

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2902 East Shea Boulevard, 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 ^(a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

(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 : Ms. Heather Glaeser
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 1966
 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 to their full academic potential, develop respect for others, and build their own self-worth and self-confidence.

School / Academic Goals

- ü Students will demonstrate improved competency with technology.
- ü Students will demonstrate improved writing skills across all curriculum areas.
- ü Students will demonstrate improved reading skills across all curriculum areas.
- ü Students will demonstrate improvement in their ability to apply math skills to real-life situations.

Enrollment

October 1, 2003 School Year Student Enrollment : 1885
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 268

Instructional Programs

- ü Advanced Placement/Honors
- ü College Credit Classes
- ü State-of-the-Art Technology Integration
- ü Comprehensive Fine Arts Program
- ü Technology-based Learning
- ü Special Education - Inclusion Model
- ü Tutoring
- ü Vocational Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We will provide a climate where students are challenged appropriately by a rigorous curriculum and taught in a quality, student-centered environment. Academic, social, and emotional growth of students is fostered and measured in a variety of ways. All adults in the community contribute to student success through their professionalism, continuous learning, and respectful behavior, which is characterized by the collaboration of stakeholders.

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.

Transportation Policy

The PVUSD transportation policy is followed.

School Honors

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

Award/Honor	Year
ü TEAM State Champions	2004
ü National Merit Scholarship Finalists/Flinn Scholar	2004
ü Outstanding Teen Republican for State of AZ	2004
ü Baseball and Basketball Regional Winners	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	492	2536	65934	98	99	100	503	503	492	27	28	43	19	20	18	37	34	24	17	18	15
All Students (Prior Year)	418	2301	57534	92	88	91	500	498	491	37	37	46	19	19	16	27	27	23	17	17	15
Female	241	1256	32586	98	99	100	504	503	491	28	28	44	19	20	19	38	33	24	15	19	14
Male	250	1278	33226	98	99	99	503	502	493	26	28	42	19	20	18	37	34	24	19	18	16
African American	11	67	3042	92	96	98	497	484	478	36	52	58	0	18	19	55	28	17	9	2	6
Hispanic	58	326	21740	100	99	100	480	476	475	52	58	63	13	20	17	33	19	15	2	3	5
Asian/Pacific Islander	12	98	1643	100	100	99	503	523	519	33	18	23	8	10	13	42	33	30	17	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	404	2017	34819	97	99	99	507	506	505	23	23	27	21	21	20	36	36	31	20	21	22
Students with Disabilities	35	228	6507	83	96	100	476	463	456	57	78	83	14	15	9	29	6	6	0	1	2
Students without Disabilities	457	2308	59427	100	99	100	504	505	494	26	25	41	19	20	19	37	35	25	17	19	16
Limited English Proficient Students	19	133	6793	100	100	100	471	474	464	63	67	79	16	12	11	21	13	8	0	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	71	375	18745				490	483	475	35	51	64	24	23	16	37	21	15	5	6	5
Non-Economically Disadvantaged	421	2161	47182				506	506	499	25	24	35	18	19	19	37	36	27	19	21	19

