

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile<sup>1</sup>:

- Alternative School
- Pre-K - 2
- New School

## Peoria Accelerated High School

El Dorado Public Charter High School  
8885 W. Peoria Avenue, Peoria, AZ 85345-6442

**Principal:** Mr. Kerry Patrick Clark  
**Schedule:** 7:30 AM to 9:15 PM  
**Web Address:** [www.leonagroup.com](http://www.leonagroup.com)  
**E-mail:** [kclark@leonagroupaz.com](mailto:kclark@leonagroupaz.com)

**Grades:** 9-12  
**2002 Enrollment:** 545  
**Phone:** (623) 979-0031  
**Fax:** (623) 979-0113

### ∨ School Overview ∨

#### Mission

Our mission is to empower students for the challenges and choices of the 21st Century. To maintain high academic standards and to provide a curriculum that is aligned with the Arizona Academic Standards in a safe and orderly environment. Peoria Accelerated High School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our staff will accommodate the unique learning abilities of all students.

#### Organization and Philosophy

- w Accelerated Graduation Plans
- w Curriculum Aligned with State Standards
- w Block Scheduling
- w A Safe Environment, Zero Drug Tolerance

#### Instructional Programs

- w Integrated Curriculum/Instruction
- w School-to-Work Experiences
- w Tutoring Programs
- w Computer Research Instruction
- w Flexible Attendance Plans
- w Small Class Sizes
- w Co-curricular College/High School Credit
- w Night School Program

#### School/Academic Goals

- w To increase student achievement through the design and implementation of an integrated standards-based curriculum.
- w Every student will have a clear vision of real-life experiences and take a logical sequence of courses that will lead to his/her goals.
- w All of our students will learn how to function effectively in the technological age of the 21st Century.
- w Every student will experience on-the-job exposure in school-to-work experiences.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	473
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	426

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Safety Issues
- w Student Discipline
- w Student Incentive Program
- w Extracurricular Activities
- w Field Trips
- w Fund Raising

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	20.00
Other Professional Staff	5.00	Teacher Aide	0.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Peoria Accelerated High School (PAHS) communicates expectations for student conduct to the entire school community. Students are empowered to be accountable for their individual academic success. PAHS ensures that quality instruction occurs in each classroom. PAHS staff takes the initiative to communicate student progress and achievement within the school community.

**Parents**

As a parent of a child attending Peoria Accelerated High School, each parent must support the school by ensuring that each child follows the policies and procedures as indicated in the Student Agreement/Contract. Parents must ensure that their child is in school daily and on time. Parents must ensure that their child is absent only in cases of illness or for legitimate reasons.

∨ **Transportation Policy** ∨

Each child is expected to provide their own transportation. Peoria Accelerated High School will provide bus tokens at no cost to all bus students.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	141	<b>First Day of School:</b>	8/22/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/18/02	12/11/02	2/14/03	4/14/03
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### Additional Calendar/Report Card Information

Additional report card release dates: May 30, 2003; and July 18, 2002. Open House: September 10, 2002; and February 5, 2003.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - No      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Tech Lab with Internet Access	W Career Center
W Channel 1/Broadcast Studio	W Drama Studio

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#### Extracurricular Activities

W Student Council	W School Newspaper
W Yearbook Club	W Dance Club
W Debate	W Interscholastic Sports League
W Drama Studio	

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#### School/Community Resources

W Counseling Services	W Job Placement
W Volunteers in the Classroom	W Crisis Intervention
W College and Career Counseling	W Bull Dog Pride

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w We graduated 117 seniors on June 12, 2001.</p>  | <p>w PAHS was the recipient of a class-size reduction grant.</p>                |
| <p>w We have over one hundred students involved in our work experience program. PAHS implemented a new night school program.</p> | <p>w PAHS received North Central Association accreditation in October 2001.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	88.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	18.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	1.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	84.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	15.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	31.5 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	22.0 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
North Central Association Accreditation	2001
Who's Who in America's High Schools	2002
Award from National Ass. of Educational Progress	2002
Award from West Side Early Head Start	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	100	470	40%	28%	30%	2%
	State	49803	512	15%	23%	48%	14%
Writing	School	93	453	26%	44%	30%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	93	451	81%	15%	3%	1%
	State	50429	480	48%	19%	22%	10%

#### Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	--	--	44	--	--	43	36	23	43	100	19	43	100	21	43
	Language	--	--	39	--	--	39	35	14	40	87	8	41	100	13	42
	Mathematics	--	--	57	--	--	57	36	26	59	100	29	61	100	29	62
10	Reading	--	--	42	--	--	42	61	19	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	61	16	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	62	26	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	90	28	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	91	21	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	91	29	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only;  
therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Effective discipline is a necessity for quality education. Respect and mature conduct in the school is of primary importance to staff, parents and other students. We have a closed campus policy for the safety of all students. All students are required to sign a Student Conduct Agreement upon enrollment. Security is provided daily for a safe and orderly school environment with a zero drug tolerance policy toward violence, weapons, drugs and gang activity.

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)

2

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,355	\$586,439
Classroom Supplies	NDS	NDS
Administration	\$1,383	\$598,703
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$499	\$216,146
Total Expenditures- All Categories 2000-2001	NDS	NDS

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.  
 Information is self-reported by the district and is unaudited.  
 \* Based upon 2000-2001 Average Daily Membership (ADM).  
 (School Expenditures divided by ADM)  
 \*\*Due to technical difficulties, data for multiple charter school sites is not available.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Kerry Clark	(623) 979-0031	
<b>Transportation Policy</b>	Art Madden	(623) 979-0031	
<b>Community Resources</b>	Art Madden	(623) 979-0031	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	Art Madden	(623) 979-0031	
<b>Student Health/Nurse</b>	NDS		

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/](http://www.ade.az.gov/srcs/) on the Internet.

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