

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6753 West Pinnacle Peak Road, Glendale, AZ 85310

Pointe Educational Services

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

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Ian Hodor
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.pinnaclepointeacademy.org
 Phone Number : (623) 537-3535
 Fax Number : (623) 537-4433
 E-mail : ihodor@pesaz.org

Mission

Pinnacle Pointe Academy (PPA) exists to support parents by providing a safe environment for young scholars. Education at PPA is built on a foundation of basic skills, fortified by character education and sustained through parent involvement.

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 Pinnacle Pointe Academy provides students with the strong foundation of skills and knowledge necessary to ensure future academic success.
- ü Pinnacle Pointe Academy ensures a safe, community environment as involved parents, exemplary students, and the professional staff work together.
- ü Pinnacle Pointe Academy develops students of character through coursework, assemblies and extracurricular activities.
- ü Pinnacle Pointe Academy is committed to the pursuit of excellence.

Enrollment

October 1, 2005 School Year Student Enrollment : 237
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 250

Instructional Programs

- ü Core Knowledge
- ü Spalding
- ü Saxon Math
- ü Open Court and Junior Great Books
- ü Character Education
- ü Six Traits Writing
- ü After School Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Pinnacle Pointe Academy is responsible for providing all students with a solid, balanced education, distributing handbooks, policies and other materials, regular home/school communication, and enforcing school policies consistently.

Parents

Parents are responsible for getting students to school on time, providing proper nourishment, homework support, supporting school policies including dress codes and behavior codes, communicating regularly with the school and the child.

Transportation Policy

The majority of students are transported to and from school by parents. As a service for our families, transportation between our schools is available for a monthly fee.

School Honors

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

Award/Honor	Year
ü Spelling Bee Winner	2005
ü Character Education Grant	2006
ü Walmart Grant Recipient	2006
ü Poetry Contest Winner	2006

3rd 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	43	79	80010	100	100	99	468	466	447	NA	NA	10	14	13	18	56	63	53	30	24	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	39	38935	100	100	99	476	470	447	NA	NA	9	5	8	19	58	67	55	37	26	17
Male	24	40	40974	100	100	98	461	461	448	NA	NA	11	21	18	18	54	60	52	25	23	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	35	66	35142	100	100	99	474	471	465	NA	NA	5	11	9	11	54	64	56	34	27	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	39	70	69849	100	100	100	471	470	451	NA	NA	7	13	10	17	54	63	56	33	27	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	43	75	40981	100	100	100	468	466	462	NA	NA	6	14	13	13	56	63	54	30	24	27

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	43	79	79438	100	100	98	480	479	451	2	1	9	12	14	24	63	63	56	23	22	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	39	38775	100	100	99	491	490	457	NA	NA	7	5	10	22	63	59	58	32	31	13
Male	24	40	40560	100	100	97	471	468	446	4	3	12	17	18	25	63	68	54	17	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	35	66	34887	100	100	98	488	485	471	NA	NA	4	9	12	15	63	62	63	29	26	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	39	70	69850	100	100	100	486	484	456	NA	NA	7	10	10	23	64	67	59	26	23	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	43	75	40753	100	100	99	480	480	467	2	1	5	12	13	16	63	64	62	23	21	17

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	43	79	79971	100	100	99	470	467	423	NA	NA	8	14	18	41	79	77	49	7	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	39	38974	100	100	99	478	474	437	NA	NA	5	11	15	33	74	74	57	16	10	4
Male	24	40	40895	100	100	98	464	460	410	NA	NA	10	17	20	47	83	80	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	35	66	35150	100	100	99	476	471	437	NA	NA	5	11	15	35	80	79	56	9	6	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	39	70	69713	100	100	100	475	470	429	NA	NA	5	10	16	39	82	79	52	8	6	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	43	75	40977	100	100	100	470	467	437	NA	NA	5	14	19	34	79	76	56	7	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th 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	24	60	80147	100	100	99	482	484	482	8	7	11	17	18	17	54	53	49	21	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	37	39281	100	100	99	469	479	483	13	11	9	20	14	17	53	59	50	13	16	24
Male	NC	23	40780	NC	100	98	NC	492	482	NC	NA	12	NC	26	17	NC	43	48	NC	30	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	20	49	36122	100	100	99	487	486	501	5	6	5	20	18	10	50	51	50	25	24	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	22	54	69852	100	100	100	490	485	488	5	6	7	14	19	16	59	56	51	23	20	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	24	60	41776	100	100	100	482	484	498	8	7	6	17	18	11	54	53	49	21	22	33

