



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7400 S. Settler Rd., Tucson, AZ 85746

Tucson 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. John Michel
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
Web Address : edweb.tusd.k12.az.us/hohokam/
Phone Number : (520) 908-3700
Fax Number : (520) 908-3701
E-mail : john.michel@tusd.k12.az.us

Mission

The Hohokam Middle School Community is making differences by ensuring that respect, tolerance and positive attitudes are integrated into our daily lives and by creating an environment in which students are self-directed and responsible learners/leaders. We believe 'YES WE CAN.'

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Hohokam students will meet and or exceed a ten percent gain in the literacy area of Reading as measured by the AIMS/DPA for 2005-2006 school year.
- ü Hohokam students will meet and or exceed a ten percent gain in the literacy area of Mathematics as measured by the AIMS/DPA for 2005-2006 school year.
- ü Hohokam students will meet and or exceed an average daily attendance of 90 percent for the 2005-2006 school year.
- ü Hohokam students will meet and or exceed a three percent gain in the literacy area of Writing as measured by the AIMS/DPA for 2005-2006 school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 809
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- ü My Reading Coach/Read 180/Reading class
- ü GATE (Gifted and Talented Education),6-8
- ü Science Olympiad/MESA
- ü HAWKTIME/Wilderness Expedition Project
- ü High School Algebra/ Spanish
- ü SEI/ESL
- ü Accelerated Math Program
- ü Mock Trial/STUCCO

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school has the responsibility to provide each parent/guardian a safe learning environment for their child. Each teacher is responsible for keeping the parent/guardian informed of the child's progress. The school and the home are a partnership.

Parents

It is the responsibility of the parents/guardians of the students enrolled at Hohokam to ensure that their children are in school every day, on time, and prepared to be successful learners. Parents are considered partners in education with Hohokam.

Transportation Policy

The Transportation Policy for Hohokam Middle School is pursuant to TUSD Board Policy 3340. School bus transportation is provided to middle school students who live at least two and one-half miles from school with no public bus service. Hohokam is working with the Pima County District 5 supervisor's office and Pima County Department of Transportation in the implementation of a neighborhood walkway/bikeway system for the surrounding community.

School Honors

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

Award/Honor	Year
ü Pima County Middle School WrestlingTournament Champions	2005
ü P.C.E.S/River of Words Poetry & Art Award Winners	2004
ü MESA Fourth in State Competition	2005
ü Boys Basketball Divisional Champions	2005

6th 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	281	4286	79327	99	94	98	475	500	518	45	28	19	28	24	20	25	39	46	2	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	2076	38961	97	95	98	478	501	520	38	25	16	34	26	20	27	40	48	1	9	16
Male	148	2208	40295	100	94	97	473	499	516	51	31	21	23	22	19	23	38	44	3	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	181	2354	32327	99	93	98	476	488	499	44	34	27	28	27	25	27	35	41	2	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	71	195	4391	97	97	96	465	477	489	48	41	32	37	29	27	14	29	36	1	2	4
White	19	1331	36373	90	95	98	501	524	538	37	15	10	16	19	14	37	48	52	11	19	25
Students with Disabilities	52	539	9321	100	79	87	449	457	467	67	61	54	29	22	22	4	15	21	NA	1	3
Students without Disabilities	229	3747	70006	98	97	100	481	505	524	40	23	14	28	24	19	30	42	49	3	11	18
Limited English Proficient Students	33	483	9431	94	88	95	451	454	466	73	66	53	21	23	27	6	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	174	2195	37097	98	94	97	475	487	498	45	35	27	28	26	25	25	34	41	2	5	7
Non-Economically Disadvantaged	107	2091	42230	100	95	99	475	512	535	44	20	11	29	22	15	24	44	50	3	14	24

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	279	4423	79501	98	97	98	468	485	497	23	15	10	35	31	25	41	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	2144	39062	96	98	99	473	490	502	20	11	8	33	30	23	48	56	64	NA	3	5
Male	147	2277	40368	99	97	98	464	480	491	26	18	13	37	31	27	35	49	57	1	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	181	2452	32389	99	97	98	467	474	478	23	19	16	34	36	34	42	45	48	1	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	69	195	4401	95	97	96	463	469	473	26	21	17	38	41	40	36	38	43	NA	1	1
White	19	1360	36446	90	97	99	486	506	516	16	7	4	32	21	15	47	68	73	5	5	7
Students with Disabilities	51	601	9411	98	88	88	439	443	453	39	41	36	47	40	36	14	19	26	NA	1	1
Students without Disabilities	228	3822	70090	98	99	100	474	491	502	19	11	7	32	29	24	47	58	65	1	3	5
Limited English Proficient Students	33	513	9401	94	94	94	430	434	443	52	51	40	39	39	46	9	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	173	2266	37183	97	97	97	466	473	479	26	19	16	33	36	34	40	44	49	1	1	1
Non-Economically Disadvantaged	106	2157	42318	99	98	99	471	497	513	18	10	5	39	25	17	42	61	70	1	4	7

