

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Tina Isaac
 Schedule : 07:00 AM to 04:30 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us/paloverde
 Phone Number : (520) 584-7400
 Fax Number : (520) 584-7441
 E-mail : tina.isaac@tusd1.org

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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	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 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, 2005 School Year Student Enrollment : 1528
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

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	358	3907	71130	95	93	95	695	701	701	24	23	23	15	13	13	53	51	51	8	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	178	1942	35465	95	95	96	693	702	702	21	21	21	17	14	13	57	52	53	5	13	13
Male	180	1965	35648	95	92	94	697	700	701	26	25	24	13	12	12	49	50	50	12	14	14
African American	55	290	3868	100	98	95	679	679	686	40	40	33	13	14	17	45	41	45	2	4	6
Hispanic	132	1807	25103	99	93	95	688	688	685	33	31	34	17	16	16	45	47	45	5	6	5
Asian/Pacific Islander	15	134	1805	94	98	98	719	727	731	NA	10	9	7	5	7	67	53	50	27	31	34
American Indian/Alaskan Native	NC	115	4241	NC	86	90	NC	681	679	NC	44	39	NC	10	19	NC	40	39	NC	6	3
White	149	1560	36075	90	93	95	705	719	715	11	10	12	15	9	9	62	58	58	11	22	21
Students with Disabilities	58	361	5862	98	65	71	656	659	658	74	63	63	10	14	15	16	22	20	NA	1	2
Students without Disabilities	300	3546	65268	95	98	98	702	704	705	14	19	19	16	12	12	60	54	54	10	14	15
Limited English Proficient Students	19	353	4859	90	89	93	665	658	662	63	70	64	11	10	15	26	19	20	NA	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	131	1325	22957	95	91	93	691	684	685	29	36	34	15	17	17	50	42	44	7	5	5
Non-Economically Disadvantaged	227	2582	48173	95	95	96	697	710	709	21	17	17	15	10	11	55	55	55	9	17	18

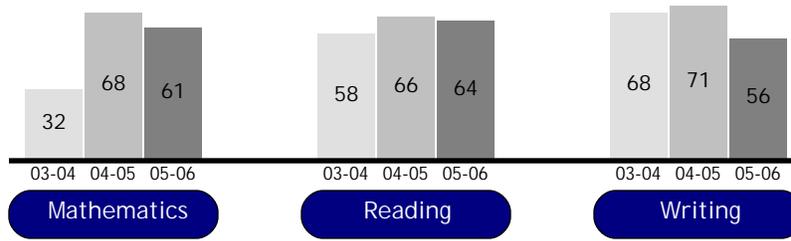
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	352	4113	73018	93	96	97	692	699	703	7	7	6	28	26	23	59	60	64	5	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	173	2019	36181	91	97	97	695	704	708	5	5	4	24	23	21	66	63	65	4	9	9
Male	179	2093	36816	95	95	96	690	693	699	9	9	7	32	28	24	52	57	62	7	6	7
African American	53	302	3976	98	99	96	681	677	689	9	16	8	40	32	29	47	50	59	4	2	3
Hispanic	128	1900	25801	95	96	96	684	683	683	9	9	10	34	34	34	54	53	53	3	3	3
Asian/Pacific Islander	14	137	1812	93	99	98	692	720	722	NA	2	3	36	18	15	64	66	66	NA	14	16
American Indian/Alaskan Native	NC	128	4389	NC	91	93	NC	678	675	NC	6	9	NC	46	42	NC	45	47	NC	2	1
White	151	1646	37024	89	96	97	703	720	721	6	3	2	18	14	12	68	69	73	8	14	13
Students with Disabilities	59	530	7170	98	93	85	652	652	654	32	24	23	41	48	47	27	27	29	NA	1	1
Students without Disabilities	293	3583	65848	92	97	98	700	705	708	2	4	4	26	22	20	66	64	67	6	9	9
Limited English Proficient Students	20	379	5099	87	93	95	639	636	641	25	34	29	70	55	59	5	11	12	NA	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	128	1425	23912	91	94	94	685	677	681	9	11	10	32	39	36	59	47	52	1	2	2
Non-Economically Disadvantaged	224	2688	49106	93	98	98	697	710	714	6	5	4	26	19	16	59	66	69	8	11	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	353	4094	72810	93	96	96	678	681	685	7	7	6	37	32	30	53	55	58	3	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	173	1999	36111	91	96	97	690	694	695	3	4	4	28	25	23	65	63	65	3	8	8
Male	180	2094	36678	95	96	95	666	670	674	10	10	9	47	40	36	41	47	52	2	3	3
African American	54	300	3962	100	99	96	665	660	675	15	18	8	35	30	33	48	50	55	2	2	3
Hispanic	125	1889	25735	93	95	96	672	672	669	6	9	10	42	39	41	50	49	48	2	3	2
Asian/Pacific Islander	13	137	1809	87	99	97	674	698	704	8	4	4	31	22	19	62	60	65	NA	14	13
American Indian/Alaskan Native	NC	126	4370	NC	89	92	NC	674	670	NC	6	9	NC	46	39	NC	47	50	NC	2	2
White	155	1642	36915	92	96	97	686	696	697	5	4	3	35	25	21	55	62	67	4	10	8
Students with Disabilities	59	521	7071	98	91	84	622	631	634	31	25	24	63	56	53	7	17	21	NA	1	1
Students without Disabilities	294	3573	65739	92	96	98	689	688	689	2	5	4	32	29	27	62	60	62	3	6	6
Limited English Proficient Students	20	368	5046	87	90	94	626	612	621	20	36	31	70	57	56	10	7	12	NA	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	131	1407	23814	94	93	94	676	664	667	5	11	10	39	43	41	54	44	47	2	1	2
Non-Economically Disadvantaged	222	2687	48996	93	98	97	679	690	693	8	5	4	36	27	24	52	60	64	4	8	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	77	33	NA	42	86	47	48	51	87	50	48	52
	Language	80	35	37	42	86	45	46	50	87	46	46	50
	Mathematics	80	53	57	63	85	43	46	50	87	44	44	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	86.00
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	10	10	0	0
4 to 6 years	8	5	0	0
7 to 9 years	4	7	0	0
10 or more years	26	21	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	232
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	6%
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
- ü Automotive Technology

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 2005-06

School Achievements/Accomplishments 2005-06

- 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.
- ü PVHMS won the 4A Division II Arizona State Football Championship.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	97	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

50

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	Jean Mulvaney	(520) 584-7418
School Nutrition Programs	Patricia Burke	(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."

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.