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	24	60	79686	100	100	98	479	484	470	4	5	11	25	17	24	58	68	57	13	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	37	39163	100	100	99	471	482	475	7	5	9	27	16	22	60	70	60	7	8	10
Male	NC	23	40438	NC	100	97	NC	488	465	NC	4	13	NC	17	25	NC	65	54	NC	13	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	20	49	35914	100	100	98	485	489	489	NA	4	5	25	14	15	60	69	67	15	12	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	22	54	69878	100	100	100	485	485	475	NA	4	8	23	17	23	64	69	61	14	11	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	24	60	41591	100	100	99	479	484	486	4	5	6	25	17	16	58	68	65	13	10	13

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	24	60	80372	100	100	99	495	510	475	NA	NA	4	13	12	30	88	82	64	NA	7	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	37	39452	100	100	99	495	512	488	NA	NA	3	7	8	22	93	84	72	NA	8	3
Male	NC	23	40836	NC	100	98	NC	506	464	NC	NA	6	NC	17	37	NC	78	56	NC	4	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	20	49	36213	100	100	99	499	512	489	NA	NA	2	10	10	22	90	84	72	NA	6	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	22	54	69846	100	100	100	496	509	482	NA	NA	3	9	11	26	91	81	69	NA	7	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	24	60	41851	100	100	100	495	510	489	NA	NA	3	13	12	22	88	82	72	NA	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	18	60	79306	100	100	99	524	527	504	NA	NA	13	6	8	20	72	60	49	22	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	27	38845	NC	100	99	NC	520	505	NC	NA	11	NC	15	20	NC	56	50	NC	30	18
Male	10	33	40383	100	100	98	NA	533	504	NA	NA	14	NA	3	19	NA	64	47	NA	33	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	--	NC	32673	--	NC	99	--	NC	487	--	NC	18	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	16	53	36234	100	100	99	525	530	523	NA	NA	6	NA	4	13	81	64	52	19	32	28
Students with Disabilities	NC	10	10286	NC	100	91	NC	NA	462	NC	NA	41	NC	NA	27	NC	NA	27	NC	NA	5
Students without Disabilities	17	50	69020	100	100	100	525	532	510	NA	NA	9	6	8	18	71	56	52	24	36	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	18	60	41869	100	100	100	524	527	521	NA	NA	7	6	8	14	72	60	51	22	32	27

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	18	60	79000	100	100	98	503	506	489	NA	NA	10	11	8	24	83	87	58	6	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	27	38774	NC	100	99	NC	503	494	NC	NA	7	NC	11	22	NC	85	61	NC	4	10
Male	10	33	40150	100	100	98	NA	509	485	NA	NA	12	NA	6	25	NA	88	55	NA	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	--	NC	32508	--	NC	98	--	NC	472	--	NC	15	--	NC	33	--	NC	49	--	NC	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	16	53	36135	100	100	98	502	509	508	NA	NA	4	13	8	14	81	87	67	6	6	15
Students with Disabilities	NC	10	9991	NC	100	88	NC	NA	449	NC	NA	33	NC	NA	36	NC	NA	29	NC	NA	2
Students without Disabilities	17	50	69009	100	100	100	502	507	495	NA	NA	6	12	8	22	82	86	62	6	6	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	18	60	41766	100	100	99	503	506	505	NA	NA	5	11	8	16	83	87	65	6	5	14