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	281	4464	80000	99	98	99	549	560	564	3	3	3	16	11	11	78	80	75	3	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	135	2164	39288	99	99	99	563	574	579	1	2	2	7	6	6	87	83	77	4	9	16
Male	146	2297	40644	99	98	98	536	546	549	4	4	4	23	16	15	71	77	74	2	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	182	2475	32672	100	98	99	551	553	548	2	3	4	16	13	14	77	81	76	4	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	71	197	4424	97	98	97	546	551	549	3	3	3	15	15	14	80	79	77	1	3	5
White	18	1370	36602	86	98	99	551	575	579	NA	2	2	22	7	7	78	80	75	NA	11	16
Students with Disabilities	52	640	9919	100	93	93	511	504	505	6	10	9	38	34	35	56	55	54	NA	1	2
Students without Disabilities	229	3824	70081	98	99	100	557	568	571	2	2	2	10	7	7	83	84	79	4	7	12
Limited English Proficient Students	35	524	9571	100	96	96	520	498	502	3	11	10	34	31	29	63	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	174	2296	37534	98	98	98	546	548	547	3	4	4	17	14	15	77	78	76	3	4	5
Non-Economically Disadvantaged	107	2168	42466	100	98	100	553	572	578	2	2	2	14	8	7	80	82	75	4	9	16

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

7th 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	275	4399	78546	99	97	97	509	528	543	33	22	15	24	21	18	40	48	52	3	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	2183	38645	98	97	98	515	531	545	27	20	13	26	20	18	44	51	54	3	9	15
Male	146	2209	39792	100	96	97	504	526	542	38	25	17	23	22	17	37	44	50	2	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	165	2347	31177	100	97	97	511	516	524	29	27	22	26	24	23	42	44	48	2	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	71	193	4689	96	96	95	498	511	515	42	34	28	24	23	25	32	39	43	1	4	4
White	31	1448	36450	97	97	97	528	550	563	19	13	7	23	16	12	52	54	57	6	18	23
Students with Disabilities	43	530	8093	100	84	82	469	480	489	65	58	50	26	24	24	7	18	23	2	1	2
Students without Disabilities	232	3869	70453	99	99	100	516	534	549	27	17	11	24	21	17	47	52	56	3	10	16
Limited English Proficient Students	45	584	9323	98	95	94	487	483	491	56	56	47	20	25	28	24	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	168	2090	34694	99	96	96	512	516	524	32	28	23	24	25	23	41	43	48	3	5	7
Non-Economically Disadvantaged	107	2309	43852	99	98	99	506	539	559	34	17	10	25	17	13	39	52	56	2	13	22

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	276	4467	79045	100	98	98	489	501	512	13	14	10	40	31	25	47	51	58	1	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	2206	38860	99	98	98	496	509	519	6	9	7	38	28	22	54	57	62	2	6	8
Male	146	2254	40075	100	98	97	482	493	505	18	18	12	41	34	28	40	45	54	NA	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	165	2386	31314	100	98	98	488	488	493	14	18	16	38	36	34	47	45	48	1	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	72	196	4719	97	98	96	483	490	489	17	13	15	43	38	39	40	48	45	NA	1	2
White	31	1467	36730	97	98	98	508	521	532	NA	7	4	32	22	16	68	60	68	NA	11	12
Students with Disabilities	43	588	8552	100	93	87	452	455	463	35	43	35	44	37	40	21	19	23	NA	1	1
Students without Disabilities	233	3879	70493	100	99	100	494	507	517	9	9	7	39	30	24	52	56	62	1	5	8
Limited English Proficient Students	45	602	9355	98	98	95	452	450	456	40	44	37	47	44	48	13	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	168	2126	34922	99	98	96	489	489	493	13	17	15	40	36	34	46	44	48	1	3	3
Non-Economically Disadvantaged	108	2341	44123	100	99	99	488	511	527	13	10	6	39	26	18	48	57	66	NA	7	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	278	4459	79657	100	98	99	561	569	566	3	2	3	10	8	8	87	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	2207	39120	100	98	99	576	582	580	1	1	2	4	4	4	94	93	92	2	1	2
Male	146	2245	40423	100	98	98	547	557	553	4	4	5	16	12	12	80	84	83	NA	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	166	2371	31642	100	98	99	559	561	552	2	3	5	13	10	11	85	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	73	200	4760	99	100	97	559	560	547	5	3	5	4	7	14	90	91	81	NA	NA	0
White	31	1468	36929	97	98	99	574	582	579	NA	1	2	6	5	5	90	92	91	3	2	2
Students with Disabilities	43	583	9069	100	92	92	504	517	508	9	10	11	30	28	30	58	61	58	2	1	1
Students without Disabilities	235	3876	70588	100	99	100	570	576	573	1	1	2	6	5	5	92	93	91	0	1	1
Limited English Proficient Students	45	594	9521	98	96	96	527	518	507	4	9	13	27	23	24	67	67	63	2	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	169	2116	35341	100	97	97	558	560	551	2	3	5	12	12	12	85	86	83	1	0	0
Non-Economically Disadvantaged	109	2343	44316	100	99	100	565	577	578	3	2	2	7	5	5	89	92	90	1	1	2

