

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1840 E. Benson Highway, Tucson, AZ 85714

PPEP & Affiliates

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
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	Not Met
2004-05	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 Overview

Principal/Administrator : Ms. Rebecca C. Edmonds
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.ppeptechs.org
 Phone Number : (520) 889-8276
 Fax Number : (520) 741-4389
 E-mail : bedmonds@ppep.org

Mission

The mission of PPEP TEC High School is to provide quality educational services to students, ages 15-21 in grades 9-12, who are at risk of becoming permanent dropouts of our public educational system. Fulfilling this mission will also provide students with the knowledge and skills necessary to obtain employment or continue their education in post-secondary institutions.

School / Academic Goals

- ü To provide students with an opportunity to obtain a high school diploma, which will enable them to find better employment, enter the military, or continue their education after graduation.
- ü To provide students with the life skills and career skills necessary to be productive citizens of their communities.
- ü To improve student success on the State mandated Terra Nova and AIMS tests to ensure student success after graduation.

Enrollment

October 1, 2005 School Year Student Enrollment : 215
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 225

Instructional Programs

- ü Alternative Education
- ü Individualized Instruction
- ü Self-Paced
- ü Standards-Based
- ü AIMS Preparation
- ü Intense School-to-Career Preparation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

PPEP TEC High School's responsibilities to parents of students enrolled in our school include: providing a safe learning environment for their sons/daughters that encourages high academic standards; providing a self-paced, individualized curriculum; encouraging parent participation on Site-Based Councils; maintaining communication through annual open houses, the parent-student handbook, telephone calls, student progress reports, and student report cards.

Parents

It is the parent's responsibility to: promote and support learning and education in the home; ensure their sons/daughters attend school regularly; ensure their sons/daughters follow PPEP TEC High School zero-tolerance discipline policies and procedures; participate in school functions for parents and families.

Transportation Policy

PPEP TEC High School provides public transportation for needy students enrolled in the Celestino Fernandez Learning Center. The student must reside at least one and one-half miles from his/her school of attendance.

School Honors

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

Award/Honor	Year
ü Two Students Served on the MEC Youth Advisory Council	2003

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	53	201	71130	90	92	95	666	668	701	60	54	23	19	22	13	21	23	51	NA	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	109	35465	86	90	96	673	669	702	52	53	21	19	22	13	29	23	53	NA	2	13
Male	22	92	35648	96	95	94	657	667	701	73	54	24	18	22	12	9	24	50	NA	NA	14
African American	NC	12	3868	NC	100	95	NC	666	686	NC	58	33	NC	17	17	NC	25	45	NC	NA	6
Hispanic	43	135	25103	91	88	95	664	667	685	63	57	34	21	21	16	16	21	45	NA	NA	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	NC	43	36075	NC	84	95	NC	673	715	NC	47	12	NC	26	9	NC	23	58	NC	5	21
Students with Disabilities	NC	37	5862	NC	100	71	NC	653	658	NC	68	63	NC	22	15	NC	11	20	NC	NA	2
Students without Disabilities	46	164	65268	90	87	98	669	672	705	57	51	19	20	22	12	24	26	54	NA	1	15
Limited English Proficient Students	15	39	4859	100	100	93	656	656	662	80	74	64	13	13	15	7	13	20	NA	NA	1
Migrant Students	--	13	786	--	57	95	--	666	681	--	62	38	--	8	18	--	31	41	--	NA	4
Economically Disadvantaged	36	138	22957	100	98	93	662	663	685	67	62	34	17	21	17	17	15	44	NA	1	5
Non-Economically Disadvantaged	17	63	48173	68	82	96	675	681	709	47	35	17	24	24	11	29	41	55	NA	NA	18

