

Peoria High School

ARIZONA SCHOOL REPORT CARD 2003-04

11200 N. 83rd Avenue, Peoria, AZ 85345

Peoria Unified School 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 *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Ms. Ali Bridgewater
Schedule : 7:00 AM to 3:00 PM
Grades : 9-12
2003 Enrollment : 2771
Web Address : www.peoriaud.k12.az.us/pusd/9-12
Phone Number : (623) 486-6300
Fax Number : (623) 486-6330
E-mail : abridgew@peoriaud.k12.az.us

Mission

The mission of Peoria High School is to prepare all students for success by promoting high educational expectations and providing an educational environment which allows students to reach their intellectual, creative, physical and social potential.

School / Academic Goals

- Our challenge is to prepare our students so they are successful in meeting the changing demands of the 21st Century.
- A focused and comprehensive plan of study (passports) will be provided for every student. Every student will actively participate in this process throughout his/her high school career.

Instructional Programs

- MESA - Math Engineering Science Assn
- 24 Dual Enrollment Classes
- Advanced Placement; Honors Courses
- Senior Internship Program

Enrollment

October 1, 2002 School Year Student Enrollment : 2623
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 209

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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

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



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Organizational Structure (Schedule)/Acad
- Ü Curriculum Development/Arts, Math, Eng.
- Ü School Safety Issues/Closed Campus Issue
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü School Growth/Overcrowding

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	5.50	Teacher	153.00
Other Professional Staff	15.00	Teacher Aide	18.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	0	0	0
4 to 6 years	16	6	0	0
7 to 9 years	18	14	0	0
10 or more years	15	60	1	0

Shared Responsibilities

School

It is the responsibility of all PUSD employees to provide students with the best learning environment and the best opportunities to learn. In addition to providing a safe, attractive school campus, each school maintains high parent involvement.

Parents

Attend school activities, monitor the academic progress, be closely involved in the educational planning and communicate with school personnel regarding their student. Provide the appropriate ethical and moral background for their student's success.

Resources Available at School Site

Special Facilities

- Ü Fine Arts Center
- Ü Career and Technical Education Center

Extracurricular Activities

- Ü National Honor Society
- Ü MESA
- Ü Future Farmers of America
- Ü ROTC

Social Services

- Ü Health Center
- Ü School Psychologist
- Ü Internship Coordinator
- Ü Transition Spec. for Sp. Needs Students

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond two miles of Peoria High. Transportation is also provided for eligible special education students to Peoria High School or other facilities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Reduction in dropout rate for the 6th consecutive year. Significant improvement in student achievement in state mandated testing (A.I.M.S./SAT9).
- ü A continual increase in numbers of students taking AP/Honors and Dual Enrollment Classes.

School Honors

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

Award/Honor	Year
ü #1 MESA Program in the State of Arizona	2002
ü Agriculture Program Best in Arizona	2002
ü AZ State Teacher of the Year/Westmarc Best of the West	2000
ü Youth Internship Program Developed	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	2			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	82			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	596	2474	57534	94	92	91	494	500	491	39	32	46	19	21	16	30	30	23	12	16	15
All Students (Prior Year)	494	2262	51010	NA	NA	NA	486	492	483	41	31	45	33	32	20	19	28	23	6	9	11
Female	293	1236	28155	96	93	90	495	501	491	39	30	47	21	23	16	29	31	24	12	16	14
Male	300	1230	28932	91	91	89	494	500	491	39	34	46	17	19	15	32	30	23	12	17	16
African American	52	123	2558	87	92	86	485	490	475	49	47	64	15	18	15	32	28	16	4	8	6
Hispanic	197	447	17547	94	91	86	486	491	475	46	43	64	22	22	15	26	27	15	5	9	6
Asian/Pacific Islander	15	83	1395	79	93	96	510	513	519	25	18	22	17	22	16	33	26	28	25	33	35
American Indian/Alaskan Native	NC	20	3794	NC	111	91	NC	495	468	NC	38	72	NC	8	13	NC	38	12	NC	15	3
White	323	1791	29790	95	92	86	501	503	501	33	29	34	18	22	17	33	31	29	16	18	20
Students with Disabilities	53	177	5562	87	83	93	NA	468	461	NA	33	79	NA	67	10	NA	0	8	NA	0	3
Students without Disabilities	543	2297	51972	95	93	90	494	500	492	39	32	45	19	21	16	30	30	24	12	16	15
Limited English Proficient Students	25	65	5467	192	271	111	NA	501	458	NA	0	87	NA	50	7	NA	50	5	NA	0	1
Migrant Students	NC	NC	702				NC	NC	471	NC	NC	74	NC	NC	9	NC	NC	14	NC	NC	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	595	2471	47088				494	500	495	39	32	42	19	21	16	30	30	26	12	16	17