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

8th 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	272	4533	78400	100	96	97	515	545	554	39	26	21	31	21	19	30	44	47	NA	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	145	2289	38686	100	97	98	517	544	554	38	24	20	30	22	20	32	45	49	NA	8	12
Male	127	2240	39636	100	95	96	514	545	554	41	28	23	32	19	18	27	42	46	NA	11	13
African American	13	339	4193	100	96	97	519	527	533	31	35	32	23	24	23	46	37	40	NA	5	5
Hispanic	153	2362	30732	100	95	97	518	531	534	38	33	31	33	24	24	29	39	40	NA	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	73	178	4536	100	98	95	504	519	528	45	41	35	33	25	25	22	30	37	NA	4	4
White	31	1534	37038	97	96	97	531	570	575	32	14	11	19	15	14	48	54	56	NA	17	19
Students with Disabilities	42	520	7840	100	76	81	483	494	498	67	63	60	21	18	18	12	17	20	NA	1	2
Students without Disabilities	230	4013	70560	100	99	99	521	551	560	34	21	17	33	21	19	33	47	50	NA	10	14
Limited English Proficient Students	39	533	8956	100	93	95	484	498	502	69	62	56	21	20	25	10	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	167	2056	33014	100	94	95	514	531	534	39	33	31	32	24	24	29	39	40	NA	4	5
Non-Economically Disadvantaged	105	2477	45386	100	97	99	517	556	569	40	21	15	30	18	15	30	47	52	NA	14	18

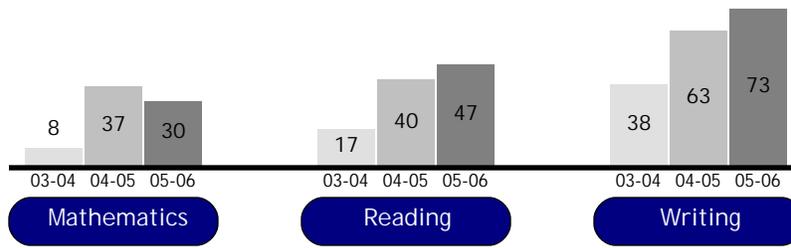
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	271	4640	79179	100	98	98	495	509	519	18	14	11	35	31	27	46	52	58	1	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	145	2327	38974	100	98	99	499	514	524	13	11	8	34	29	25	53	57	61	NA	4	5
Male	126	2309	40124	100	98	97	490	504	513	23	16	13	37	33	28	38	48	54	2	3	4
African American	13	348	4243	100	98	98	510	499	506	8	20	14	54	31	32	31	45	51	8	3	3
Hispanic	152	2414	30987	100	97	98	496	497	498	18	17	17	32	37	36	49	45	45	1	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	73	182	4573	100	100	96	486	494	494	19	19	16	42	38	41	38	43	42	NA	NA	1
White	31	1574	37467	97	99	98	507	530	539	16	7	5	23	21	17	58	66	70	3	6	8
Students with Disabilities	42	626	8567	100	91	88	457	462	467	43	41	39	43	42	38	14	17	22	NA	0	1
Students without Disabilities	229	4014	70612	100	99	99	502	516	524	13	9	7	34	29	25	52	58	62	1	4	5
Limited English Proficient Students	39	546	9013	100	95	95	453	457	461	44	43	40	49	47	48	8	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	166	2108	33345	99	97	96	493	496	499	18	18	17	37	37	36	44	43	46	1	2	1
Non-Economically Disadvantaged	105	2532	45834	100	99	99	499	520	533	17	10	7	32	25	19	50	60	67	1	4	7

