

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

200 N. Stone Ave. , Third Floor, Tucson, AZ 85701

### Calli Ollin Academy

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>

##### High School Achievement Profile (a)

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

##### School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

#### School Overview

Principal/Administrator : Mrs. Elizabeth Tridico M.Ed.  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : www.calliollin.com  
 Phone Number : (520) 882-3029  
 Fax Number : (520) 882-3041  
 E-mail : btridico@calliollin.com

#### Mission

The mission of Calli Ollin Academy is designed to provide a positive learning environment, develop responsible citizens and inspire lifelong learning in a constantly changing society by strengthening each student's competence and confidence level.

#### School / Academic Goals

- ü To graduate scholars who are committed to lifelong learning and to succeeding in post-secondary educational endeavors. Students are prepared for college through academic guidance, college entrance exam preparation and dual/concurrent enrollment.
- ü To graduate community leaders who are able to act in the interests of people from diverse ethnic, social, political and economic backgrounds. Leadership group students learn the art of cooperation and compromise; invaluable skills of a true leader.
- ü To graduate people who are prepared to contribute and co-exist in a multi-cultural and multi-lingual world. Students learn about various cultures and ethnicities, explore other historical, political, and economic perspectives.
- ü To graduate individuals with self-confidence to face a life of challenges and opportunities.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 92  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 125

Instructional Programs

- Ü Expeditionary Learning Outward Bound Mod
- Ü Dual/Concurrent Enrollment Program
- Ü Mexican American Studies
- Ü Student Service Learning Program

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

Calli Ollin Academy maintains constant communication with all parents and provides students with current information regarding program policy and procedural changes and provides students with opportunities for academic success through our diverse programs.

Parents

Parents make the commitment to support their son's/daughter's educational experience by signing a Student Compact. Parents are asked to volunteer their time at least once a semester either at school or at a school-related activity. Parents are required to attend an annual orientation prior to their son/daughter starting school. Parents are encourage to participate in the annual open house and quarterly parent meetings.

Transportation Policy

It is Calli Ollin Academy's intent that parents and students will be responsible for transportation to and from school. Bus passes for the city transportation system (SunTran) are provided to students who qualify under Title I.

School Honors

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

Award/Honor	Year
Ü Student Nominated as a Tucson Citizen Student Achiever	2004
Ü Student Received the Top Ten Percent Scholarship Award	2004

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	29	41	71130	100	98	95	657	656	701	72	76	23	7	10	13	21	15	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	24	35465	100	100	96	658	656	702	72	75	21	11	13	13	17	13	53	NA	NA	13
Male	11	17	35648	85	89	94	656	656	701	73	76	24	NA	6	12	27	18	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	26	28	25103	100	100	95	657	658	685	73	71	34	4	7	16	23	21	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	13	4241	NC	93	90	NC	652	679	NC	85	39	NC	15	19	NC	NA	39	NC	NA	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	26	38	65268	100	100	98	660	658	705	69	74	19	8	11	12	23	16	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	22	29	22957	88	83	93	657	656	685	73	76	34	9	10	17	18	14	44	NA	NA	5
Non-Economically Disadvantaged	NC	12	48173	NC	100	96	NC	656	709	NC	75	17	NC	8	11	NC	17	55	NC	NA	18

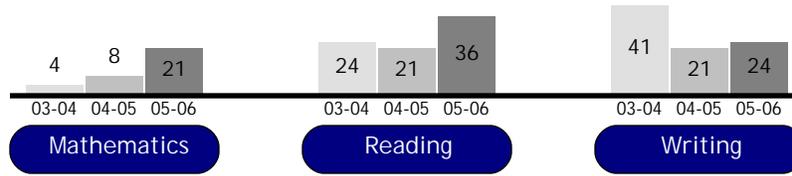
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	36	73018	93	90	97	654	657	703	32	22	6	32	42	23	36	36	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	21	36181	100	95	97	657	658	708	33	24	4	27	38	21	40	38	65	NA	NA	9
Male	10	15	36816	83	83	96	NA	654	699	NA	20	7	NA	47	24	NA	33	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	22	24	25801	92	92	96	654	653	683	36	33	10	27	33	34	36	33	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	12	4389	NC	86	93	NC	664	675	NC	NA	9	NC	58	42	NC	42	47	NC	NA	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	21	32	65848	91	91	98	663	663	708	19	13	4	38	47	20	43	41	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	23	30	23912	96	88	94	654	656	681	30	23	10	35	40	36	35	37	52	NA	NA	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	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	25	36	72810	93	90	96	652	653	685	16	11	6	60	67	30	24	22	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	21	36111	100	95	97	665	663	695	13	10	4	53	57	23	33	33	65	NA	NA	8
Male	10	15	36678	83	83	95	NA	640	674	NA	13	9	NA	80	36	NA	7	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	22	24	25735	92	92	96	650	649	669	18	17	10	59	63	41	23	21	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	12	4370	NC	86	92	NC	662	670	NC	NA	9	NC	75	39	NC	25	50	NC	NA	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	21	32	65739	91	91	98	666	663	689	5	3	4	67	72	27	29	25	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	23	30	23814	96	88	94	652	654	667	17	13	10	57	60	41	26	27	47	NA	NA	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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	100	15	NA	42	87	28	23	51	65	17	22	52
	Language	94	7	NA	42	87	25	21	50	65	17	25	50
	Mathematics	94	18	NA	63	87	27	23	50	65	22	24	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

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

Council Duties

- Ü Cultural Student Arts/Literary & Visual
- Ü School Improvement
- Ü Identity Development/Communications
- Ü Promotion/Retention Issues
- Ü Cultural Preservation/Various Media

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	.00	Teacher Aide	2.00

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	1	1	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.	31
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü 24 Unit Computer Lab
- Ü Text & Visual Resource Library

Extracurricular Activities

- Ü Leadership Club
- Ü Movimiento Estudiantil Chicano de Aztlan
- Ü Parenting Classes
- Ü Basketball Team
- Ü Yearbook/Media Club
- Ü Game Club

Social Services

- Ü Housing Counseling Services
- Ü Downtown Health Services
- Ü Job/Career Placement Services
- Ü Youth Displacement Services
- Ü Behavioral Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continued with the development of an integrated curriculum map. School partnered with Expeditionary Learning Outward Bound to implement a project-based curriculum.
  
- ü Graduated 16 students during the 2005-06 school year.
  
- ü Fourty students participated the STU 100 class (College Success Skills), a partnership with Pima Community Collge and the Arizona Association of Chicanos in Higher Education (AACHE). 60% of those who completed continued into Pima College Courses.
  
- ü Moved school AZ Learns status from Underperforming in 2004-05 to nearly Performing Plus for the 2005-06 academic year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	4	89	88	73
Graduation Rate <sup>6</sup>	24	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

Calli Ollin Academy has partnered with the Tucson Downtown Alliance/Downtown Security to patrol the school area and establish a presence on campus. Staff also receives training from the City of Tucson Police Department on school safety. The school has an Emergency Action and Evacuation Plan.

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) :

22

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	Elizabeth Tridico	(520) 882-3029
Transportation Policy	April Madero	(520) 882-3029
Community Resources	Caroline Paz	(520) 882-3029
School Nutrition Programs	Not Applicable.	
Parent Organization	Elizabeth Tridico	(520) 882-3029
Student Health/Nurse	Carol Paz	(520) 882-3029

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."

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](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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 86 Copies = \$25.00

\*\* 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.