

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 ^(a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly 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. Jason Reynolds
 Schedule : 07:00 AM to 03:34 PM
 Grades : 9-12
 2005 Enrollment : 1928
 Web Address : phs.pvUSD.k12.az.us
 Phone Number : (480) 419-4400
 Fax Number : (480) 419-4412
 E-mail : jreynolds@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 and rigor in every classroom.
- ü To encourage the establishment of high expectations for all students in academic performance, community commitment and personal responsibility.
- ü To continue to nurture a rigorous Advanced Placement program, where all students are encouraged to participate.
- ü To prepare of all students for success beyond high school graduation.

Enrollment

October 1, 2004 School Year Student Enrollment : 1902
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 231

Instructional Programs

- ü Advanced Placement Program
- ü ELL Services
- ü Community Outreach Program
- ü Culinary Arts Program
- ü Cooperative Education Program
- ü Computer Based Instruction
- ü Early Childhood Learning Center
- ü Special Education Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

PHS is committed to communicating with our community using newsletters, school calendars, progress reports, report cards, and electronic attendance and grade reporting. We provide our community with handbooks, a code of conduct and encourage parent/teacher communication on an ongoing basis. We make campus safety our highest priority and provide our students with an exceptional learning environment. We solicit and welcome any feedback that will continue our tradition of academic excellence.

Parents

We ask that our parents work collaboratively with the school to achieve our goals and support our policies. It is critical that parents take an active role in their child's Personal Plan of Progress, encourage their children to be at school every day, accept the challenges of a rigorous curriculum, and communicate with their students about their school experience. Parents are a vital part of our school culture and are encouraged to participate in our booster club and attend our school events.

Transportation Policy

Paradise Valley Unified School District provides 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.

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)	2004
ü America West/Suns Outstanding Teacher Award	2000
ü National Merit Scholars	2003

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	491	2607	69846	99	99	100	723	714	699	5	12	21	5	7	11	61	57	49	29	25	18
All Students (Prior Year)	420	2536	65934	99	99	100	503	503	492	23	28	43	24	20	18	37	34	24	16	18	15
Female	254	1287	34328	100	99	99	728	715	702	4	10	19	6	8	12	58	59	51	32	24	18
Male	237	1314	35509	99	98	100	718	713	696	7	14	23	5	6	11	63	54	48	25	26	18
African American	13	69	3535	100	99	100	662	665	677	8	27	31	15	11	15	69	50	46	8	11	8
Hispanic	27	325	23363	100	97	100	713	678	680	24	36	32	4	12	16	44	44	45	28	8	7
Asian/Pacific Islander	NC	77	1742	NC	100	99	NC	744	733	NC	7	8	NC	4	7	NC	46	46	NC	43	38
American Indian/Alaskan Native	NC	30	4785	NC	94	100	NC	667	671	NC	23	39	NC	23	17	NC	42	39	NC	12	5
White	441	2106	36421	99	99	99	726	721	714	4	8	12	5	6	8	61	59	54	29	27	26
Students with Disabilities	38	260	7690	95	100	100	598	600	593	51	58	64	17	13	14	29	27	21	3	2	2
Students without Disabilities	453	2350	62220	100	99	99	733	727	712	2	7	16	5	6	11	63	60	53	31	27	20
Limited English Proficient Students	NC	119	5834	NC	100	100	NC	567	612	NC	49	46	NC	19	20	NC	30	31	NC	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	17	379	21421	77	87	92	713	691	686	24	32	35	0	11	15	53	49	43	24	7	7
Non-Economically Disadvantaged	474	2231	48489	100	100	100	724	718	704	5	8	15	6	6	10	61	58	52	29	28	23