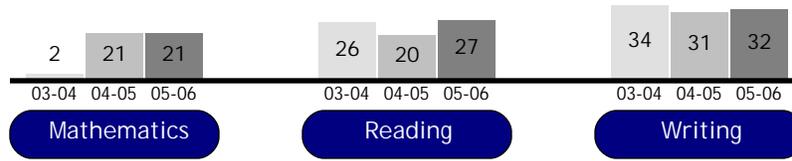
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	190	73018	86	83	97	661	667	703	18	16	6	55	45	23	27	37	64	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	109	36181	82	85	97	665	674	708	14	14	4	54	40	21	32	44	65	NA	2	9
Male	21	81	36816	91	81	96	655	657	699	24	20	7	57	52	24	19	28	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	43	137	25801	86	87	96	660	663	683	19	17	10	56	51	34	26	32	53	NA	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	NC	34	37024	NC	62	97	NC	676	721	NC	18	2	NC	29	12	NC	47	73	NC	6	13
Students with Disabilities	NC	28	7170	NC	97	85	NC	642	654	NC	39	23	NC	39	47	NC	21	29	NC	NA	1
Students without Disabilities	43	162	65848	88	81	98	666	671	708	12	12	4	58	46	20	30	40	67	NA	1	9
Limited English Proficient Students	16	35	5099	100	100	95	648	640	641	25	29	29	69	69	59	6	3	12	NA	NA	0
Migrant Students	--	13	817	--	57	96	--	658	667	--	23	15	--	54	44	--	23	39	--	NA	1
Economically Disadvantaged	37	137	23912	100	92	94	659	663	681	16	18	10	65	50	36	19	31	52	NA	1	2
Non-Economically Disadvantaged	12	53	49106	60	67	98	668	679	714	25	13	4	25	32	16	50	55	69	NA	NA	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	50	192	72810	88	84	96	654	656	685	12	14	6	56	49	30	32	36	58	NA	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	106	36111	82	83	97	664	662	695	4	9	4	57	50	23	39	40	65	NA	1	8
Male	22	86	36678	96	86	95	642	648	674	23	20	9	55	49	36	23	31	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	44	137	25735	88	87	96	653	654	669	11	15	10	59	50	41	30	36	48	NA	NA	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	NC	38	36915	NC	69	97	NC	667	697	NC	13	3	NC	45	21	NC	39	67	NC	3	8
Students with Disabilities	NC	32	7071	NC	100	84	NC	625	634	NC	31	24	NC	53	53	NC	16	21	NC	NA	1
Students without Disabilities	44	160	65739	90	80	98	658	662	689	9	11	4	55	49	27	36	40	62	NA	1	6
Limited English Proficient Students	16	35	5046	100	100	94	642	614	621	19	40	31	56	49	56	25	11	12	NA	NA	0
Migrant Students	--	14	812	--	61	96	--	652	654	--	14	15	--	50	51	--	36	34	--	NA	0
Economically Disadvantaged	36	133	23814	97	89	94	651	649	667	11	17	10	64	53	41	25	29	47	NA	1	2
Non-Economically Disadvantaged	14	59	48996	70	75	97	663	671	693	14	8	4	36	41	24	50	51	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Not Evaluated
	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	62	31	NA	42	36	19	29	51	45	18	30	52
	Language	65	20	18	42	36	21	28	50	45	18	27	50
	Mathematics	63	30	30	63	36	14	24	50	45	16	20	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	Council Duties
1 School Administrator(s)	Ü Promotion/Retention Issues
1 Non-certified Employee(s)	Ü Parent/Educator Relations
1 Teacher(s)	Ü Technology
1 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Extracurricular Activities
1 Student(s)	Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.75
Other Professional Staff	.50	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	3	1	0	0
7 to 9 years	3	0	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Video Conferencing
- Ü Intranet

Extracurricular Activities

- Ü Student Council
- Ü FAME Leadership Training
- Ü Financial Literacy
- Ü Before- and After-School Tutoring
- Ü Special projects in Art

Social Services

- Ü Life Skills
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Parenting Classes as needed

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Most parents are 'Highly Satisfied' or 'Satisfied' with the academic progress of their son/daughter. Most students are 'Highly Satisfied' or 'Satisfied' with the quality of teachers.

- ü The Celestino Fernandez Learning Center was a "performing" school for the 2005-06 school year.

- ü For the second year, PPEP TEC High School was able to add more technology to the School-to-Career and overall Curriculum due to a Title IID-Ed Tech Discretionary Grant.

- ü PPEP TEC High School has graduated over 1,900 students since its inception in 1995.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	13	89	88	73
Graduation Rate ⁶	39	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

PPEP TEC High School ensures a safe and healthy learning environment by: enforcing a dress code or uniform code policy at all schools; strictly enforcing our zero-tolerance discipline policies and procedures; fostering relationships with local law enforcement agencies; and fostering working relationships with local social service agencies that provide services to at-risk youth.

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) :

6

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	Randy Kempton	(520) 889-8276
Transportation Policy	Rebecca C. Edmonds	(520) 294-6997
Community Resources	Norma Guest	(520) 294-6997
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 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.

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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** 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.