

# Twin Peaks Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

7995 W. Twin Peaks Road, Tucson, AZ 85743

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

New School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### 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. Jane A. Ballesteros  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-6  
2003 Enrollment : 756  
Web Address : www.maranausd.org  
Phone Number : (520) 579-4750  
Fax Number : (520) 579-4785  
E-mail : t.j.terpstra@maranausd.org

### Mission

Welcome to Twin Peaks School, where the staff and community cultivate an environment in which students can reach their highest potential as unique individuals, lifelong learners, and productive citizens. Where there is enthusiasm for learning!

### School / Academic Goals

- ü We will make instructional decisions based on a variety of indicators such as formal and informal observations, evaluations, and daily work. We will provide programs that assist all students in meeting State Standards, and on-going staff development.
- ü We will seek community partnerships in an effort to provide before and after school activities and mentoring opportunities. Partnerships will include parent volunteers, agencies and businesses, as well as local community members.

### Instructional Programs

- ü Standards Based Curriculum/Special Ed.
- ü Peer Mediation/DARE
- ü Gifted and Remedial Programs
- ü Technology, Band, and Orchestra

### Enrollment

October 1, 2002 School Year Student Enrollment : 658  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 24

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 25 minutes  
First Day of School : 8/13/2003  
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 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)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Community Involvement and Partnerships
- Ü School Improvement - Strategic Planning
- Ü School Environment/Safety
- Ü Professional Development
- Ü Literacy and Lifelong Learning
- Ü Student Learning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	.50	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	12	6	0	0
7 to 9 years	2	2	0	0
10 or more years	2	7	0	0

Shared Responsibilities

School

We are committed to providing a safe campus and high academic standards. Programs promoting student safety and healthy life styles are implemented. A comprehensive curriculum and an assessment program based on the AZ Academic Standards are delivered.

Parents

Parents are asked to comply with Arizona's attendance policy. They are encouraged to provide support and opportunities for students to complete homework, and to dialogue with teachers and staff regarding student needs and progress.

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 35 PCs
- Ü Networked Computers in All Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Jump Rope/Chorus Clubs
- Ü Boy/Girl Scouts

Social Services

- Ü Clothing Bank
- Ü Before/After School Day Care
- Ü Crisis Intervention
- Ü Counseling Services

Transportation Policy

Transportation is provided for all students except those living immediately adjacent to our school's eastern boundary. Students are asked to follow Rules of Good Conduct while on the bus and at the bus stop, or transportation may be denied.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Teachers and students made gains in the area of written language. Staff development, school-wide instructional goals, and providing students with authentic experiences in writing, contributed to an increase in student achievement in this area.
  
- ü Staff, community, and agency members planned and implemented activities that provided students with opportunities to serve the community - through nursing homes, homeless shelters, community gift-giving, food banks, and McDonald charities.

School Honors

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

Award/Honor	Year
ü Students Placed in Junior Olympics - Jump Rope	2003
ü Staff Recognized as MUSD Heroes in Education	2003
ü Grant Awarded for Purchase of Reading Materials	2002
ü Student Winners in Local Art Show	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	15	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	1	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	62
Grades 3-4	88	89
Grades 4-5	68	81
Grades 5-6	90	81

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).

3rd 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	94	931	75372	95	100	101	552	548	523	5	3	9	3	14	25	40	35	36	52	48	30
All Students (Prior Year)	90	934	70809	NA	NA	NA	562	549	518	1	3	11	8	14	27	33	35	35	58	49	27
Female	51	454	36901	96	101	101	555	548	524	4	3	8	6	14	25	41	34	36	49	48	31
Male	43	477	38385	93	100	101	548	548	523	8	3	9	0	14	24	38	36	36	55	47	30
African American	NC	27	3589	NC	100	96	NC	534	501	NC	4	18	NC	25	33	NC	38	33	NC	33	16
Hispanic	18	215	29103	95	101	99	532	535	510	12	4	12	6	17	31	41	42	36	41	37	20
Asian/Pacific Islander	NC	15	1574	NC	88	96	NC	575	549	NC	0	3	NC	7	14	NC	27	34	NC	67	48
American Indian/Alaskan Native	NC	19	5086	NC	106	114	NC	516	491	NC	12	22	NC	24	38	NC	41	28	NC	24	12
White	68	646	34597	93	99	98	556	552	535	3	3	4	3	13	20	39	33	38	55	51	38
Students with Disabilities	NC	101	8057	NC	99	99	NC	512	496	NC	13	23	NC	27	31	NC	36	28	NC	24	17
Students without Disabilities	86	830	67315	95	101	101	557	551	525	2	2	8	4	13	24	40	35	37	54	50	31
Limited English Proficient Students	NC	32	16925	NC	97	112	NC	538	482	NC	0	27	NC	0	40	NC	60	26	NC	40	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	55	26325				--	501	504	--	13	15	--	39	34	--	39	33	--	9	18
Non-Economically Disadvantaged	94	876	49047				552	550	530	5	2	6	3	13	21	40	35	37	52	50	35