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	18	60	79611	100	100	99	541	544	496	NA	NA	7	17	8	37	78	90	56	6	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	27	39016	NC	100	99	NC	549	511	NC	NA	4	NC	7	29	NC	89	66	NC	4	1
Male	10	33	40519	100	100	98	NA	540	482	NA	NA	10	NA	9	44	NA	91	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	--	NC	32855	--	NC	99	--	NC	481	--	NC	10	--	NC	43	--	NC	47	--	NC	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	16	53	36380	100	100	99	544	545	511	NA	NA	4	13	6	30	81	92	65	6	2	1
Students with Disabilities	NC	10	10664	NC	100	94	NC	NA	440	NC	NA	23	NC	NA	54	NC	NA	22	NC	NA	1
Students without Disabilities	17	50	68947	100	100	100	543	547	504	NA	NA	4	12	6	34	82	92	61	6	2	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	18	60	41985	100	100	100	541	544	511	NA	NA	4	17	8	30	78	90	65	6	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th 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	NC	58	79327	NC	100	98	NC	548	518	NC	3	19	NC	10	20	NC	60	46	NC	26	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	38961	NC	100	98	NC	557	520	NC	4	16	NC	8	20	NC	62	48	NC	27	16
Male	NC	32	40295	NC	100	97	NC	541	516	NC	3	21	NC	13	19	NC	59	44	NC	25	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	NC	32327	--	NC	98	--	NC	499	--	NC	27	--	NC	25	--	NC	41	--	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	NC	50	36373	NC	100	98	NC	554	538	NC	2	10	NC	10	14	NC	58	52	NC	30	25
Students with Disabilities	--	10	9321	--	100	87	--	NA	467	--	NA	54	--	NA	22	--	NA	21	--	NA	3
Students without Disabilities	NC	48	70006	NC	100	100	NC	557	524	NC	NA	14	NC	6	19	NC	65	49	NC	29	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	NC	58	42230	NC	100	99	NC	548	535	NC	3	11	NC	10	15	NC	60	50	NC	26	24

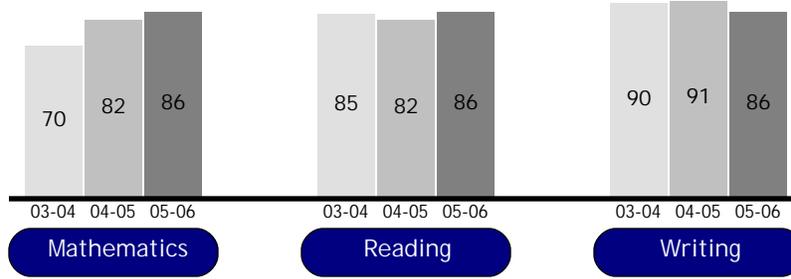
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	58	79501	NC	100	98	NC	520	497	NC	NA	10	NC	9	25	NC	86	60	NC	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	39062	NC	100	99	NC	522	502	NC	NA	8	NC	4	23	NC	92	64	NC	4	5
Male	NC	32	40368	NC	100	98	NC	519	491	NC	NA	13	NC	13	27	NC	81	57	NC	6	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	--	NC	32389	--	NC	98	--	NC	478	--	NC	16	--	NC	34	--	NC	48	--	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	NC	50	36446	NC	100	99	NC	523	516	NC	NA	4	NC	8	15	NC	86	73	NC	6	7
Students with Disabilities	--	10	9411	--	100	88	--	NA	453	--	NA	36	--	NA	36	--	NA	26	--	NA	1
Students without Disabilities	NC	48	70090	NC	100	100	NC	525	502	NC	NA	7	NC	4	24	NC	90	65	NC	6	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	NC	58	42318	NC	100	99	NC	520	513	NC	NA	5	NC	9	17	NC	86	70	NC	5	7

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	NC	58	80000	NC	100	99	NC	603	564	NC	NA	3	NC	2	11	NC	71	75	NC	28	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	39288	NC	100	99	NC	615	579	NC	NA	2	NC	NA	6	NC	65	77	NC	35	16
Male	NC	32	40644	NC	100	98	NC	594	549	NC	NA	4	NC	3	15	NC	75	74	NC	22	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	--	NC	32672	--	NC	99	--	NC	548	--	NC	4	--	NC	14	--	NC	76	--	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	NC	50	36602	NC	100	99	NC	605	579	NC	NA	2	NC	2	7	NC	68	75	NC	30	16
Students with Disabilities	--	10	9919	--	100	93	--	NA	505	--	NA	9	--	NA	35	--	NA	54	--	NA	2
Students without Disabilities	NC	48	70081	NC	100	100	NC	612	571	NC	NA	2	NC	NA	7	NC	67	79	NC	33	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	NC	58	42466	NC	100	100	NC	603	578	NC	NA	2	NC	2	7	NC	71	75	NC	28	16

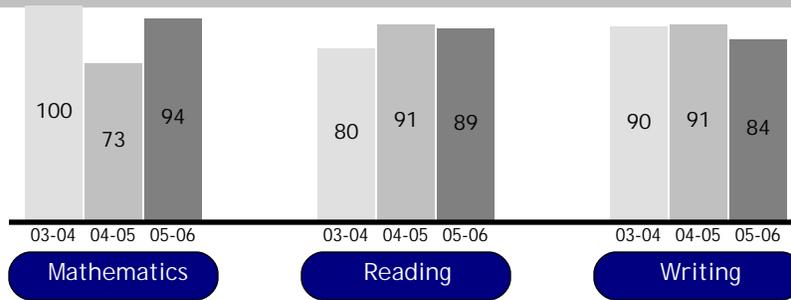
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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?	Y
	Met Graduation Rate?	Not Evaluated
	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
2	Reading	93	76	NA	58	100	66	65	47	93	63	63	46
	Language	93	69	57	50	100	64	68	47	93	58	58	48
	Mathematics	93	77	71	64	100	66	66	50	95	67	67	52
3	Reading	91	57	NA	55	100	59	55	44	100	78	73	46
	Language	87	57	65	61	100	57	52	44	100	59	61	46
	Mathematics	96	62	71	61	100	59	55	51	100	68	70	52
4	Reading	100	76	NA	56	100	47	51	48	100	56	59	52
	Language	100	65	54	52	100	52	52	49	100	68	65	52
	Mathematics	100	83	70	61	100	51	59	53	100	59	67	58
5	Reading	92	NA	NA	55	100	57	62	50	100	65	72	56
	Language	83	NA	74	49	100	63	68	50	100	70	72	54
	Mathematics	100	93	89	63	100	49	61	49	100	68	68	52
6	Reading	--	--	NA	56	100	62	61	51	NC	NC	72	56
	Language	--	--	64	48	100	60	61	47	NC	NC	68	50
	Mathematics	--	--	79	66	100	63	71	52	NC	NC	76	58

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Playground
- Ü Picnic Area

Extracurricular Activities

- Ü Student Council and Year book
- Ü Young Rembrandts Art Classes
- Ü Reading and Homework Clubs
- Ü Newspaper
- Ü Chess
- Ü Dance
- Ü Stamping and Scrapbook Club
- Ü Karate Club

Social Services

- Ü S.H.A.P.E. Before and After Care Program
- Ü Parent/Staff Support Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 2005-2006 Accomplishments: Jump Rope For Heart,
Pennies for Patients Campaign,
West Side Food Bank and Muscular Distrophy Hop A Thon
- ü Among West Valley charter and public schools, PPA outperformed all schools on the math portion of the AIMS test.

Student Activity Rates for School Year 2005-06

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

Pinnacle Pointe Academy is a closed campus. Visitors are required to sign in at the office and wear an identification badge. Students are monitored at all times. The small, community atmosphere insures that staff, parents and students are able to recognize each other. Through the Student Conduct Code, weekly Character Education assemblies, Student of the Month Awards, weekly assemblies, and Caught Doing Well Awards students are informed about and rewarded for exemplary behavior.

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		
Transportation Policy	Kelly Chavez	(623) 209-0094
Community Resources	Ian Hodor	(623) 537-3535
School Nutrition Programs		
Parent Organization	Ian Hodor	(623) 537-3535
Student Health/Nurse	Kellie Chavez	(623) 537-3535

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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