



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1001 N Power Road, Mesa, AZ 85205

Mesa 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

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Highly Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Patricia S. Christie
 Schedule : 8:00 AM to 4:30 PM
 Grades : 7-9
 2004 Enrollment : 1565
 Web Address : www.mesa.k12.az.us
 Phone Number : (480) 472-8300
 Fax Number : (480) 472-8333
 E-mail : pschrist@mpsaz.org

Mission

John C. Fremont Junior High School dedicates itself to providing all students with a safe educational environment conducive to promoting high academic expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Writing across the curriculum to include all departments. Our main objective in writing across the curriculum is to better prepare students for the writing portion of AIMS. Fremont will teach & assess summary writing, using the WRITE TRAITS method.
- ü Students will demonstrate behaviors consistent with responsible learning. Through the use of our school-wide problem-solving model and successful peer mediation program all students receive consistent, daily training in the area of responsibility.

Enrollment

October 1, 2003 School Year Student Enrollment : 1488
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 54

Instructional Programs

- ü School-to-Work
- ü Academic Accelerated Curriculum
- ü ESL
- ü Extended-Learning Placement
- ü Tutoring Programs
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a safe environment where students receive excellent instruction from qualified teachers who promote high academic expectations.

Parents

The responsibilities of parents of students enrolled is to keep immunizations current, provide proper clothing and nourishment, to support and expect school attendance, and help to maintain a line of communication with the school.

Transportation Policy

Busing is provided for all students who live more than two miles from Fremont Junior High. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Fremont bands received rating of excellent at ABODA.	2004
ü Fremont Art swept district art show with 25 honors	2004
ü Three students attended the Jr. National Young Leaders	2004

8th 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	484	5673	75001	99	99	99	492	489	468	20	24	37	32	33	36	27	24	16	21	20	10
All Students (Prior Year)	438	5563	71167	98	98	99	482	480	463	20	24	38	46	41	41	23	23	14	11	13	7
Female	251	2761	36846	99	100	99	494	489	468	17	22	36	34	36	38	29	25	16	20	18	10
Male	231	2908	37974	99	99	99	490	489	467	23	26	39	30	30	34	25	23	16	22	22	11
African American	11	221	3720	100	100	98	461	468	446	45	39	53	27	31	33	18	18	9	9	12	4
Hispanic	85	1551	26675	100	99	98	461	462	448	39	40	52	37	37	34	14	17	10	10	7	4
Asian/Pacific Islander	14	136	1575	100	100	99	519	507	504	8	17	18	8	27	33	50	22	20	33	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	365	3539	37785	98	99	99	499	502	482	16	16	25	31	32	39	30	27	21	23	25	15
Students with Disabilities	47	476	8802	100	100	100	407	421	418	91	75	79	9	21	16	0	3	3	0	1	1
Students without Disabilities	437	5197	66199	99	99	99	501	494	472	12	20	34	35	34	38	30	25	17	23	21	11
Limited English Proficient Students	35	799	11710	100	100	100	448	454	429	47	46	70	42	37	25	5	13	4	5	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	170	2327	29814				469	464	448	35	39	53	37	35	33	15	16	10	13	10	4
Non-Economically Disadvantaged	314	3346	45170				504	505	479	12	14	28	30	31	38	33	28	20	25	26	14

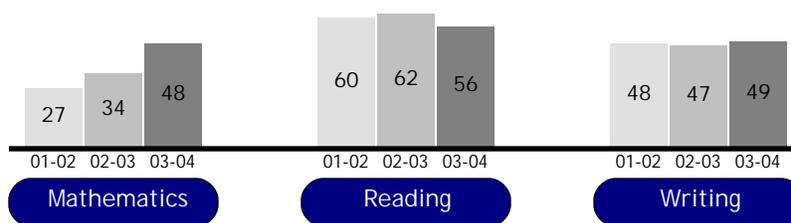
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	486	5674	74918	100	99	99	504	502	497	26	28	32	18	18	19	37	36	35	19	18	15
All Students (Prior Year)	441	5561	71100	99	98	99	508	507	502	18	20	25	21	20	21	48	44	40	14	17	15
Female	252	2760	36805	99	99	99	508	507	501	24	25	28	19	19	19	37	37	37	20	19	16
Male	232	2910	37936	99	99	99	500	498	493	28	32	35	17	16	18	38	35	33	17	17	14
African American	11	222	3719	100	100	98	473	489	481	55	38	43	9	18	21	36	31	29	0	13	7
Hispanic	86	1550	26645	100	99	98	475	477	478	45	47	46	15	19	20	35	27	27	4	6	6
Asian/Pacific Islander	14	136	1571	100	100	99	529	512	521	17	21	18	0	16	15	42	40	38	42	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	366	3539	37773	98	99	99	511	514	511	21	19	20	19	17	18	38	40	41	22	24	21
Students with Disabilities	47	477	8801	100	100	100	430	440	448	91	81	75	9	11	13	0	6	10	0	2	2
Students without Disabilities	439	5197	66117	100	99	99	512	507	501	19	24	28	19	18	19	41	38	37	21	20	16
Limited English Proficient Students	36	802	11706	100	100	100	450	467	454	63	57	71	16	18	16	21	21	12	0	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	171	2331	29785				482	479	477	45	46	47	17	19	20	30	28	26	8	8	6
Non-Economically Disadvantaged	315	3343	45115				516	516	508	17	18	23	19	17	18	41	41	39	24	25	20

