

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3618 West Bell Road, Glendale, AZ 85308

Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of Ame

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

#### High School Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 : Mrs. Janice Zagorniak  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.ombudsman.com  
 Phone Number : (602) 840-2997  
 Fax Number : (602) 840-1402  
 E-mail : jzagorniak@ombudsman.com

### Mission

As educators, we believe every student has unique gifts and we are dedicated to helping students develop their inherent talents and achieve their potential. We work with students and parents to provide an effective alternative to the traditional classroom environment. Our program eliminates barriers to success, builds self-esteem and confidence, and will help your student develop a sense of independence and responsibility about education.

### School / Academic Goals

- ü Students will become proficient in math skills which will be utilized for real-life applications, as well as the opportunity to improve math levels on state standardized tests.
- ü Student will demonstrate a minimum two-level increase in vocabulary levels and a 90 percent comprehension rate on a comparable reading series during a school year.
- ü Students will be encouraged to maintain a minimum of 95 percent attendance throughout the school year with the implementation of our attendance incentive program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 68  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 74

Instructional Programs

- Ü Alternative Education
- Ü Highly Structured/Individualized
- Ü Core Curriculum of Essential Skills
- Ü Scoped/Sequenced Elementary to College
- Ü Low Student to Teacher Ratio
- Ü Technology-Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

School responsibilities include assurance of a safe environment, retention, achievement of appropriate behaviors and quality work, and increase student self-image provided within a climate of productivity and mutual respect with continued academic success.

Parents

Parent responsibilities include encouraging and supporting student attendance, providing proper clothing and nourishment, being supportive of academic goals and having open communication with the school.

Transportation Policy

School Honors

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

Award/Honor	Year
Ü President's Award for Outstanding Academic Excellence	2005
Ü President's Award for Educational Improvement	2005
Ü American Citizenship Award	2005

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	22	98	71130	100	92	95	687	670	701	18	51	23	18	16	13	64	32	51	NA	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	45	35465	94	92	96	688	673	702	13	44	21	20	20	13	67	36	53	NA	NA	13
Male	NC	53	35648	NC	93	94	NC	668	701	NC	57	24	NC	13	12	NC	28	50	NC	2	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	--	17	25103	--	85	95	--	661	685	--	65	34	--	6	16	--	29	45	--	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	21	73	36075	100	97	95	687	674	715	19	45	12	19	21	9	62	33	58	NA	1	21
Students with Disabilities	--	NC	5862	--	NC	71	--	NC	658	--	NC	63	--	NC	15	--	NC	20	--	NC	2
Students without Disabilities	22	91	65268	100	99	98	687	670	705	18	52	19	18	15	12	64	32	54	NA	1	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	22	98	48173	100	92	96	687	670	709	18	51	17	18	16	11	64	32	55	NA	1	18

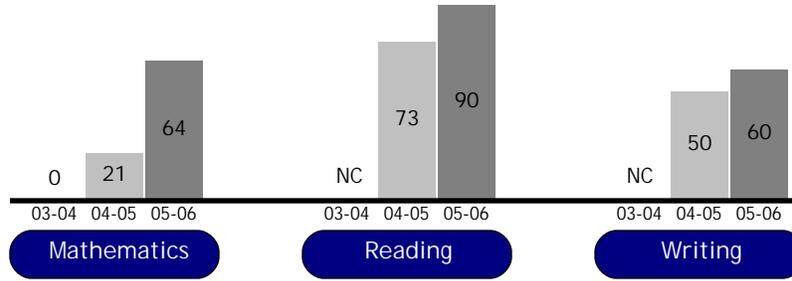
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	103	73018	91	97	97	706	679	703	5	10	6	5	34	23	90	55	64	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	48	36181	88	96	97	699	685	708	7	4	4	7	31	21	87	63	65	NA	2	9
Male	NC	55	36816	NC	98	96	NC	673	699	NC	15	7	NC	36	24	NC	49	62	NC	NA	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	21	25801	--	95	96	--	660	683	--	10	10	--	52	34	--	38	53	--	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	20	74	37024	95	100	97	706	687	721	5	7	2	5	28	12	90	64	73	NA	1	13
Students with Disabilities	NC	12	7170	NC	86	85	NC	655	654	NC	17	23	NC	58	47	NC	25	29	NC	NA	1
Students without Disabilities	19	91	65848	90	99	98	707	682	708	5	9	4	5	31	20	89	59	67	NA	1	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	20	103	49106	91	97	98	706	679	714	5	10	4	5	34	16	90	55	69	NA	1	11

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	20	104	72810	91	98	96	686	661	685	NA	12	6	40	48	30	60	40	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	49	36111	88	98	97	692	674	695	NA	8	4	33	39	23	67	53	65	NA	NA	8
Male	NC	55	36678	NC	98	95	NC	649	674	NC	15	9	NC	56	36	NC	29	52	NC	NA	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	20	25735	--	91	96	--	659	669	--	10	10	--	60	41	--	30	48	--	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	20	75	36915	95	100	97	686	668	697	NA	8	3	40	44	21	60	48	67	NA	NA	8
Students with Disabilities	NC	14	7071	NC	100	84	NC	624	634	NC	36	24	NC	57	53	NC	7	21	NC	NA	1
Students without Disabilities	19	90	65739	90	98	98	689	667	689	NA	8	4	37	47	27	63	46	62	NA	NA	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	20	104	48996	91	98	97	686	661	693	NA	12	4	40	48	24	60	40	64	NA	NA	7

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

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

10th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	26	NA	42	NC	NC	40	51	NC	NC	34	52
	Language	93	19	17	42	NC	NC	36	50	NC	NC	28	50
	Mathematics	93	39	26	63	NC	NC	32	50	NC	NC	25	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	3.00
Other Professional Staff	.40	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Extracurricular Activities

Social Services

Ü Tobacco Prevention Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ombudsman diplomas were awarded to 91 percent of all seniors. These students successfully completed all academic and attendance requirements.
  
- ü The overall year-end attendance rate was 89 percent. Students have made it a priority to commit to the high attendance expectations set by Ombudsman.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Promotion Rate <sup>5</sup>	58	89	88	73
Graduation Rate <sup>6</sup>	59	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Our procedures provide for effective management of an emergency situation. Policies and procedures are outlined and reviewed regularly. Ombudsman understands that a safe learning environment promotes a quality education.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

Name	Phone Number
School Site Council	
Transportation Policy	
Community Resources	
School Nutrition Programs	
Parent Organization	
Student Health/Nurse	

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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/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.