

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Mitch von Gnechten
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : epage.pvUSD.k12.az.us/smhsweb/index.ht
 Phone Number : (602) 867-5326
 Fax Number : (602) 867-5317
 E-mail : mvongnechten@pvschools.net

Mission

The mission of Shadow Mountain High School is to lead students to high achievement and individual excellence through a system of professional expertise and positive collaboration.

Shadow Mountain High School provides its students with a world-class education. We challenge students to reach the highest levels of academic achievement and civic responsibility, in a safe and supportive environment.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Improve academic achievement
- ü Provide a safe, supportive and respectful school environment
- ü Prepare students for a productive civic/work life in a global and diverse world

Enrollment

October 1, 2005 School Year Student Enrollment : 1955
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 181

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 :	8/15/2005
Last Day of School :	5/25/2006

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 ASU TEAM State Champions	2005
ü Flinn Scholars/National Merit Scholarship Finalists	2005

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	428	2597	71130	93	98	95	709	714	701	13	14	23	9	8	13	65	58	51	13	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	1271	35465	92	98	96	712	714	702	9	12	21	8	9	13	69	59	53	13	20	13
Male	225	1326	35648	93	98	94	707	713	701	16	16	24	10	7	12	61	57	50	14	20	14
African American	16	75	3868	94	96	95	711	700	686	6	20	33	6	9	17	81	60	45	6	11	6
Hispanic	61	355	25103	86	97	95	688	684	685	31	37	34	10	12	16	54	46	45	5	6	5
Asian/Pacific Islander	NC	89	1805	NC	98	98	NC	733	731	NC	7	9	NC	11	7	NC	42	50	NC	40	34
American Indian/Alaskan Native	NC	25	4241	NC	96	90	NC	700	679	NC	20	39	NC	12	19	NC	56	39	NC	12	3
White	337	2052	36075	94	98	95	712	719	715	9	10	12	9	7	9	66	61	58	15	22	21
Students with Disabilities	29	224	5862	51	86	71	666	667	658	52	54	63	7	16	15	38	28	20	3	2	2
Students without Disabilities	399	2373	65268	99	99	98	712	718	705	10	10	19	9	7	12	67	61	54	14	22	15
Limited English Proficient Students	14	101	4859	82	96	93	661	655	662	57	72	64	21	11	15	21	17	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	27	169	22957	84	94	93	689	689	685	22	33	34	22	14	17	56	47	44	NA	6	5
Non-Economically Disadvantaged	401	2428	48173	93	98	96	710	715	709	12	13	17	8	7	11	66	59	55	14	21	18

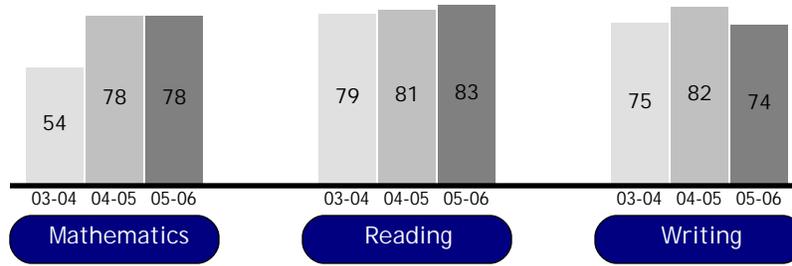
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	454	2642	73018	95	99	97	719	719	703	3	4	6	13	13	23	73	72	64	10	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	215	1287	36181	96	98	97	726	723	708	2	3	4	12	11	21	73	72	65	14	14	9
Male	239	1355	36816	95	99	96	713	714	699	4	5	7	15	15	24	74	71	62	7	9	7
African American	16	77	3976	94	97	96	727	709	689	NA	5	8	6	13	29	88	77	59	6	5	3
Hispanic	68	368	25801	91	98	96	695	682	683	9	15	10	25	29	34	57	52	53	9	4	3
Asian/Pacific Islander	NC	89	1812	NC	98	98	NC	726	722	NC	NA	3	NC	16	15	NC	66	66	NC	18	16
American Indian/Alaskan Native	NC	26	4389	NC	96	93	NC	710	675	NC	4	9	NC	8	42	NC	85	47	NC	4	1
White	355	2082	37024	96	99	97	723	725	721	2	2	2	11	10	12	76	75	73	11	13	13
Students with Disabilities	52	256	7170	87	94	85	666	667	654	19	16	23	33	40	47	46	44	29	2	0	1
Students without Disabilities	402	2386	65848	96	99	98	725	724	708	1	2	4	11	10	20	77	75	67	11	13	9
Limited English Proficient Students	17	109	5099	94	99	95	656	637	641	24	38	29	53	52	59	24	10	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	31	182	23912	89	96	94	695	692	681	6	9	10	32	29	36	55	55	52	6	7	2
Non-Economically Disadvantaged	423	2460	49106	96	99	98	721	721	714	3	3	4	12	12	16	75	73	69	11	12	11

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	454	2631	72810	95	98	96	700	694	685	5	5	6	21	25	30	60	61	58	14	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	217	1287	36111	96	98	97	714	706	695	3	3	4	14	17	23	63	67	65	20	13	8
Male	237	1344	36678	94	98	95	688	684	674	6	7	9	28	31	36	58	56	52	8	6	3
African American	16	77	3962	94	97	96	716	691	675	NA	3	8	13	29	33	81	65	55	6	4	3
Hispanic	67	363	25735	89	97	96	678	662	669	12	17	10	34	40	41	42	38	48	12	6	2
Asian/Pacific Islander	NC	90	1809	NC	99	97	NC	707	704	NC	1	4	NC	22	19	NC	66	65	NC	11	13
American Indian/Alaskan Native	NC	25	4370	NC	93	92	NC	698	670	NC	NA	9	NC	32	39	NC	60	50	NC	8	2
White	355	2076	36915	96	99	97	704	700	697	4	3	3	19	22	21	63	65	67	14	10	8
Students with Disabilities	54	257	7071	90	95	84	642	639	634	20	26	24	52	47	53	22	24	21	6	2	1
Students without Disabilities	400	2374	65739	96	99	98	707	700	689	3	3	4	17	22	27	66	65	62	15	10	6
Limited English Proficient Students	15	102	5046	83	93	94	630	606	621	27	42	31	67	54	56	7	3	12	NA	1	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	31	175	23814	89	93	94	666	668	667	13	13	10	42	39	41	35	43	47	10	5	2
Non-Economically Disadvantaged	423	2456	48996	96	99	97	703	696	693	4	4	4	20	23	24	62	63	64	14	10	7

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 2005-06

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	79	49	NA	42	90	55	60	51	93	63	63	52
	Language	89	46	54	42	90	52	58	50	93	61	61	50
	Mathematics	89	65	71	63	92	55	58	50	89	59	61	50

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

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

Council Duties

- Ü School Action Plan
- Ü Curricular Programs Input
- Ü Bond Expenditures Input
- Ü School/Business/Community Relations
- Ü District Long-Range Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	88.40
Other Professional Staff	11.20	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	13	0	0
4 to 6 years	9	8	0	0
7 to 9 years	3	7	0	0
10 or more years	4	38	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	318
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	5%

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
- Ü Student Government
- Ü Cheer/Pom, ROTC Rocket Club
- Ü Speech and Debate, Honor Societies
- Ü Principal's Advisory
- Ü Comprehensive Sports Program
- Ü Society of Women Scholars/March of Dimes

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eighty-six % of students go to college, ACT & SAT scores above state & national averages, sixty-eight percent of AP students received college credit, over three hundred students received dual enrollment credit, National Merit Finalists 2005 and 2006.
- ü TEAMS (ASU Tests of Engineering Aptitude, Mathematics and Science) State Champions 2003,2004, 2005; March of Dimes State Champions Fundraising 2004,2005, 2006; 1st place nationally 2004, 2005, 2006; Speech and Debate state and national winners.
- ü Academic Decathlon 2nd Place in Region, boys cross country 2nd Place in state, boys swim 2nd place in state, national recognition in pom and cheer.
- ü The Arts: State, national championships in band, orchestra, choir, visual arts; District 1st place poetry winners; Newspaper and Yearbook national awards; Winners in PV/Scottsdale Rotary Youth Salute; Rotary National Female Leadership Award

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	94	NA	NA	81

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

SMHS has a Safety Committee, a Crisis Plan, on-going training for our Crisis Team, Anti-Bullying Program, 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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	Mitch vonGnechten	(602) 867-5323
Transportation Policy	Jim Lee	(602) 493-6320
Community Resources	Karen Reuter	(602) 867-5328
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Tammy Schaffer-Harvey	
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.

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 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.

6 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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** 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.