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	98	932	75221	99	101	101	537	532	523	6	4	8	5	11	16	58	57	56	31	28	21
All Students (Prior Year)	90	938	70860	NA	NA	NA	544	539	524	1	4	9	2	8	17	47	44	45	49	44	30
Female	52	453	36833	98	100	100	541	538	526	4	4	6	4	9	15	56	53	56	37	34	23
Male	46	479	38319	100	101	101	533	527	520	9	4	9	7	13	17	60	61	56	23	22	18
African American	NC	27	3597	NC	100	97	NC	523	510	NC	8	14	NC	29	22	NC	38	53	NC	25	11
Hispanic	18	214	29019	95	101	99	532	528	513	12	4	12	6	16	21	47	58	55	35	22	13
Asian/Pacific Islander	NC	15	1572	NC	88	95	NC	543	536	NC	0	2	NC	0	9	NC	73	57	NC	27	31
American Indian/Alaskan Native	NC	19	5071	NC	106	114	NC	512	502	NC	19	20	NC	13	27	NC	56	46	NC	13	8
White	72	648	34543	99	99	97	539	534	531	4	4	4	4	9	12	62	57	58	30	30	26
Students with Disabilities	NC	101	8006	NC	99	99	NC	518	505	NC	13	22	NC	26	23	NC	40	42	NC	21	13
Students without Disabilities	90	831	67215	99	101	101	540	533	524	3	4	7	6	10	16	59	58	56	32	28	21
Limited English Proficient Students	NC	31	16853	NC	94	112	NC	509	489	NC	0	29	NC	20	36	NC	80	32	NC	0	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	55	26256				--	492	509	--	23	14	--	40	24	--	35	51	--	2	11
Non-Economically Disadvantaged	98	877	48965				537	535	528	6	3	5	5	10	13	58	58	58	31	29	24

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	97	911	73654	98	98	99	543	540	530	4	5	9	3	9	13	80	75	70	13	11	7
All Students (Prior Year)	90	924	68592	NA	NA	NA	561	563	542	1	4	9	4	6	12	75	64	63	20	26	16
Female	53	446	36239	100	99	99	550	547	537	2	3	7	2	7	11	81	75	72	15	15	10
Male	44	465	37301	96	98	98	534	533	523	7	6	12	5	12	15	78	76	68	10	7	5
African American	NC	26	3488	NC	96	94	NC	536	515	NC	8	16	NC	17	18	NC	58	62	NC	17	4
Hispanic	18	207	28348	95	98	96	537	538	520	12	5	13	0	10	17	71	74	65	18	11	5
Asian/Pacific Islander	NC	14	1558	NC	82	95	NC	554	547	NC	0	3	NC	0	8	NC	79	76	NC	21	13
American Indian/Alaskan Native	NC	18	4947	NC	100	111	NC	510	507	NC	27	22	NC	7	22	NC	67	53	NC	0	3
White	72	636	33924	99	97	96	546	541	537	1	4	5	3	9	10	84	76	75	11	11	9
Students with Disabilities	NC	92	7306	NC	90	90	NC	514	506	NC	15	24	NC	25	20	NC	55	52	NC	5	4
Students without Disabilities	89	819	66348	98	99	100	545	542	531	2	4	8	3	8	13	82	77	71	13	11	8
Limited English Proficient Students	NC	29	16422	NC	88	109	NC	524	495	NC	0	30	NC	20	27	NC	80	43	NC	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	--	55	25711				--	497	514	--	25	16	--	34	19	--	41	61	--	0	3
Non-Economically Disadvantaged	97	856	47943				543	542	535	4	4	7	3	8	11	80	77	74	13	11	9

