

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	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 : 07:00 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 1579
 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, 2004 School Year Student Enrollment : 1586
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 143

Instructional Programs

- ü Engineering College Prep
- ü Dual College Credit Enrollment
- ü Information Processing Technology
- ü Automotive Technology
- ü Graphic Arts Technology
- ü Machine Tooling
- ü Cisco Networking

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

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 inquiries, and working with them to resolve problems that occur.

Parents

Parents should: Instill in their children a desire to become life long learners; 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 come prepared.

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 State of Arizona Counselor of the year	2004
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	419	4134	69846	100	98	100	699	694	699	18	23	21	15	13	11	56	48	49	12	17	18
All Students (Prior Year)	342	4071	65934	98	98	100	486	490	492	44	46	43	24	17	18	23	22	24	9	15	15
Female	212	2050	34328	100	98	99	698	697	702	15	21	19	14	14	12	60	50	51	10	16	18
Male	207	2083	35509	100	97	100	699	691	696	22	24	23	15	12	11	51	46	48	13	18	18
African American	44	268	3535	100	96	100	680	682	677	19	27	31	17	15	15	57	48	46	7	10	8
Hispanic	143	1822	23363	100	97	100	697	678	680	23	33	32	17	17	16	50	44	45	10	7	7
Asian/Pacific Islander	19	132	1742	100	100	99	707	723	733	6	14	8	24	11	7	65	45	46	6	30	38
American Indian/Alaskan Native	10	122	4785	100	93	100	713	659	671	0	34	39	11	23	17	78	39	39	11	4	5
White	203	1790	36421	100	99	99	703	712	714	17	12	12	12	8	8	57	53	54	14	27	26
Students with Disabilities	57	485	7690	100	97	100	641	578	593	70	62	64	16	16	14	14	20	21	0	1	2
Students without Disabilities	362	3649	62220	100	98	99	708	709	712	10	17	16	14	12	11	62	52	53	13	19	20
Limited English Proficient Students	26	369	5834	100	100	100	668	613	612	37	48	46	15	20	20	46	31	31	2	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	170	1384	21421	100	91	92	697	686	686	21	35	35	14	14	15	56	43	43	9	7	7
Non-Economically Disadvantaged	249	2750	48489	100	100	100	699	698	704	17	16	15	15	12	10	55	50	52	13	22	23

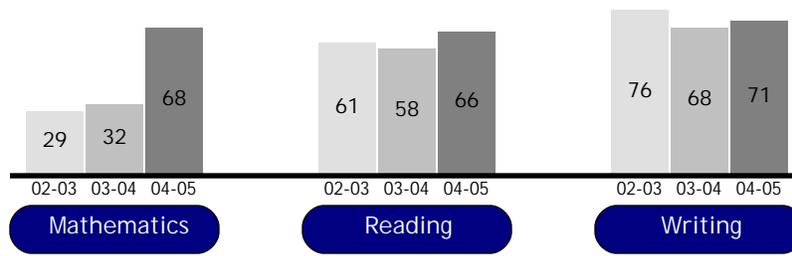
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	4182	71311	100	98	100	689	691	694	7	8	7	26	22	21	62	62	63	4	9	9
All Students (Prior Year)	357	4214	68162	98	98	100	507	505	509	17	22	18	25	23	24	53	47	51	5	8	8
Female	210	2058	34899	100	98	100	691	697	700	3	6	5	26	21	19	67	64	66	4	10	10
Male	200	2124	36430	99	97	100	686	685	688	12	10	9	26	22	22	57	60	61	5	8	8
African American	42	267	3573	100	95	100	665	681	676	5	6	9	30	27	26	65	63	60	0	4	4
Hispanic	139	1842	24056	99	97	100	683	671	672	8	12	13	34	31	31	55	53	53	3	3	3
Asian/Pacific Islander	18	133	1731	95	100	98	693	709	717	0	5	3	35	17	13	65	66	68	0	12	16
American Indian/Alaskan Native	10	130	5110	100	94	100	699	652	661	0	12	14	11	35	38	89	51	46	0	1	2
White	201	1810	36841	100	99	99	697	712	713	8	3	3	20	11	12	65	70	72	7	16	13
Students with Disabilities	57	488	8021	100	95	100	623	571	590	39	28	27	46	44	42	14	28	29	0	1	1
Students without Disabilities	353	3694	63379	100	98	100	700	706	707	2	5	5	23	19	18	70	66	68	5	10	10
Limited English Proficient Students	29	391	6402	100	100	100	642	594	596	13	25	25	58	47	44	30	27	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	164	1415	22243	95	91	93	686	677	677	7	14	14	30	31	32	60	51	51	3	3	3
Non-Economically Disadvantaged	246	2767	49157	100	100	100	691	698	702	7	4	4	24	17	16	64	67	69	5	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	407	4168	70868	100	97	100	689	684	688	4	5	5	26	23	23	68	66	63	3	6	9
All Students (Prior Year)	358	4179	67629	98	97	100	528	523	524	15	22	22	18	16	16	67	59	59	1	3	3
Female	208	2053	34710	100	98	99	693	693	697	2	4	3	23	19	19	71	69	66	4	8	12
Male	199	2115	36176	99	97	100	684	674	678	5	6	7	29	26	27	64	63	59	2	4	7
African American	40	265	3557	95	95	99	675	681	675	8	5	7	16	24	25	68	66	62	8	5	6
Hispanic	142	1839	23868	100	97	100	684	671	670	4	8	9	28	31	33	66	59	55	1	2	4
Asian/Pacific Islander	18	133	1732	95	100	98	691	702	713	0	5	2	24	13	12	76	75	64	0	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	198	1800	36710	100	98	99	694	697	702	3	2	2	27	16	15	67	72	69	3	10	13
Students with Disabilities	55	481	7900	96	94	100	628	568	580	24	18	22	59	50	49	15	32	28	2	1	1
Students without Disabilities	352	3687	63054	100	98	99	699	698	701	0	3	3	21	20	20	76	70	67	3	7	10
Limited English Proficient Students	29	389	6308	100	100	100	649	594	591	3	19	19	54	44	47	41	37	33	3	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	161	1404	21994	93	91	92	687	674	673	4	10	10	28	33	36	68	55	52	1	2	3
Non-Economically Disadvantaged	246	2764	48960	100	100	100	690	688	694	3	2	3	25	18	18	68	71	67	4	8	12

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?	Not Evaluated
	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 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	37	40	41	77	33	NA	42	86	47	48	51
	Language	92	34	40	42	80	35	37	42	86	45	46	50
	Mathematics	94	58	57	60	80	53	57	63	85	43	46	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)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Climate
- Ü School Finances
- Ü School Academics
- Ü Instructional Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	82.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	8	0	0
4 to 6 years	8	3	0	0
7 to 9 years	4	2	0	0
10 or more years	12	42	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	232
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Job Placement
- Ü Student support groups
- Ü Conflict mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	97	NA	NA	79

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

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.

We follow the guidelines for student rights and responsibilities as established by our school board.

We require that all students wear their ID.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

146

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	Russ Mead	(520) 584-7544
Transportation Policy	Yvonne Ramirez	(520) 584-7406
Community Resources	Beverly Elliott	(520) 584-7418
School Nutrition Programs	Connie Bissell	(520) 584-7423
Parent Organization	Rene Allison	(520) 584-7403
Student Health/Nurse	Eliana Griffin	(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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.