

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3500 S. 12th Ave., Tucson, AZ 85713

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

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.

School Overview

Principal/Administrator : Ms. Patricia J. Dienz
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : phs.tusd.k12.az.us
 Phone Number : (520) 225-4300
 Fax Number : (520) 225-4301
 E-mail : patricia.dienz@tusd1.org

Mission

Pueblo creates a climate to prepare graduates to set and evaluate goals; master essential skills; and apply their skills and knowledge. It is a comprehensive high school with a college preparatory curriculum and technology skills programs.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü Pueblo faculty will utilize the Jane Schaeffer Writing Method in all content areas.
- ü Pueblo faculty will utilize the concepts of Reading Apprenticeship in all content areas.
- ü Pueblo faculty will utilize curriculum calendars and common assessments in Math and English classes.
- ü Pueblo faculty will utilize SEI strategies in all content areas.

Enrollment

October 1, 2005 School Year Student Enrollment : 1964
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Advanced Placement
- ü Gifted
- ü Honors Classes
- ü On-site Special Education
- ü Bilingual/ESL
- ü Media
- ü Career and Technology
- ü Read 180

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Students are provided textbooks and required supplies for all classes. To provide a safe environment, the school provides campus monitors and a closed campus. Police officers work on campus on a daily basis. We also provide GATE and AP classes.

Parents

Parents are expected to ensure that students arrive at school on time, to account for absences, and participate in the Home/School Partnership Organization. Students who live less than 2 1/2 miles from school must provide their own transportation.

Transportation Policy

Students are provided bus transportation if they live 2 1/2 miles from school (either by school bus or with bus passes for transportation by city mass transit).

School Honors

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

Award/Honor	Year
ü Econ. Teacher Finalist for NASDAQ Nat Teacher of the Yr	2003
ü Science Teacher Finalist for Science Teacher of the Yr	2003
ü Media Class Production Selected for Nat. School Safety	2003
ü Two finalists for the Circle K Teacher of the Year	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	396	3907	71130	86	93	95	688	701	701	27	23	23	18	13	13	52	51	51	4	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1942	35465	89	95	96	690	702	702	23	21	21	18	14	13	57	52	53	3	13	13
Male	198	1965	35648	84	92	94	687	700	701	30	25	24	18	12	12	47	50	50	5	14	14
African American	12	290	3868	67	98	95	668	679	686	42	40	33	33	14	17	25	41	45	NA	4	6
Hispanic	346	1807	25103	87	93	95	689	688	685	26	31	34	18	16	16	52	47	45	4	6	5
Asian/Pacific Islander	--	134	1805	--	98	98	--	727	731	--	10	9	--	5	7	--	53	50	--	31	34
American Indian/Alaskan Native	14	115	4241	100	86	90	688	681	679	21	44	39	7	10	19	71	40	39	NA	6	3
White	24	1560	36075	89	93	95	689	719	715	29	10	12	13	9	9	50	58	58	8	22	21
Students with Disabilities	32	361	5862	52	65	71	656	659	658	63	63	63	16	14	15	22	22	20	NA	1	2
Students without Disabilities	364	3546	65268	92	98	98	691	704	705	23	19	19	18	12	12	54	54	54	4	14	15
Limited English Proficient Students	62	353	4859	81	89	93	662	658	662	61	70	64	13	10	15	26	19	20	NA	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	231	1325	22957	86	91	93	685	684	685	30	36	34	17	17	17	49	42	44	3	5	5
Non-Economically Disadvantaged	165	2582	48173	87	95	96	693	710	709	21	17	17	19	10	11	55	55	55	4	17	18

