

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11200 N 83rd Ave, 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 ^(a)

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

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

School Overview

Principal/Administrator : Ms. Alison Bridgewater
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2507
 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.

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

- 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 2750
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 286

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

School Honors

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

Award/Honor	Year
• #1 MESA Program in the State of Arizona	2002
• Agriculture Program Best in Arizona	2002
• State Recognized CTE Programs	2004
• Established Youth Internship Program	2004

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	671	2747	65934	98	98	100	500	508	492	28	21	43	27	23	18	34	35	24	12	21	15
All Students (Prior Year)	596	2474	57534	94	92	91	494	500	491	39	32	46	19	21	16	30	30	23	12	16	15
Female	319	1324	32586	96	99	100	500	508	491	28	20	44	27	24	19	35	36	24	10	20	14
Male	348	1418	33226	98	98	99	500	509	493	27	21	42	26	22	18	33	34	24	14	23	16
African American	47	126	3042	98	95	98	492	494	478	37	36	58	22	21	19	37	34	17	4	9	6
Hispanic	202	484	21740	100	99	100	492	495	475	38	33	63	30	27	17	26	28	15	6	11	5
Asian/Pacific Islander	18	88	1643	100	100	99	522	526	519	6	13	23	22	13	13	39	34	30	33	40	34
American Indian/Alaskan Native	NC	29	4351	NC	88	99	NC	497	472	NC	31	68	NC	17	16	NC	41	13	NC	10	4
White	397	2014	34819	97	98	99	504	512	505	22	17	27	25	22	20	37	37	31	15	24	22
Students with Disabilities	65	234	6507	88	98	100	483	481	456	55	55	83	18	19	9	18	18	6	9	7	2
Students without Disabilities	606	2513	59427	99	98	100	501	510	494	26	19	41	27	23	19	35	36	25	12	22	16
Limited English Proficient Students	24	72	6793	100	100	100	476	481	464	67	56	79	21	19	11	13	21	8	0	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	160	210	18745				489	492	475	44	36	64	28	33	16	22	24	15	7	7	5
Non-Economically Disadvantaged	511	2537	47182				503	510	499	23	19	35	26	22	19	38	36	27	13	23	19

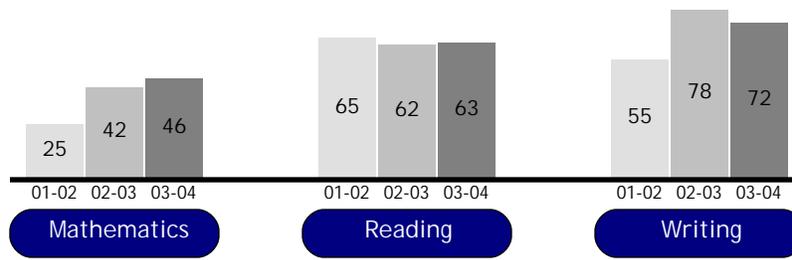
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	689	2819	68162	98	99	100	512	525	509	12	7	18	24	18	24	57	64	51	6	11	8
All Students (Prior Year)	593	2399	56700	94	89	89	508	519	512	12	9	15	26	21	23	57	60	52	5	11	10
Female	334	1358	33509	97	99	100	516	529	513	9	5	15	23	16	23	60	66	52	7	14	9
Male	350	1452	34521	97	99	100	508	520	505	14	8	20	25	20	24	55	63	49	5	9	7
African American	49	130	3163	100	100	99	511	510	497	13	10	22	21	26	30	65	63	46	2	1	3
Hispanic	209	497	22624	100	99	100	497	508	487	20	15	32	31	26	31	45	53	35	3	6	2
Asian/Pacific Islander	17	86	1666	100	100	100	536	531	523	0	6	11	18	14	17	76	65	60	6	15	12
American Indian/Alaskan Native	NC	30	4592	NC	88	100	NC	504	484	NC	20	32	NC	27	37	NC	47	30	NC	7	1
White	405	2065	35727	96	99	100	519	530	526	7	5	7	21	15	17	63	67	64	9	13	12
Students with Disabilities	69	247	6845	90	100	100	477	485	468	40	34	53	30	34	29	30	31	18	0	2	1
Students without Disabilities	620	2572	61317	99	99	100	515	527	512	10	5	15	24	17	23	60	66	53	7	12	8
Limited English Proficient Students	28	77	7152	100	100	100	460	471	464	61	44	57	32	38	31	7	18	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	168	221	19528				493	498	487	23	19	31	31	30	32	46	49	34	1	2	2
Non-Economically Disadvantaged	521	2598	48595				518	527	518	8	6	13	22	17	20	61	65	57	8	12	10

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	688	2808	67629	98	99	100	543	560	524	12	8	22	15	12	16	70	75	59	2	5	3
All Students (Prior Year)	589	2499	55090	93	93	87	478	490	479	11	8	16	11	12	13	78	81	70	0	0	0
Female	332	1351	33347	96	99	100	559	571	537	7	5	17	16	11	15	74	79	64	4	6	4
Male	351	1448	34151	98	99	99	528	550	512	17	12	27	15	13	18	67	71	54	1	4	2
African American	49	130	3150	100	100	99	544	551	515	6	10	24	19	15	19	69	71	56	6	5	2
Hispanic	208	493	22313	100	98	100	521	541	493	21	14	34	18	14	19	61	70	46	1	3	1
Asian/Pacific Islander	17	86	1659	100	100	100	578	580	564	0	6	11	0	6	12	94	79	68	6	9	9
American Indian/Alaskan Native	NC	30	4528	NC	88	99	NC	547	492	NC	7	35	NC	33	21	NC	57	42	NC	3	1
White	405	2058	35593	96	99	99	552	565	547	9	7	13	13	11	14	75	77	69	3	6	4
Students with Disabilities	68	244	6712	88	99	100	524	495	445	22	35	61	20	25	18	59	39	21	0	1	0
Students without Disabilities	620	2564	60917	99	99	100	544	564	530	12	6	19	15	11	16	71	77	61	3	5	3
Limited English Proficient Students	28	76	6994	100	100	100	466	480	442	46	33	58	21	24	18	32	43	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	167	220	19310				516	526	489	25	20	35	17	17	20	58	62	44	1	1	1
Non-Economically Disadvantaged	521	2588	48278				551	563	538	8	7	17	14	11	15	74	76	65	3	5	4

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. 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?	Y
	Met Attendance Rate?	Y
	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 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
9	Reading	98	39	45	37	99	43	49	41	92	46	NA	42
	Language	98	34	45	38	99	39	49	42	94	44	48	42
	Mathematics	98	54	64	56	100	63	69	60	94	65	68	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

- 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 Increased Enrollment

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	6.00	Teacher	134.00
Other Professional Staff	15.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	0	0	0
4 to 6 years	12	3	0	0
7 to 9 years	14	10	0	0
10 or more years	12	56	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	98
Core academic classes taught by Highly Qualified (NCLB) teachers.	429
Teachers with Emergency Certificaton.	1

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	84	NA		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

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 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

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) :

54

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 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.

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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.