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	481	5635	74503	99	99	99	482	479	491	14	13	9	37	37	32	39	42	51	10	8	8
All Students (Prior Year)	432	5441	69001	97	96	96	492	494	490	11	13	17	42	36	37	47	50	45	0	0	1
Female	252	2744	36686	99	99	99	504	497	506	7	8	5	39	35	29	39	47	57	15	11	9
Male	227	2886	37644	97	98	98	458	461	476	23	18	13	34	40	36	38	37	45	5	6	6
African American	11	219	3677	100	100	97	435	463	475	36	21	12	27	36	36	36	36	46	0	7	5
Hispanic	85	1545	26500	100	99	97	448	444	467	23	21	13	49	45	39	24	31	44	4	3	4
Asian/Pacific Islander	14	134	1566	100	100	99	552	497	537	17	11	5	17	32	23	33	44	55	33	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	363	3517	37606	98	98	99	488	495	508	12	9	6	35	35	28	42	47	56	11	10	10
Students with Disabilities	45	472	8662	96	100	100	370	394	409	60	48	37	31	36	42	10	15	20	0	1	1
Students without Disabilities	436	5163	65841	99	99	98	494	486	499	10	10	7	37	38	32	42	44	53	11	9	8
Limited English Proficient Students	35	795	11608	100	100	100	416	422	430	39	30	23	50	45	47	11	23	28	0	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	168	2304	29587				446	445	465	25	22	14	41	42	40	26	32	43	7	4	4
Non-Economically Disadvantaged	313	3331	44898				500	500	507	9	7	7	34	34	28	45	48	55	12	11	10

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)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	56	53	48	98	62	59	51	95	61	NA	54
	Language	97	62	56	51	98	68	62	54	96	66	64	58
	Mathematics	100	74	67	54	97	80	74	58	96	79	75	62
8	Reading	98	60	54	49	97	62	58	53	98	65	NA	55
	Language	97	55	51	46	99	58	56	49	99	62	58	52
	Mathematics	100	68	66	54	98	70	69	58	99	77	73	61
9	Reading	98	45	46	37	97	52	50	41	97	51	NA	42
	Language	96	44	49	38	98	54	54	42	95	54	54	42
	Mathematics	98	68	71	56	98	76	74	60	98	74	76	63

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

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

Council Duties

- Ü Instructional Programs
- Ü School Safety Issues
- Ü School Business Communications
- Ü School Improvement
- Ü Student Discipline
- Ü 301 Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	88.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	6	3	0	0
7 to 9 years	5	7	0	0
10 or more years	11	28	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	50
Core academic classes taught by Highly Qualified (NCLB) teachers.	442
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Video Journalism Studio
- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Builder's Club
- Ü Computer Club
- Ü National Junior Honor Society
- Ü Mesa Parks & Recreation Activities
- Ü Arizona Interscholastic Sports
- Ü Student Council

Social Services

- Ü Afterschool Tutoring Programs
- Ü Breakfast/Lunch Programs
- Ü LHS Home and Community Care
- Ü Crisis Intervention
- Ü Fort McDowell Tutoring Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü During 2003-2004, Fremont's students increased AIMS math scores by 14%, giving Fremont the second highest gain in the Mesa district. Fremont's seventh graders have consistently scored in the top three schools on the district math test.
- ü Fremont was nominated as a finalist among five selected Arizona Schools to apply for the Excellence in Education Award for Most Improved Title One School during the 2003-2004 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	61	74
Grades 7-8	77	66

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Fremont and the Mesa School District have adopted a zero-tolerance policy towards harassment or discrimination/harassment, threats and intimidation. Students who are involved in this type of behavior are subject to appropriate disciplinary actions.

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	Patricia Christie	(480) 472-8282
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Patricia Christie	(480) 472-8300
Student Health/Nurse	Michelle Kerwin	(480) 472-8334

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.