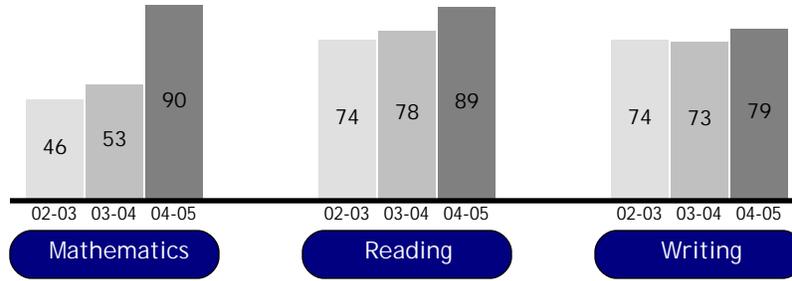
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	492	2648	71311	100	99	100	715	711	694	2	5	7	9	12	21	76	70	63	13	14	9
All Students (Prior Year)	416	2564	68162	98	99	100	527	526	509	5	8	18	17	17	24	67	63	51	11	12	8
Female	254	1299	34899	100	100	100	723	715	700	2	3	5	7	11	19	77	72	66	14	14	10
Male	238	1347	36430	100	99	100	706	707	688	2	6	9	12	12	22	74	68	61	11	14	8
African American	13	69	3573	100	96	100	657	670	676	8	11	9	8	19	26	85	60	60	0	10	4
Hispanic	27	346	24056	100	100	100	694	666	672	4	18	13	24	31	31	72	48	53	0	3	3
Asian/Pacific Islander	NC	79	1731	NC	100	98	NC	729	717	NC	0	3	NC	9	13	NC	72	68	NC	19	16
American Indian/Alaskan Native	NC	30	5110	NC	97	100	NC	667	661	NC	11	14	NC	25	38	NC	61	46	NC	4	2
White	442	2124	36841	99	99	99	718	719	713	2	2	3	8	8	12	76	74	72	14	16	13
Students with Disabilities	41	272	8021	100	100	100	594	597	590	18	24	27	47	37	42	34	37	29	0	2	1
Students without Disabilities	451	2377	63379	100	99	100	725	724	707	0	2	5	6	9	18	79	74	68	14	15	10
Limited English Proficient Students	NC	131	6402	NC	100	100	NC	550	596	NC	32	25	NC	42	44	NC	25	30	NC	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	19	406	22243	83	90	93	696	685	677	11	14	14	21	28	32	53	53	51	16	5	3
Non-Economically Disadvantaged	473	2243	49157	100	100	100	716	715	702	2	3	4	9	9	16	77	73	69	13	15	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	489	2640	70868	99	99	100	695	696	688	2	4	5	19	19	23	74	66	63	5	12	9
All Students (Prior Year)	414	2548	67629	97	98	100	543	538	524	10	14	22	16	16	16	72	67	59	1	3	3
Female	254	1291	34710	100	99	99	705	703	697	1	2	3	11	14	19	84	71	66	4	13	12
Male	235	1347	36176	98	99	100	683	689	678	4	5	7	27	23	27	64	61	59	5	11	7
African American	13	69	3557	100	96	99	638	660	675	8	6	7	23	24	25	69	61	62	0	8	6
Hispanic	28	347	23868	100	100	100	672	658	670	12	13	9	35	40	33	54	44	55	0	3	4
Asian/Pacific Islander	NC	78	1732	NC	100	98	NC	724	713	NC	0	2	NC	15	12	NC	52	64	NC	33	22
American Indian/Alaskan Native	NC	30	5001	NC	97	100	NC	664	661	NC	7	9	NC	29	41	NC	61	48	NC	4	2
White	438	2116	36710	98	99	99	698	702	702	2	2	2	17	15	15	76	70	69	5	12	13
Students with Disabilities	41	270	7900	100	100	100	571	582	580	29	23	22	55	48	49	16	26	28	0	3	1
Students without Disabilities	448	2371	63054	99	99	99	705	709	701	0	1	3	16	15	20	79	71	67	5	13	10
Limited English Proficient Students	NC	128	6308	NC	100	100	NC	546	591	NC	22	19	NC	51	47	NC	24	33	NC	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	18	410	21994	78	91	92	674	675	673	0	10	10	61	37	36	33	48	52	6	6	3
Non-Economically Disadvantaged	471	2231	48960	100	100	100	695	700	694	2	3	3	17	15	18	76	69	67	5	13	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	51	52	41	90	54	NA	42	96	66	60	51
	Language	96	50	53	42	94	55	54	42	96	64	58	50
	Mathematics	96	70	68	60	92	76	71	63	96	64	58	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Action Plan
- Ü Student Achievement
- Ü School Culture
- Ü Community Relations
- Ü Facilities
- Ü School Safety and Emergency Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	81.00
Other Professional Staff	10.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	4	1	0
4 to 6 years	13	5	0	0
7 to 9 years	3	2	0	0
10 or more years	10	28	0	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	314
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Labs
- Ü Information Technology Center
- Ü Lecture/Activity Pods
- Ü Auditorium

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Student Clubs
- Ü Pioneer Pride
- Ü Anytown Retreats
- Ü National Honor Society
- Ü Key Club
- Ü Student Government/Leadership
- Ü Society of Women Scholars

Social Services

- Ü After School Tutoring Program
- Ü Counseling Services
- Ü Health Services
- Ü Community Classes
- Ü Crisis Intervention
- Ü Peer Mediation
- Ü Teacher Assistance Team
- Ü New Alternatives Prevention Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have increased our student population 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 assist with clubs, academics, and various problems freshmen face as they transition into high school.

- ü Our teaching staff also works as academic advisers to assist students to plan for the future. They bond with students to encourage personal self esteem and promote academic challenge.

- ü Increased participation and success in Advanced Placement courses and exams.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	94	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 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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jason Reynolds	(480) 419-4400
Transportation Policy	Jeffrey Cook	(928) 493-6320
Community Resources	Counseling Department	(602) 419-4400
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Pinnacle Booster Club	(480) 419-4400
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 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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 500 Copies = \$191.00

** 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.