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

5th 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	97	1003	76230	100	99	101	531	519	498	2	5	12	15	27	38	12	15	12	71	54	37
All Students (Prior Year)	63	983	72888	NA	NA	NA	533	522	494	2	5	14	17	28	40	17	13	12	64	54	34
Female	40	506	37247	100	99	100	530	520	500	0	4	11	18	29	40	8	13	13	74	54	37
Male	57	494	38725	100	98	101	531	518	497	4	6	14	13	24	37	15	16	12	69	53	37
African American	NC	33	3594	NC	79	96	NC	493	476	NC	18	22	NC	29	46	NC	11	11	NC	43	21
Hispanic	12	202	28100	109	90	98	513	507	482	9	7	18	18	34	47	18	14	11	55	44	24
Asian/Pacific Islander	NC	18	1447	NC	100	95	NC	550	527	NC	0	5	NC	19	26	NC	6	11	NC	75	58
American Indian/Alaskan Native	--	12	5292	--	100	113	--	528	463	--	9	31	--	27	47	--	9	8	--	55	14
White	77	655	35389	97	91	96	532	522	514	1	4	6	15	24	32	12	16	14	72	56	48
Students with Disabilities	NC	112	9022	NC	90	105	NC	474	465	NC	17	31	NC	52	43	NC	11	8	NC	20	17
Students without Disabilities	91	891	67208	103	100	100	535	521	500	0	4	12	13	26	38	12	15	12	74	55	38
Limited English Proficient Students	NC	19	14826	NC	61	113	NC	442	460	NC	50	31	NC	25	51	NC	25	8	NC	0	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	33	25037				--	444	477	--	37	21	--	50	47	--	10	11	--	3	21
Non-Economically Disadvantaged	97	970	51193				531	521	507	2	4	9	15	26	35	12	15	13	71	55	43

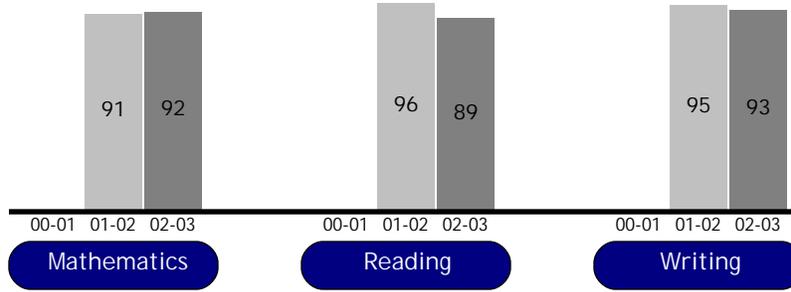
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1005	76202	101	99	101	511	511	505	12	10	19	14	22	24	61	53	46	14	15	11
All Students (Prior Year)	63	983	72779	NA	NA	NA	516	512	505	2	10	21	24	18	20	42	50	43	32	22	15
Female	41	505	37231	103	99	100	515	513	507	18	9	16	3	21	24	59	53	48	21	17	13
Male	57	497	38718	100	98	101	508	508	503	7	11	22	21	24	24	63	53	44	9	12	10
African American	NC	33	3600	NC	79	97	NC	508	497	NC	21	28	NC	29	29	NC	32	39	NC	18	5
Hispanic	12	202	28090	109	90	98	507	506	497	9	17	28	18	26	30	64	46	37	9	11	5
Asian/Pacific Islander	NC	18	1443	NC	100	95	NC	513	515	NC	6	9	NC	13	19	NC	56	53	NC	25	19
American Indian/Alaskan Native	--	12	5311	--	100	113	--	539	491	--	9	38	--	27	31	--	36	28	--	27	3
White	78	655	35371	99	91	96	512	512	512	12	7	10	12	21	20	62	57	54	14	15	16
Students with Disabilities	NC	113	9097	NC	91	106	NC	494	493	NC	29	39	NC	29	27	NC	39	29	NC	2	5
Students without Disabilities	92	892	67105	105	100	100	513	512	506	9	9	18	12	22	24	64	54	47	14	15	12
Limited English Proficient Students	NC	19	14780	NC	61	113	NC	482	486	NC	50	50	NC	25	32	NC	25	18	NC	0	1
Migrant Students	--	NC	832				--	NC	492	--	NC	36	--	NC	31	--	NC	31	--	NC	3
Economically Disadvantaged	--	33	24961				--	485	495	--	46	32	--	31	30	--	23	34	--	0	4
Non-Economically Disadvantaged	98	972	51241				511	512	509	12	9	14	14	22	22	61	54	51	14	15	14

