ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Arizona Agribusiness & Equine

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7050 S. 24th St. S.M.C.C. Campus - WAC Bldg., Phoenix, AZ 85042

Arizona Agribusiness & Equine Center, Inc.

AZ LEARNS[1]

High School Achievement Profile [(a)]

2003-04	Performing
2002-03	Small School
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress [(b)]

2003-04	Not Met
2002-03	Not 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.

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.

School Overview

Principal/Administrator :	Dr. William Ralph Conley
Schedule :	8:00 AM to 4:00 PM
Grades :	9-12
2004 Enrollment :	175
Web Address :	www.aaeci.org
Phone Number :	(602) 243-8004
Fax Number :	(888) 243-8001
E-mail :	william.conley@smcmail.maricopa.edu

Mission

The mission of Arizona Agribusiness and Equine Center, Inc. is to prepare young adults for excellence in academics, social responsibility, industry employability and lifelong learning. The AAEC staff is committed to excellence in education.

School / Academic Goals

- Every AAEC student has the opportunity to receive concurrent high school-community college credits. Additionally, an increasing percentage of AAEC students will complete a college Associate's Degree concurrent with a high school graduation.
- Every AAEC student will meet the minimum requirements to be admitted to a four-year post-secondary institution.

Enrollment

October 1, 2003 School Year Student Enrollment :	160
Accepting New Students in 2004-05 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2003-04 :	175

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Small Classes in Safe Campus Environment
- College Credit
- Publicly Funded - No Tuition Expenses
- Multiple Honors Courses
- Tutoring
- Reading Enrichment Seminar
- Writing Workshop

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

The school administration regularly sends progress reports home to update parents about their student's academic performance. These reports are intended to give a 'snapshot' of the student's progress and to avert and/or strengthen any deficiencies. We provide a semester calendar including all pertinent dates throughout the school year to keep the parents informed.

Parents

AAEC encourages active parental participation in each student's education. Communication between the parents and the school is vitally important. Parents are asked to participate in parent/teacher conferences as requested by the AAEC Staff.

Transportation Policy

The unique academic opportunities at AAEC draw students from the entire Phoenix Metro area. Some students travel as far as 100 miles a day to attend AAEC. Phoenix Metro regional bus passes are available to AAEC students free of charge.

School Honors

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

Award/Honor	Year
Student Was in the Top 10% - State Math Contest	2004
NCA Accreditation	2004
Governor's Award at CARSEF	2003
Student Won Poetry Contest and Had Poem Published	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	43	--	65934	100	--	100	482	--	492	51	--	43	28	--	18	14	--	24	7	--	15
All Students (Prior Year)	31	--	57534	78	--	91	473	--	491	67	--	46	15	--	16	15	--	23	4	--	15
Female	33	--	32586	100	--	100	480	--	491	48	--	44	30	--	19	18	--	24	3	--	14
Male	10	--	33226	100	--	99	490	--	493	60	--	42	20	--	18	0	--	24	20	--	16
African American	11	--	3042	100	--	98	470	--	478	82	--	58	9	--	19	9	--	17	0	--	6
Hispanic	19	--	21740	100	--	100	477	--	475	58	--	63	21	--	17	16	--	15	5	--	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	NC	--	4351	NC	--	99	NC	--	472	NC	--	68	NC	--	16	NC	--	13	NC	--	4
White	12	--	34819	100	--	99	500	--	505	17	--	27	58	--	20	8	--	31	17	--	22
Students with Disabilities	NC	--	6507	NC	--	100	NC	--	456	NC	--	83	NC	--	9	NC	--	6	NC	--	2
Students without Disabilities	42	--	59427	100	--	100	483	--	494	50	--	41	29	--	19	14	--	25	7	--	16
Limited English Proficient Students	NC	--	6793	NC	--	100	NC	--	464	NC	--	79	NC	--	11	NC	--	8	NC	--	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	23	--	18745				478	--	475	61	--	64	17	--	16	13	--	15	9	--	5
Non-Economically Disadvantaged	20	--	47182				488	--	499	40	--	35	40	--	19	15	--	27	5	--	19

