	3	4
Asian/Pacific Islander	NC	57	1382	NC	93	95	NC	532	530	NC	7	6	NC	15	17	NC	57	59	NC	20	17
American Indian/Alaskan Native	NC	18	3815	NC	90	91	NC	505	489	NC	7	29	NC	36	35	NC	57	35	NC	0	2
White	323	1789	29209	84	81	84	530	530	525	5	6	9	16	15	17	66	64	59	13	16	15
Students with Disabilities	43	178	5215	75	71	87	503	487	478	12	28	43	35	38	29	53	34	25	0	0	2
Students without Disabilities	341	1954	51485	86	82	89	528	528	513	5	7	15	17	16	23	65	63	52	12	15	11
Limited English Proficient Students	14	106	5378	100	83	109	502	462	471	0	55	48	50	38	36	50	7	15	0	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	15	39	10358				502	487	492	8	30	26	42	36	33	50	33	37	0	0	4
Non-Economically Disadvantaged	369	2093	46342				528	527	516	5	7	13	17	16	21	65	62	54	12	15	12

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	405	2210	55090	90	84	87	490	488	479	6	9	16	15	18	13	80	73	70	0	0	0
All Students (Prior Year)	379	2165	50572	NA	NA	NA	494	494	481	6	5	14	19	22	23	74	73	63	1	0	1
Female	211	1154	27752	90	86	89	493	493	483	5	6	13	11	15	12	84	79	75	0	0	0
Male	187	1026	26842	86	80	83	486	483	474	7	12	20	20	21	15	73	67	65	0	0	0
African American	11	46	2336	92	78	78	466	466	464	10	25	25	20	18	14	70	58	62	0	0	0
Hispanic	43	182	16391	86	65	81	483	465	458	9	27	28	19	21	16	72	53	56	0	0	0
Asian/Pacific Islander	NC	61	1356	NC	100	93	NC	495	499	NC	7	7	NC	21	9	NC	72	83	NC	0	2
American Indian/Alaskan Native	NC	17	3731	NC	85	89	NC	471	446	NC	13	37	NC	31	16	NC	56	47	NC	0	0
White	332	1835	29053	87	83	84	492	492	492	5	7	8	14	17	12	81	76	79	0	0	0
Students with Disabilities	43	150	4141	75	60	69	435	438	436	33	39	47	43	33	18	24	28	35	0	0	0
Students without Disabilities	362	2060	50949	92	87	89	493	490	479	4	8	16	13	17	13	83	75	71	0	0	0
Limited English Proficient Students	15	64	4711	107	50	96	413	410	422	50	75	61	0	14	13	50	11	26	0	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	15	37	10168				468	443	453	17	47	32	8	13	18	75	41	50	0	0	0
Non-Economically Disadvantaged	390	2173	44922				491	489	484	5	8	13	15	18	13	80	74	73	0	0	0

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.

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?	NA
	Met Graduation Rate?	Y
	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
9	Reading	90	55	53	43	100	47	46	37	88	54	52	41
	Language	90	54	53	41	100	39	48	38	94	53	53	42
	Mathematics	90	74	71	59	100	59	65	56	94	68	68	60

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

SMHS has a Safety Committee, a Crisis Plan, on-going training for our Crisis Team, monthly practice fire drills and periodic mock lock-downs, peer mediation, security personnel, security cameras, and an on-site, full-time School Resource Officer.

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	Heather Glaeser	(602) 867-5323
Transportation Policy	Skip Brown	(602) 493-6320
Community Resources	Karen Reuter	(602) 867-5328
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lori Runyan	(602) 492-9236
Student Health/Nurse	Karen Reuter	(602) 867-5328

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