

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Jason Reynolds
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : epage.pvUSD.k12.az.us/phs
 Phone Number : (480) 419-4400
 Fax Number : (480) 419-4412
 E-mail : jreynolds@pvschools.net

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.

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 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, 2005 School Year Student Enrollment : 1906
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 223

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 National Merit Scholars	2005
ü National Board Teachers (2)	2005
ü State Champion Boys Golf and Spiritline	2005
ü State Runner-Up Volleyball	2005

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	464	2597	71130	100	98	95	725	714	701	4	14	23	6	8	13	65	58	51	25	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	234	1271	35465	99	98	96	724	714	702	3	12	21	8	9	13	65	59	53	24	20	13
Male	230	1326	35648	100	98	94	726	713	701	5	16	24	4	7	12	65	57	50	26	20	14
African American	10	75	3868	100	96	95	NA	700	686	NA	20	33	NA	9	17	NA	60	45	NA	11	6
Hispanic	29	355	25103	100	97	95	708	684	685	7	37	34	14	12	16	66	46	45	14	6	5
Asian/Pacific Islander	21	89	1805	100	98	98	745	733	731	NA	7	9	14	11	7	38	42	50	48	40	34
American Indian/Alaskan Native	NC	25	4241	NC	96	90	NC	700	679	NC	20	39	NC	12	19	NC	56	39	NC	12	3
White	403	2052	36075	100	98	95	725	719	715	4	10	12	4	7	9	67	61	58	24	22	21
Students with Disabilities	33	224	5862	97	86	71	673	667	658	42	54	63	27	16	15	27	28	20	3	2	2
Students without Disabilities	431	2373	65268	100	99	98	728	718	705	1	10	19	4	7	12	68	61	54	26	22	15
Limited English Proficient Students	NC	101	4859	NC	96	93	NC	655	662	NC	72	64	NC	11	15	NC	17	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	10	169	22957	100	94	93	NA	689	685	NA	33	34	NA	14	17	NA	47	44	NA	6	5
Non-Economically Disadvantaged	454	2428	48173	100	98	96	725	715	709	4	13	17	6	7	11	65	59	55	25	21	18

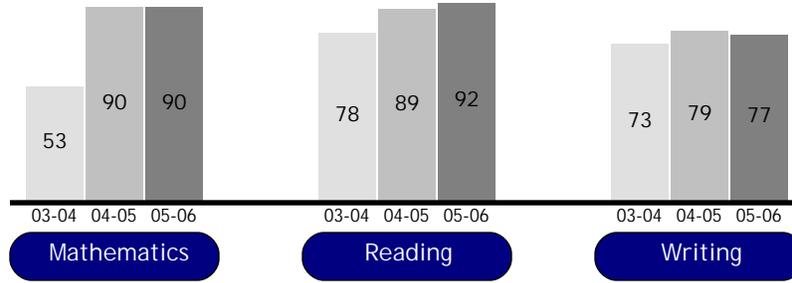
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	469	2642	73018	100	99	97	726	719	703	1	4	6	8	13	23	82	72	64	10	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	1287	36181	100	98	97	727	723	708	0	3	4	6	11	21	83	72	65	11	14	9
Male	232	1355	36816	100	99	96	724	714	699	1	5	7	9	15	24	81	71	62	9	9	7
African American	10	77	3976	100	97	96	NA	709	689	NA	5	8	NA	13	29	NA	77	59	NA	5	3
Hispanic	30	368	25801	100	98	96	712	682	683	NA	15	10	7	29	34	90	52	53	3	4	3
Asian/Pacific Islander	22	89	1812	100	98	98	731	726	722	NA	NA	3	9	16	15	77	66	66	14	18	16
American Indian/Alaskan Native	NC	26	4389	NC	96	93	NC	710	675	NC	4	9	NC	8	42	NC	85	47	NC	4	1
White	406	2082	37024	100	99	97	727	725	721	1	2	2	7	10	12	82	75	73	10	13	13
Students with Disabilities	34	256	7170	100	94	85	676	667	654	9	16	23	38	40	47	53	44	29	NA	0	1
Students without Disabilities	435	2386	65848	100	99	98	729	724	708	NA	2	4	5	10	20	84	75	67	11	13	9
Limited English Proficient Students	NC	109	5099	NC	99	95	NC	637	641	NC	38	29	NC	52	59	NC	10	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	10	182	23912	100	96	94	NA	692	681	NA	9	10	NA	29	36	NA	55	52	NA	7	2
Non-Economically Disadvantaged	459	2460	49106	100	99	98	726	721	714	1	3	4	7	12	16	82	73	69	10	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	467	2631	72810	99	98	96	702	694	685	2	5	6	21	25	30	69	61	58	8	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	237	1287	36111	100	98	97	710	706	695	0	3	4	14	17	23	76	67	65	10	13	8
Male	230	1344	36678	99	98	95	693	684	674	3	7	9	29	31	36	62	56	52	7	6	3
African American	10	77	3962	100	97	96	NA	691	675	NA	3	8	NA	29	33	NA	65	55	NA	4	3
Hispanic	30	363	25735	100	97	96	696	662	669	NA	17	10	33	40	41	57	38	48	10	6	2
Asian/Pacific Islander	22	90	1809	100	99	97	711	707	704	NA	1	4	18	22	19	73	66	65	9	11	13
American Indian/Alaskan Native	NC	25	4370	NC	93	92	NC	698	670	NC	NA	9	NC	32	39	NC	60	50	NC	8	2
White	404	2076	36915	99	99	97	702	700	697	2	3	3	20	22	21	70	65	67	8	10	8
Students with Disabilities	33	257	7071	97	95	84	651	639	634	21	26	24	42	47	53	33	24	21	3	2	1
Students without Disabilities	434	2374	65739	99	99	98	705	700	689	0	3	4	19	22	27	72	65	62	9	10	6
Limited English Proficient Students	NC	102	5046	NC	93	94	NC	606	621	NC	42	31	NC	54	56	NC	3	12	NC	1	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	175	23814	NC	93	94	NC	668	667	NC	13	10	NC	39	41	NC	43	47	NC	5	2
Non-Economically Disadvantaged	458	2456	48996	99	99	97	702	696	693	2	4	4	21	23	24	69	63	64	8	10	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.

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	90	54	NA	42	96	66	60	51	92	68	63	52
	Language	94	55	54	42	96	64	58	50	92	68	61	50
	Mathematics	92	76	71	63	96	64	58	50	92	65	61	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.	5
Percent of teachers in the school with Emergency/Provisional Certification	5%
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 2005-06

School Achievements/Accomplishments 2005-06

- ü We doubled the amount of Advanced Placement exams taken from the previous year. Our AP/honors teachers and students are working hard to continue to create a rigorous academic environment in our honors program.

- ü We have implemented a mentoring program for students who are new to Pinnacle. The mentors work with new students to help them become acclimated to the PHS culture and find the tools necessary to be successful.

- ü PHS has a guidance/academic advisement program that provides families with the resources necessary to be prepared to enter whatever college or university they desire.

- ü Our students continue to perform very well on the Arizona Instrument to Measure Standards. Our teachers and students take pride in being an Excelling School and providing a college-going culture on our campus.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	98	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 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 2005-06 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 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.