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	96	985	74692	99	97	99	531	516	502	2	8	18	16	24	27	70	59	47	12	9	8
All Students (Prior Year)	61	973	70710	NA	NA	NA	555	533	512	0	6	17	11	21	26	55	50	42	34	23	16
Female	40	493	36710	100	97	99	537	521	509	5	6	14	8	23	26	66	58	50	21	12	10
Male	56	489	37742	98	97	98	526	511	495	0	10	22	21	24	28	73	60	44	6	6	6
African American	NC	31	3516	NC	74	94	NC	511	487	NC	7	26	NC	30	31	NC	59	39	NC	4	4
Hispanic	11	198	27492	100	88	96	518	505	486	0	14	27	10	28	32	90	54	38	0	5	4
Asian/Pacific Islander	NC	18	1428	NC	100	94	NC	533	528	NC	0	8	NC	25	20	NC	63	54	NC	13	18
American Indian/Alaskan Native	--	12	5166	--	100	110	--	508	470	--	18	39	--	18	32	--	55	27	--	9	2
White	77	643	34785	97	89	94	531	520	517	3	6	10	16	22	23	67	62	56	14	10	11
Students with Disabilities	NC	100	8428	NC	81	98	NC	494	472	NC	12	38	NC	35	30	NC	50	29	NC	4	3
Students without Disabilities	90	885	66264	102	99	99	532	517	503	2	8	17	15	23	27	70	59	48	13	9	8
Limited English Proficient Students	NC	18	14363	NC	58	109	NC	447	459	NC	50	47	NC	25	34	NC	25	19	NC	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	32	24507				--	464	480	--	48	31	--	32	33	--	16	33	--	4	3
Non-Economically Disadvantaged	96	953	50185				531	518	511	2	7	13	16	23	24	70	60	53	12	9	10

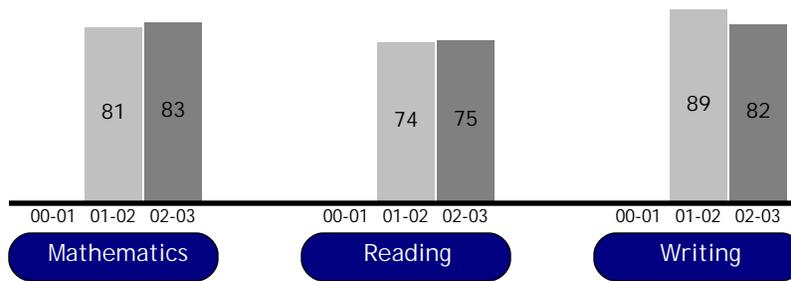
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Y
	Met Graduation Rate?	NA
	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](http://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
2	Reading	--	--	62	53	100	64	58	44	99	73	63	50
	Language	--	--	57	45	97	70	54	39	100	71	57	43
	Mathematics	--	--	69	56	100	69	66	52	97	84	71	57
3	Reading	--	--	59	50	100	64	57	43	100	64	61	47
	Language	--	--	63	55	99	69	62	50	100	68	65	54
	Mathematics	--	--	64	53	100	70	66	50	100	72	69	54
4	Reading	--	--	65	55	100	61	59	47	97	74	66	52
	Language	--	--	58	50	97	59	53	45	99	63	58	48
	Mathematics	--	--	66	56	100	64	60	52	98	82	67	57
5	Reading	--	--	62	51	100	63	58	46	96	70	61	50
	Language	--	--	56	46	95	56	51	43	97	62	53	46
	Mathematics	--	--	66	56	100	74	65	54	96	82	66	57
6	Reading	--	--	65	54	100	61	62	49	100	74	64	53
	Language	--	--	54	46	96	62	55	42	100	65	56	45
	Mathematics	--	--	73	61	100	77	73	58	100	81	73	62

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

Twin Peaks provides instruction in conflict management, bullying, and problem solving. High expectations for appropriate behavior at school are maintained. A campus-wide communication process and our District Comprehensive Discipline Policy are used.

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	Jane Ballesteros	(520) 579-4750
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Angie Wood	(520) 579-4750
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Monica Sutton	(520) 579-4750
Student Health/Nurse	Laurie Wilcox	(520) 579-4750

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. "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](http://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](http://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](http://www.ade.az.gov/standards)