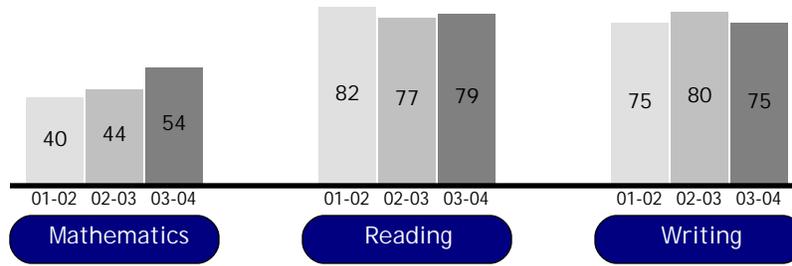
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	501	2564	68162	100	99	100	526	526	509	5	8	18	16	17	24	68	63	51	11	12	8
All Students (Prior Year)	384	2132	56700	85	81	89	527	527	512	5	7	15	18	17	23	65	62	52	12	14	10
Female	243	1261	33509	99	99	100	531	531	513	5	7	15	13	14	23	70	65	52	13	15	9
Male	255	1294	34521	99	98	100	522	521	505	5	9	20	19	19	24	67	61	49	9	10	7
African American	10	67	3163	91	94	99	540	512	497	0	7	22	40	33	30	50	56	46	10	5	3
Hispanic	56	326	22624	93	96	100	502	489	487	22	32	32	27	28	31	45	37	35	5	3	2
Asian/Pacific Islander	12	97	1666	100	100	100	523	531	523	0	3	11	25	16	17	67	68	60	8	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	412	2035	35727	99	99	100	530	532	526	2	4	7	13	14	17	73	67	64	12	14	12
Students with Disabilities	34	231	6845	85	95	100	489	482	468	28	31	53	31	40	29	38	28	18	3	1	1
Students without Disabilities	467	2333	61317	100	99	100	529	529	512	3	6	15	15	15	23	70	65	53	11	13	8
Limited English Proficient Students	17	138	7152	100	100	100	482	473	464	56	57	57	6	17	31	38	22	12	0	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	73	379	19528				502	498	487	19	25	31	22	27	32	58	45	34	1	3	2
Non-Economically Disadvantaged	428	2185	48595				530	530	518	2	5	13	15	15	20	70	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	495	2548	67629	98	98	100	549	538	524	10	14	22	15	16	16	73	67	59	2	3	3
All Students (Prior Year)	405	2210	55090	90	84	87	490	488	479	6	9	16	15	18	13	80	73	70	0	0	0
Female	240	1252	33347	98	98	100	561	551	537	5	11	17	14	13	15	76	72	64	4	4	4
Male	252	1288	34151	98	98	99	537	525	512	14	18	27	15	19	18	69	61	54	1	2	2
African American	10	68	3150	91	96	99	535	521	515	10	18	24	10	19	19	80	61	56	0	2	2
Hispanic	54	321	22313	90	94	100	501	484	493	33	38	34	13	18	19	54	43	46	0	1	1
Asian/Pacific Islander	12	97	1659	100	100	100	581	576	564	0	7	11	8	12	12	83	69	68	8	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	408	2023	35593	98	98	99	555	546	547	7	10	13	15	16	14	76	71	69	3	3	4
Students with Disabilities	34	229	6712	85	95	100	477	468	445	44	48	61	31	18	18	25	34	21	0	1	0
Students without Disabilities	461	2319	60917	100	99	100	554	543	530	8	12	19	14	16	16	76	69	61	3	3	3
Limited English Proficient Students	14	130	6994	88	98	100	454	448	442	50	56	58	7	13	18	43	31	23	0	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	67	372	19310				515	493	489	24	32	35	19	20	20	55	47	44	1	1	1
Non-Economically Disadvantaged	428	2176	48278				554	546	538	8	11	17	14	16	15	76	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	47	46	37	88	54	52	41	79	49	NA	42
	Language	100	39	48	38	94	53	53	42	89	46	54	42
	Mathematics	100	59	65	56	94	68	68	60	89	65	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/Business/Community Relations
- Ü School Safety Issues
- Ü Student Discipline
- Ü School Action Plan
- Ü District Long-Range Plan
- Ü District Financial Input

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	69.40
Other Professional Staff	16.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	4	0	0
10 or more years	6	65	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 57
 Core academic classes taught by Highly Qualified (NCLB) teachers. 284
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Multimedia & Computer Labs
- Ü Media Center
- Ü Performing Arts Center
- Ü Two Gyms

Extracurricular Activities

- Ü Performing Arts
- Ü Academic Decathlon, Key Club, Mock Trial
- Ü Student Government
- Ü Cheer/Pom, Backpacking, ROTC Rocket Club
- Ü Speech and Debate, Honor Societies
- Ü Ambassadors, Principal's Advisory
- Ü Comprehensive Sports Program
- Ü Women Scholars/Gentlemen's League

Social Services

- Ü School Psychologists
- Ü Peer Mentoring
- Ü Peer Mediation
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Cultural Diversity Group

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Ninety percent of students go on to college; ACT & SAT scores continue to rise and are well above state & national averages; eighty-three percent of Advanced Placement students received college credit; National Merit Finalists and Flinn Scholar 2004.
- ü TEAMS (ASU Tests of Engineering Aptitude, Mathematics and Science) State Champions 2003 and 2004; March of Dimes State Champions Fundraising 2003 and 2004, 1st place nationally 2003; Speech and Debate state and national winners
- ü Athletic regional and state championships in track, basketball, cross country, swim and dive, pom, and baseball. Coach of the Year: Cheer.
- ü The Arts: State and national championships in band, orchestra, choir and visual arts; 2004 Scholastic Award for Newspaper and Yearbook

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	89			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

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) :

3

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 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 0 Copies = \$0.00

** 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.