

Pinnacle High School

ARIZONA SCHOOL REPORT CARD 2003-04

3535 E. Mayo Blvd., Phoenix, AZ 85050

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 *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Richard Zielinski
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 1850
Web Address : www.pvUSD.k12.us/schools/pinnacle.htm
Phone Number : (480) 419-4400
Fax Number : (480) 419-4412
E-mail : kyork@pvUSD.k12.az.us

Mission

Pinnacle High School is designed to serve as a safe, educational center for lifelong learning. We are dedicated to developing the potential of each individual, encouraging community awareness, and stressing the importance of academic excellence.

School / Academic Goals

ü To promote academic excellence.

ü To encourage the establishment of high expectations for all students in academic performance, community commitment and personal responsibility.

Instructional Programs

ü Advanced Placement
ü ELL
ü Sports Medicine Program
ü Community Outreach Program

Enrollment

October 1, 2002 School Year Student Enrollment : 1709
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 334

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 36 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Student Responsibility
- Ü Tutoring and At-risk Programs
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Written Expression

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	73.50
Other Professional Staff	30.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	0	0	0
4 to 6 years	13	6	0	0
7 to 9 years	7	4	0	0
10 or more years	2	27	2	0

Shared Responsibilities

School

Newsletters, school calendar, report cards, electronic attendance reporting. Electronic surveillance system provides a safe campus environment. Student Honoraria, Academic After Hours, 100 clubs, competency based guidance Advanced Placement classes.

Parents

To cooperate collaboratively with the school; and support its policies. Report absences; provide appropriate attire in compliance with dress code, provide transportation for out-of-boundary students, encourage support for school-related activities.

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Labs
- Ü Information Technology Center

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Student Clubs
- Ü Pioneer Pride
- Ü Anytown Retreats

Social Services

- Ü After School Tutoring Program
- Ü Counseling Services
- Ü Health Services
- Ü Community Classes

Transportation Policy

We provide transportation services for all students within our attendance area who live farther than a one and one-half mile radius from the school and for all students with special needs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We have increased our student population to over 1900 students and have accommodated their academic needs in elective and required areas.

- ü We are implementing a mentor program for Freshmen students using upper classmen. Mentors will assist with clubs, academics, and various problems freshmen face as they transition into high school.

School Honors

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

Award/Honor	Year
ü Coach of the Year: Girls Lacrosse, Swim, Baseball	2003
ü National Board Teachers (1)	1999
ü America West/Suns Outstanding Teacher Award	2000
ü National School Nurse Certification	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	93			76

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 2002-03. 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 2003. 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. 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).

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	405	2301	57534	86	88	91	497	498	491	37	37	46	18	19	16	28	27	23	18	17	15
All Students (Prior Year)	414	2090	51010	NA	NA	NA	491	492	483	35	35	45	27	25	20	28	29	23	10	12	11
Female	206	1159	28155	86	87	90	496	496	491	39	40	47	18	19	16	28	27	24	15	15	14
Male	198	1122	28932	86	87	89	498	500	491	33	34	46	18	19	15	28	27	23	21	20	16
African American	10	53	2558	91	90	86	479	480	475	56	59	64	22	12	15	22	24	16	0	5	6
Hispanic	14	229	17547	78	81	86	478	474	475	64	64	64	14	19	15	7	12	15	14	4	6
Asian/Pacific Islander	13	58	1395	93	95	96	498	519	519	33	20	22	25	16	16	8	24	28	33	40	35
American Indian/Alaskan Native	NC	18	3794	NC	90	91	NC	478	468	NC	57	72	NC	29	13	NC	14	12	NC	0	3
White	364	1908	29790	86	87	86	498	500	501	35	34	34	18	19	17	30	28	29	18	18	20
Students with Disabilities	27	248	5562	84	98	93	446	461	461	96	82	79	4	14	10	0	4	8	0	0	3
Students without Disabilities	378	2053	51972	86	87	90	500	499	492	33	36	45	19	19	16	30	27	24	19	18	15
Limited English Proficient Students	NC	113	5467	NC	89	111	NC	457	458	NC	86	87	NC	9	7	NC	2	5	NC	2	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	NC	38	10446				NC	471	472	NC	75	70	NC	13	13	NC	13	13	NC	0	4
Non-Economically Disadvantaged	402	2263	47088				497	498	495	37	37	42	18	19	16	28	27	26	18	17	17