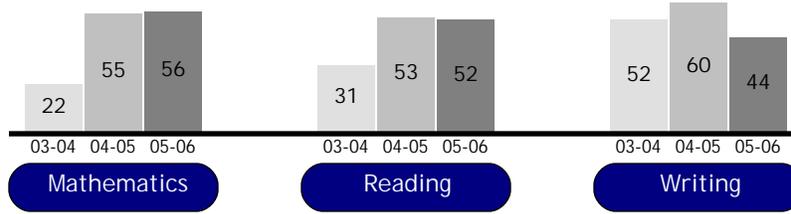
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	4113	73018	88	96	97	676	699	703	11	7	6	37	26	23	51	60	64	1	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	215	2019	36181	92	97	97	681	704	708	7	5	4	36	23	21	55	63	65	1	9	9
Male	212	2093	36816	84	95	96	672	693	699	15	9	7	37	28	24	47	57	62	1	6	7
African American	15	302	3976	88	99	96	645	677	689	27	16	8	60	32	29	13	50	59	NA	2	3
Hispanic	371	1900	25801	88	96	96	677	683	683	11	9	10	37	34	34	51	53	53	1	3	3
Asian/Pacific Islander	NC	137	1812	NC	99	98	NC	720	722	NC	2	3	NC	18	15	NC	66	66	NC	14	16
American Indian/Alaskan Native	14	128	4389	100	91	93	689	678	675	14	6	9	29	46	42	50	45	47	7	2	1
White	26	1646	37024	90	96	97	683	720	721	8	3	2	27	14	12	65	69	73	NA	14	13
Students with Disabilities	55	530	7170	85	93	85	629	652	654	47	24	23	40	48	47	13	27	29	NA	1	1
Students without Disabilities	372	3583	65848	89	97	98	682	705	708	6	4	4	36	22	20	56	64	67	1	9	9
Limited English Proficient Students	67	379	5099	81	93	95	635	636	641	37	34	29	52	55	59	10	11	12	NA	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	248	1425	23912	87	94	94	671	677	681	12	11	10	40	39	36	46	47	52	1	2	2
Non-Economically Disadvantaged	179	2688	49106	89	98	98	684	710	714	10	5	4	32	19	16	57	66	69	1	11	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	431	4094	72810	89	96	96	664	681	685	11	7	6	44	32	30	43	55	58	1	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	211	1999	36111	90	96	97	677	694	695	5	4	4	40	25	23	53	63	65	3	8	8
Male	220	2094	36678	88	96	95	652	670	674	17	10	9	49	40	36	34	47	52	NA	3	3
African American	14	300	3962	82	99	96	639	660	675	14	18	8	57	30	33	29	50	55	NA	2	3
Hispanic	376	1889	25735	89	95	96	664	672	669	11	9	10	44	39	41	43	49	48	1	3	2
Asian/Pacific Islander	NC	137	1809	NC	99	97	NC	698	704	NC	4	4	NC	22	19	NC	60	65	NC	14	13
American Indian/Alaskan Native	14	126	4370	100	89	92	673	674	670	14	6	9	29	46	39	57	47	50	NA	2	2
White	26	1642	36915	90	96	97	670	696	697	8	4	3	46	25	21	42	62	67	4	10	8
Students with Disabilities	56	521	7071	86	91	84	616	631	634	36	25	24	54	56	53	11	17	21	NA	1	1
Students without Disabilities	375	3573	65739	89	96	98	671	688	689	7	5	4	43	29	27	48	60	62	2	6	6
Limited English Proficient Students	67	368	5046	81	90	94	608	612	621	42	36	31	55	57	56	3	7	12	NA	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	249	1407	23814	88	93	94	659	664	667	13	11	10	48	43	41	39	44	47	0	1	2
Non-Economically Disadvantaged	182	2687	48996	91	98	97	672	690	693	9	5	4	40	27	24	49	60	64	3	8	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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
9	Reading	88	22	NA	42	87	37	48	51	84	34	48	52
	Language	88	23	37	42	87	38	46	50	84	34	46	50
	Mathematics	91	43	57	63	86	37	46	50	84	32	44	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/

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)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Student Achievement
- Ü Program Development-Academic Improvement
- Ü Parent/Educator Relations
- Ü Identification of Goals/Objectives
- Ü Student Recognition
- Ü Student Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	130.00
Other Professional Staff	9.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	12	1	0
4 to 6 years	14	6	0	0
7 to 9 years	4	5	1	0
10 or more years	17	47	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	373
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Media Television Studio/Warrior Radio
- Ü Vocational Education Building
- Ü 15 Computer Learning Labs/Read 180
- Ü Learning Resource Center

Extracurricular Activities

- Ü Student Council
- Ü Athletics Program
- Ü Academic Decathlon
- Ü Mariachi
- Ü National Honor Society
- Ü MESA
- Ü DECA
- Ü YES Club

Social Services

- Ü Clothing Bank
- Ü Support Groups
- Ü Counseling Services
- Ü Social Worker
- Ü Crisis Intervention
- Ü Student Assistance Team
- Ü Breakfast/Lunch Programs
- Ü Drop Out Prevention Specialists

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Fifty-six students earned Advanced Placement credits in one of the following classes: AP Calculus, AP Junior English, AP Spanish Composition, AP Spanish Literature and AP US History.

- ü For the 2005-2006 School Year, a Pueblo Senior was the Recipient of the prestigious Flinn Scholarship, Gates Millenium Scholar, and U of A President's Award.

- ü The Pueblo MESA Club has won to MESA National Design Championship in 2004 and 2005 and placed second in 2006.

- ü 2003 Exemplary High School Website in Arizona

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	66	89	88	73
Graduation Rate ⁶	85	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

We have 3 security agents, 2 monitors and three security liaisons and have hired off-duty policemen to be on campus daily. We also have security cameras in campus buildings and maintain a strict closed campus environment. We also have a full-time School Safety Officer on staff. All students and staff are required to wear school identification. Entrance and exit to the campus requires check-in with front gate security and all visitors are required to wear badges.

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) :

102

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	Patricia J. Dienz	(520) 225-4304
Transportation Policy	Steven Gabaldon	(520) 225-4308
Community Resources	Simon Maximo	(520) 225-4329
School Nutrition Programs	Michael Evans	(520) 225-4323
Parent Organization	Evelia Lopez	(520) 225-4525
Student Health/Nurse	vacant	(520) 225-4317

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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.