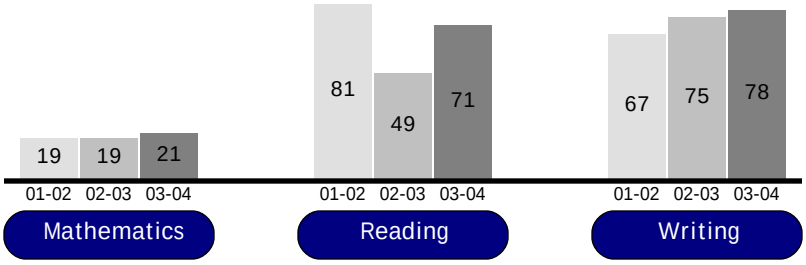
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	--	68162	100	--	100	515	--	509	4	--	18	24	--	24	64	--	51	7	--	8
All Students (Prior Year)	37	--	56700	93	--	89	498	--	512	26	--	15	26	--	23	39	--	52	10	--	10
Female	34	--	33509	100	--	100	517	--	513	3	--	15	24	--	23	65	--	52	9	--	9
Male	11	--	34521	100	--	100	509	--	505	9	--	20	27	--	24	64	--	49	0	--	7
African American	13	--	3163	100	--	99	508	--	497	0	--	22	46	--	30	46	--	46	8	--	3
Hispanic	19	--	22624	100	--	100	505	--	487	11	--	32	16	--	31	74	--	35	0	--	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	NC	--	4592	NC	--	100	NC	--	484	NC	--	32	NC	--	37	NC	--	30	NC	--	1
White	12	--	35727	100	--	100	538	--	526	0	--	7	17	--	17	67	--	64	17	--	12
Students with Disabilities	NC	--	6845	NC	--	100	NC	--	468	NC	--	53	NC	--	29	NC	--	18	NC	--	1
Students without Disabilities	44	--	61317	100	--	100	516	--	512	5	--	15	23	--	23	66	--	53	7	--	8
Limited English Proficient Students	NC	--	7152	NC	--	100	NC	--	464	NC	--	57	NC	--	31	NC	--	12	NC	--	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	23	--	19528				507	--	487	9	--	31	35	--	32	52	--	34	4	--	2
Non-Economically Disadvantaged	22	--	48595				524	--	518	0	--	13	14	--	20	77	--	57	9	--	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	45	--	67629	100	--	100	544	--	524	13	--	22	9	--	16	76	--	59	2	--	3
All Students (Prior Year)	31	--	55090	78	--	87	477	--	479	11	--	16	14	--	13	75	--	70	0	--	0
Female	34	--	33347	100	--	100	548	--	537	12	--	17	9	--	15	76	--	64	3	--	4
Male	11	--	34151	100	--	99	531	--	512	18	--	27	9	--	18	73	--	54	0	--	2
African American	13	--	3150	100	--	99	545	--	515	15	--	24	15	--	19	69	--	56	0	--	2
Hispanic	19	--	22313	100	--	100	514	--	493	21	--	34	5	--	19	74	--	46	0	--	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	NC	--	4528	NC	--	99	NC	--	492	NC	--	35	NC	--	21	NC	--	42	NC	--	1
White	12	--	35593	100	--	99	577	--	547	0	--	13	8	--	14	92	--	69	0	--	4
Students with Disabilities	NC	--	6712	NC	--	100	NC	--	445	NC	--	61	NC	--	18	NC	--	21	NC	--	0
Students without Disabilities	44	--	60917	100	--	100	544	--	530	14	--	19	9	--	16	75	--	61	2	--	3
Limited English Proficient Students	NC	--	6994	NC	--	100	NC	--	442	NC	--	58	NC	--	18	NC	--	23	NC	--	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	23	--	19310				524	--	489	26	--	35	4	--	20	70	--	44	0	--	1
Non-Economically Disadvantaged	22	--	48278				565	--	538	0	--	17	14	--	15	82	--	65	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.

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	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

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	37	--	37	100	50	--	41	92	43	--	42
	Language	100	35	--	38	100	49	--	42	92	48	--	42
	Mathematics	100	35	--	56	100	51	--	60	92	50	--	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	Council Duties
2 School Administrator(s)	ü Curriculum Development
1 Non-certified Employee(s)	ü Parent Advisory Board
7 Teacher(s)	ü School Safety Issues
6 Parent(s)	ü Extracurricular Activities
6 Community Member(s)	ü Corporate and Government Partnerships
7 Student(s)	ü Student Internships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	6
Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Commons with 150 computers
- ü Learning Resource Center (Library)
- ü Activities Center
- ü Horse Riding Facilities

Extracurricular Activities

- ü Future Farmers of America
- ü Student Government - High School
- ü Supervised Agricultural Experiences
- ü Science Research
- ü City of Phoenix Youth Leadership Program

Social Services

- ü Counseling Services
- ü Tutoring Services
- ü Career Development Services
- ü College Advisement Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 72% of the AAEC students at the South Mountain campus passed the 2003 Spring AIMS Writing Test. 77% passed the 2004 Spring AIMS Writing test. 71% passed the 2004 Spring AIMS Reading test.
- South Mountain students successfuly completed over 1450 community college credits in the 2003-2004 school year with a 3.0 college GPA.
- Over 25 South Mountain AAEC students competed around the state and locally with Science Research projects.
- A record number of South Mountain AAEC students (83) participated in the State Math Contest.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% 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]	94			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

AAEC prides itself on safety and security. The entire staff, as well as the College Safety Officers, are in constant observance of student activities. AAEC high schools are located on community college campuses that are noted for their safe academic environment. The size of AAEC campuses alleviates the stress of a large high school and allows a closer relationship with staff, students and parents.

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) : 1

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	William Conley	(602) 243-8004
Transportation Policy	Irene Garcia-Hobbs	(602) 243-8004
Community Resources	William Conley	(602) 243-8004
School Nutrition Programs	Irene Garcia-Hobbs	(602) 243-8004
Parent Organization	Irene Garcia-Hobbs	(602) 243-8004
Student Health/Nurse	Irene Garcia-Hobbs	(602) 243-8004

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.