

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1302 S. Avenida Vega, Tucson, AZ 85710

Tucson 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. Richard Manuel Gastellum
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 1597
 Web Address : edweb.tusd.k12.az.us/paloverde
 Phone Number : (520) 584-7400
 Fax Number : (520) 584-7441
 E-mail : richard.gastellum@tusd.k12.az.us

Mission

A Palo Verde Magnet High School graduate will be a creative problem solver capable of utilizing the skills of communication, computation and information retrieval. She/he will develop successful patterns of working independently and in a team.

School / Academic Goals

- ü Students will learn the skills by which information is acquired, evaluated and assimilated in order to develop competencies for lifelong learning.
- ü Students will develop essential communication skills and will learn the core technical skills required for competency in the 21st Century.

Enrollment

October 1, 2003 School Year Student Enrollment : 1564
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- ü Engineering College Prep
- ü Concurrent College Credit Enrollment
- ü Information Processing Technology
- ü Automotive Technology

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 30 minutes
First Day of School : 8/16/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

Our responsibility is to ensure that parents have ample opportunity to be involved in the education of their child, keeping them informed about their childrens' progress, responding to questions, and working with them to resolve problems that occur.

Parents

Parents should: Instill in their children a desire to learn, an appreciation for the value of knowledge and a willingness to work hard to achieve an academic goal, ensure that their children attend school every day and bring all their materials.

Transportation Policy

We adhere to the TUSD transportation policies. Licensed students are allowed to drive to school upon obtaining a parking permit. Magnet students who live outside the PV home school area are provided transportation to/from school at no charge.

School Honors

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

Award/Honor	Year
ü 4-A Arizona State Athletic Director of the Year	2001
ü Arizona State ScienceTeacher of the Year	2001

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	342	4071	65934	98	98	100	486	490	492	44	46	43	24	17	18	23	22	24	9	15	15
All Students (Prior Year)	338	3544	57534	86	88	91	485	488	491	50	52	46	20	16	16	24	20	23	5	13	15
Female	169	2046	32586	97	97	100	485	490	491	45	46	44	25	18	19	25	23	24	4	14	14
Male	173	2018	33226	99	98	99	488	490	493	43	46	42	22	17	18	21	22	24	14	15	16
African American	41	250	3042	93	96	98	486	479	478	41	57	58	29	20	19	24	17	17	5	6	6
Hispanic	120	1788	21740	95	97	100	479	475	475	55	62	63	24	17	17	16	16	15	5	5	5
Asian/Pacific Islander	11	96	1643	92	100	99	489	516	519	36	24	23	36	14	13	27	29	30	0	33	34
American Indian/Alaskan Native	NC	134	4351	NC	98	99	NC	464	472	NC	78	68	NC	9	16	NC	11	13	NC	2	4
White	159	1779	34819	99	98	99	491	508	505	38	27	27	22	18	20	26	29	31	14	26	22
Students with Disabilities	37	426	6507	90	85	100	444	453	456	97	88	83	3	6	9	0	4	6	0	2	2
Students without Disabilities	305	3645	59427	99	100	100	491	494	494	38	42	41	26	18	19	26	24	25	10	16	16
Limited English Proficient Students	20	479	6793	100	100	100	457	458	464	85	83	79	15	11	11	0	5	8	0	1	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	121	1415	18745				477	472	475	60	65	64	18	17	16	16	14	15	6	4	5
Non-Economically Disadvantaged	221	2656	47182				491	500	499	35	36	35	27	18	19	27	26	27	11	20	19

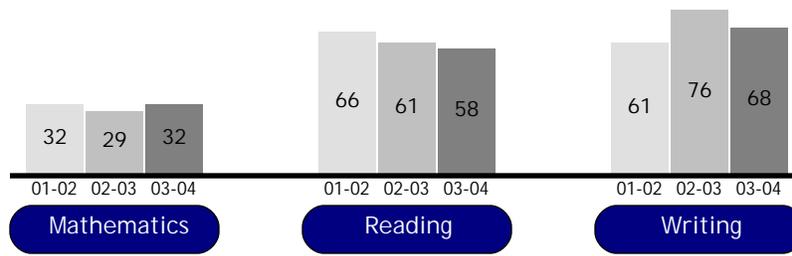
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	357	4214	68162	98	98	100	507	505	509	17	22	18	25	23	24	53	47	51	5	8	8
All Students (Prior Year)	322	3496	56700	82	87	89	509	507	512	12	21	15	27	24	23	55	46	52	6	10	10
Female	177	2115	33509	96	98	100	510	511	513	13	18	15	28	24	23	54	49	52	5	9	9
Male	180	2095	34521	99	97	100	504	499	505	20	26	20	23	23	24	52	45	49	5	6	7
African American	44	262	3163	94	96	99	501	495	497	16	25	22	25	28	30	57	45	46	2	2	3
Hispanic	123	1851	22624	94	96	100	498	488	487	23	32	32	26	29	31	50	37	35	2	2	2
Asian/Pacific Islander	11	101	1666	92	100	100	516	515	523	9	15	11	27	20	17	45	54	60	18	11	12
American Indian/Alaskan Native	NC	135	4592	NC	91	100	NC	475	484	NC	44	32	NC	29	37	NC	26	30	NC	2	1
White	170	1840	35727	100	99	100	514	526	526	13	10	7	25	17	17	55	59	64	7	14	12
Students with Disabilities	41	463	6845	89	88	100	454	463	468	71	61	53	24	23	29	5	15	18	0	0	1
Students without Disabilities	316	3751	61317	99	99	100	514	510	512	9	17	15	25	23	23	59	51	53	6	9	8
Limited English Proficient Students	21	495	7152	78	100	100	467	458	464	52	66	57	33	24	31	14	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	132	1489	19528				494	484	487	27	37	31	24	28	32	45	33	34	3	2	2
Non-Economically Disadvantaged	225	2725	48595				514	517	518	10	14	13	26	21	20	58	55	57	6	11	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	358	4179	67629	98	97	100	528	523	524	15	22	22	18	16	16	67	59	59	1	3	3
All Students (Prior Year)	315	3089	55090	80	77	87	475	474	479	14	20	16	10	12	13	76	67	70	0	0	0
Female	175	2102	33347	95	97	100	540	538	537	8	16	17	19	15	15	72	65	64	1	4	4
Male	182	2072	34151	100	96	99	517	509	512	20	29	27	17	16	18	62	52	54	1	2	2
African American	46	262	3150	98	96	99	525	511	515	11	22	24	20	17	19	70	60	56	0	1	2
Hispanic	124	1822	22313	95	95	100	520	501	493	15	30	34	23	17	19	62	52	46	0	1	1
Asian/Pacific Islander	11	101	1659	92	100	100	566	562	564	0	10	11	27	16	12	73	63	68	0	11	9
American Indian/Alaskan Native	NC	136	4528	NC	91	99	NC	482	492	NC	40	35	NC	19	21	NC	41	42	NC	0	1
White	167	1835	35593	99	98	99	533	549	547	15	14	13	14	14	14	69	67	69	2	5	4
Students with Disabilities	42	454	6712	91	86	100	436	443	445	64	62	61	21	18	18	14	20	21	0	0	0
Students without Disabilities	316	3725	60917	99	98	100	540	533	530	8	18	19	17	16	16	74	63	61	1	3	3
Limited English Proficient Students	21	476	6994	78	100	100	452	434	442	52	63	58	38	16	18	10	20	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	134	1466	19310				511	489	489	25	35	35	17	18	20	57	46	44	1	1	1
Non-Economically Disadvantaged	224	2713	48278				538	542	538	8	16	17	18	15	15	72	65	65	1	4	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.

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?	N
	Met Attendance Rate?	Y
	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 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	35	33	37	90	37	40	41	77	33	NA	42
	Language	100	33	33	38	92	34	40	42	80	35	37	42
	Mathematics	100	55	50	56	94	58	57	60	80	53	57	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)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Climate
- Ü School Finances
- Ü School Academics

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	88.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	7	0	0
4 to 6 years	9	1	0	0
7 to 9 years	4	2	0	0
10 or more years	12	38	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 48
 Core academic classes taught by Highly Qualified (NCLB) teachers. 238
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü 480 Student-use Computers
- Ü Two Engineering Course Labs

Extracurricular Activities

- Ü Academic Decathlon Club
- Ü Numerous Special Interest Clubs
- Ü All Major Girls Sports
- Ü All Major Boys Sports
- Ü MESA

Social Services

- Ü School-to-Work Programs
- Ü Funding for Technological Education
- Ü Job Shadowing
- Ü Parent-Teacher-Student Association

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü PVHMS has won national acclaim for its 20,000 gallon wetland project and for the student work using this facility. PV engineering students designed and built major portions of the 5KW photovoltaic system installed in the school this year.
- ü Three classes in engineering were offered this year: Exploring Engineering for sophomores, Project Engineering for juniors and Design Engineering (college credit) for seniors. These courses prepare students to succeed in engineering college programs.
- ü PVHMS' Automotive Technology Program is nationally recognized and offers NATEF/ASE/AYES certified instruction.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	89	98	98	94
Retention Rate ⁹	10	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	0			2
Graduation Rate ¹²	92			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

We have policies in effect that are strictly enforced to ensure that a safe/secure environment exists. In addition, our teachers/administrators work to create a climate conducive to learning by minimizing classroom disruptions and student absences.

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) :

47

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	Richard Gastellum	(520) 584-7403
Transportation Policy	Rene Allison	(520) 584-7403
Community Resources	Rene Allison	(520) 584-7403
School Nutrition Programs	Rene Allison	(520) 584-7403
Parent Organization	Rene Allison	(520) 584-7403
Student Health/Nurse	Eliana Griffen	(520) 584-7417

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.

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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.