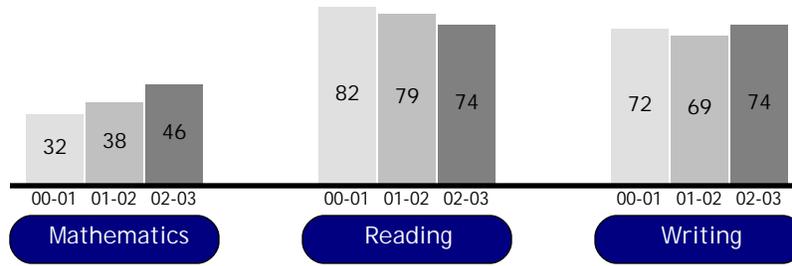
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	359	2132	56700	77	81	89	524	527	512	8	7	15	18	17	23	61	62	52	13	14	10
All Students (Prior Year)	407	2013	50525	NA	NA	NA	530	530	517	4	5	12	17	16	22	59	58	51	20	21	15
Female	179	1078	27862	75	81	89	532	533	517	6	5	12	16	15	22	59	64	54	19	17	12
Male	179	1035	28398	78	81	88	516	520	507	9	10	19	21	19	24	64	60	49	6	12	9
African American	NC	49	2529	NC	83	85	NC	504	495	NC	13	24	NC	33	31	NC	46	41	NC	8	4
Hispanic	NC	195	17305	NC	69	85	NC	497	494	NC	23	24	NC	26	31	NC	47	41	NC	3	4
Asian/Pacific Islander	12	57	1382	86	93	95	504	532	530	18	7	6	27	15	17	55	57	59	0	20	17
American Indian/Alaskan Native	NC	18	3815	NC	90	91	NC	505	489	NC	7	29	NC	36	35	NC	57	35	NC	0	2
White	326	1789	29209	77	81	84	526	530	525	7	6	9	18	15	17	62	64	59	14	16	15
Students with Disabilities	25	178	5215	78	71	87	471	487	478	38	28	43	48	38	29	14	34	25	0	0	2
Students without Disabilities	334	1954	51485	76	82	89	527	528	513	6	7	15	17	16	23	64	63	52	14	15	11
Limited English Proficient Students	NC	106	5378	NC	83	109	NC	462	471	NC	55	48	NC	38	36	NC	7	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	NC	39	10358				NC	487	492	NC	30	26	NC	36	33	NC	33	37	NC	0	4
Non-Economically Disadvantaged	356	2093	46342				524	527	516	8	7	13	18	16	21	61	62	54	13	15	12

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	402	2210	55090	86	84	87	486	488	479	9	9	16	17	18	13	74	73	70	0	0	0
All Students (Prior Year)	415	2165	50572	NA	NA	NA	487	494	481	7	5	14	24	22	23	69	73	63	0	0	1
Female	214	1154	27752	89	86	89	491	493	483	7	6	13	12	15	12	80	79	75	0	0	0
Male	187	1026	26842	82	80	83	480	483	474	10	12	20	23	21	15	67	67	65	0	0	0
African American	NC	46	2336	NC	78	78	NC	466	464	NC	25	25	NC	18	14	NC	58	62	NC	0	0
Hispanic	15	182	16391	83	65	81	477	465	458	13	27	28	33	21	16	53	53	56	0	0	0
Asian/Pacific Islander	14	61	1356	100	100	93	466	495	499	23	7	7	15	21	9	62	72	83	0	0	2
American Indian/Alaskan Native	--	17	3731	--	85	89	--	471	446	--	13	37	--	31	16	--	56	47	--	0	0
White	364	1835	29053	86	83	84	487	492	492	8	7	8	16	17	12	75	76	79	0	0	0
Students with Disabilities	21	150	4141	66	60	69	421	438	436	62	39	47	14	33	18	24	28	35	0	0	0
Students without Disabilities	381	2060	50949	87	87	89	489	490	479	6	8	16	17	17	13	77	75	71	0	0	0
Limited English Proficient Students	NC	64	4711	NC	50	96	NC	410	422	NC	75	61	NC	14	13	NC	11	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	NC	37	10168				NC	443	453	NC	47	32	NC	13	18	NC	41	50	NC	0	0
Non-Economically Disadvantaged	399	2173	44922				486	489	484	9	8	13	17	18	13	74	74	73	0	0	0

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?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	55	53	43	100	48	46	37	90	51	52	41
	Language	97	54	53	41	100	51	48	38	96	50	53	42
	Mathematics	98	74	71	59	100	71	65	56	96	70	68	60

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have participated in SWAT Team training with police, fire and medical personnel. We practice fire, and lockdown drills. Surveillance cameras and security personnel are used throughout the school with supervision by administration.

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) :

0

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 Zielinski	(480) 419-4400
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Counseling Department	(480) 419-4400
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Pinnacle Booster Club	(480) 419-4408
Student Health/Nurse	Linda Moskowitz	(480) 419-4414

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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