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	271	4654	79734	100	98	99	542	555	554	3	3	3	24	18	19	73	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	2341	39243	99	99	99	558	568	568	3	2	2	11	11	12	86	87	85	NA	0	1
Male	127	2309	40413	100	98	98	524	542	541	3	3	4	39	25	26	58	72	70	NA	0	0
African American	13	350	4285	100	99	99	557	544	548	NA	6	3	23	19	22	77	75	74	NA	0	0
Hispanic	153	2433	31254	100	98	99	543	547	539	4	3	5	21	22	25	75	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	72	181	4613	100	100	97	537	538	535	3	5	4	26	24	29	71	70	67	NA	1	0
White	31	1568	37668	97	98	99	543	571	569	NA	1	1	32	11	13	68	88	85	NA	0	1
Students with Disabilities	42	627	8943	100	91	92	490	499	495	10	10	11	57	49	51	33	40	38	NA	1	1
Students without Disabilities	229	4027	70791	100	100	100	551	563	561	2	1	2	18	13	15	80	85	83	NA	0	0
Limited English Proficient Students	39	551	9138	100	96	97	492	492	492	13	13	13	41	45	46	46	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	166	2117	33718	99	97	97	540	545	538	4	4	5	25	23	26	71	73	69	NA	0	0
Non-Economically Disadvantaged	105	2537	46016	100	100	100	545	564	567	2	2	2	22	14	14	76	84	84	NA	0	1

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)

8th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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
6	Reading	94	28	NA	56	98	35	44	51	99	35	46	56
	Language	94	20	38	48	98	31	41	47	99	25	41	50
	Mathematics	94	25	52	66	98	28	44	52	99	24	44	58
7	Reading	94	23	NA	54	98	35	44	50	99	34	44	54
	Language	95	27	48	58	98	37	48	52	99	39	50	58
	Mathematics	95	27	49	62	99	33	44	50	99	27	44	54
8	Reading	95	27	NA	55	100	36	46	51	100	43	50	58
	Language	97	24	41	52	100	38	47	50	100	37	50	56
	Mathematics	97	35	50	61	99	35	48	53	100	27	50	58

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/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Establish Policy Guidelines for School
- Ü Respond Directly to School Concerns
- Ü Carry Out Systematic School Planning
- Ü Plan Annual School Calendar
- Ü Monitor School Programs
- Ü Promote Effective Use of Resources

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	9.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	1	0
4 to 6 years	6	8	0	0
7 to 9 years	3	5	0	0
10 or more years	7	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	231
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Library/Media/Computer Center
- Ü Indoor Gymnasium
- Ü Community Garden
- Ü Media Center

Extracurricular Activities

- Ü 21st Century Learning Centers
- Ü Interscholastic Athletics
- Ü MESA
- Ü Science Olympiad
- Ü Student Wilderness Expedition Project
- Ü Student Intervention Tutorials

Social Services

- Ü Recreational Activities
- Ü Southwest Family Resource/Wellness Ctr.
- Ü Pascua Yaqui Nation
- Ü TUSD Welcome Center
- Ü Pima County Supervisor District Five
- Ü CODAC Olweus Bullying Prevention Grant
- Ü 21st Century Learning Centers
- Ü TUSD Title One Family Support Department

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Yes We Can, has become the motto for the Hohokam community. Hohokam has become a highly successful performing school. Students have continually worked hard to raise proficiency in the foundation areas of reading, writing, and mathematics.

- ü Hohokam has fully implemented all of the major components of the HAWKTime mentoring program. The school offers students a variety of school activities, clubs and leadership opportunities.

- ü Hohokam has had many students over the last four years qualify and gain acceptance into TUSD's accelerated University High School. Hohokam has also been adopted into the adopt a school program by the Central Arizona Project.

- ü Hohokam students are provided a quality education through qualified instruction, a safe learning environment, & a daily mentoring program. Articulated curriculum is scheduled through instructional pacing calendars & measured with regular assessment.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	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

Hohokam has a comprehensive School Safety Plan, and will continue to monitor and address safety issues. School counselors have implemented counseling groups for students referred by teachers, parents, and support staff. CODAC Behavioral Health Services has provided a grant and assistance in implementing the schoolwide bully prevention program

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) :

30

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	John Michel	(520) 908-3700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Julie Wanat	(520) 908-3700
School Nutrition Programs	Francisca Salazar	(520) 908-3700
Parent Organization	Virginia Picasso	(520) 908-3700
Student Health/Nurse	Stephanie May-Garcia	(520) 908-3700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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.

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. 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.

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