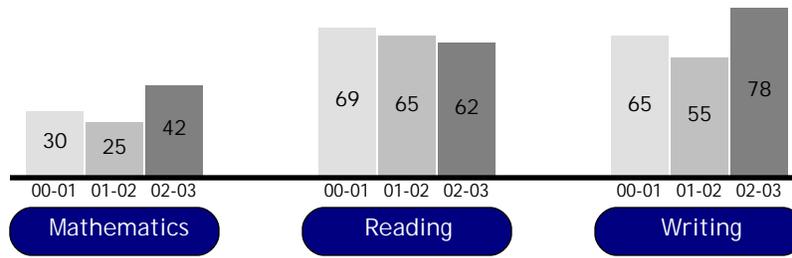
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	593	2399	56700	94	89	89	508	519	512	12	9	15	26	21	23	57	60	52	5	11	10
All Students (Prior Year)	520	2308	50525	NA	NA	NA	514	526	517	9	5	12	26	18	22	54	60	51	11	17	15
Female	287	1208	27862	94	91	89	513	524	517	9	6	12	24	18	22	60	64	54	7	12	12
Male	303	1184	28398	92	87	88	503	513	507	14	12	19	28	23	24	55	56	49	3	9	9
African American	51	117	2529	85	87	85	505	508	495	11	11	24	24	26	31	65	57	41	0	5	4
Hispanic	196	438	17305	93	89	85	501	506	494	14	13	24	30	28	31	54	55	41	2	4	4
Asian/Pacific Islander	15	80	1382	79	90	95	527	531	530	8	6	6	42	14	17	42	65	59	8	14	17
American Indian/Alaskan Native	NC	19	3815	NC	106	91	NC	517	489	NC	15	29	NC	23	35	NC	46	35	NC	15	2
White	320	1725	29209	94	88	84	512	522	525	10	7	9	23	19	17	60	61	59	7	12	15
Students with Disabilities	52	151	5215	85	71	87	NA	489	478	NA	25	43	NA	50	29	NA	25	25	NA	0	2
Students without Disabilities	541	2248	51485	94	91	89	508	519	513	12	9	15	26	21	23	57	60	52	5	11	11
Limited English Proficient Students	23	60	5378	177	250	109	NA	531	471	NA	0	48	NA	0	36	NA	100	15	NA	0	0
Migrant Students	NC	NC	689				NC	NC	486	NC	NC	31	NC	NC	36	NC	NC	30	NC	NC	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	593	2396	46342				508	519	516	12	9	13	26	21	21	57	60	54	5	11	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	589	2499	55090	93	93	87	478	490	479	11	8	16	11	12	13	78	81	70	0	0	0
All Students (Prior Year)	497	2257	50572	NA	NA	NA	478	492	481	12	6	14	32	21	23	55	73	63	0	0	1
Female	295	1275	27752	97	96	89	482	496	483	9	6	13	9	9	12	81	85	75	0	0	0
Male	292	1216	26842	89	90	83	473	484	474	13	10	20	13	14	15	74	76	65	0	0	0
African American	50	122	2336	83	91	78	468	474	464	20	16	25	15	12	14	65	72	62	0	0	0
Hispanic	187	432	16391	89	88	81	468	477	458	16	14	28	11	11	16	74	75	56	0	0	0
Asian/Pacific Islander	16	87	1356	84	98	93	481	499	499	8	3	7	0	8	9	92	89	83	0	0	2
American Indian/Alaskan Native	NC	20	3731	NC	111	89	NC	455	446	NC	38	37	NC	6	16	NC	56	47	NC	0	0
White	325	1815	29053	96	93	84	485	494	492	7	6	8	11	12	12	82	82	79	0	0	0
Students with Disabilities	52	144	4141	85	68	69	432	427	436	75	62	47	0	8	18	25	31	35	0	0	0
Students without Disabilities	537	2355	50949	94	95	89	478	491	479	11	7	16	11	12	13	78	81	71	0	0	0
Limited English Proficient Students	22	58	4711	169	242	96	NA	496	422	NA	0	61	NA	0	13	NA	100	26	NA	0	0
Migrant Students	NC	NC	666				NC	NC	444	NC	NC	39	NC	NC	11	NC	NC	50	NC	NC	0
Economically Disadvantaged	NC	NC	10168				NC	NC	453	NC	NC	32	NC	NC	18	NC	NC	50	NC	NC	0
Non-Economically Disadvantaged	588	2498	44922				478	490	484	11	8	13	11	12	13	78	81	73	0	0	0

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

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

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

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

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

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

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

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

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	43	49	43	98	39	45	37	99	43	49	41
	Language	96	34	46	41	98	34	45	38	99	39	49	42
	Mathematics	96	57	68	59	98	54	64	56	100	63	69	60

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

School Safety

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

Peoria High School has taken measures to provide students with a safe learning environment. All but one of our gates are locked after first period. The open gate is monitored. Safety procedures are in effect in case an emergency situation occurs.

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) :

65

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	Ali Bridgewater	(623) 486-6300
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Tina Gonzalez	(623) 972-9617
Student Health/Nurse	Mary Farmer	(623) 486-6300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

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

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

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

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards