

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

530 12th Street, Douglas, AZ 85607

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)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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 : 08:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 41
 Web Address : www.ppeptechs.org
 Phone Number : (520) 364-4405
 Fax Number : (520) 364-1405
 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, 2004 School Year Student Enrollment : 31
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

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 :	5/25/2006

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

Transportation is not provided.

School Honors

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

Award/Honor

Year

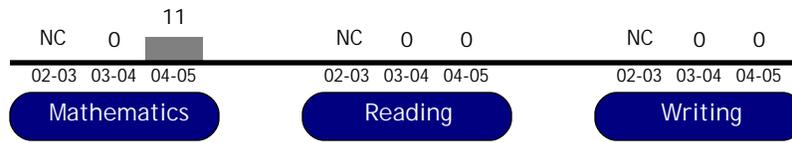
10th Grade

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	15	280	69846	100	100	100	657	662	699	78	64	21	11	16	11	11	19	49	0	2	18
All Students (Prior Year)	13	271	65934	100	100	100	441	459	492	100	85	43	0	9	18	0	5	24	0	1	15
Female	NC	136	34328	NC	100	99	NC	665	702	NC	57	19	NC	22	12	NC	20	51	NC	0	18
Male	NC	144	35509	NC	100	100	NC	660	696	NC	69	23	NC	10	11	NC	17	48	NC	3	18
African American	--	21	3535	--	100	100	--	657	677	--	56	31	--	33	15	--	11	46	--	0	8
Hispanic	15	181	23363	100	100	100	657	658	680	78	70	32	11	14	16	11	16	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	11	4785	--	100	100	--	666	671	--	50	39	--	50	17	--	0	39	--	0	5
White	--	67	36421	--	100	99	--	675	714	--	50	12	--	14	8	--	29	54	--	7	26
Students with Disabilities	NC	42	7690	NC	100	100	NC	649	593	NC	90	64	NC	5	14	NC	5	21	NC	0	2
Students without Disabilities	13	238	62220	100	100	99	660	665	712	71	58	16	14	18	11	14	22	53	0	2	20
Limited English Proficient Students	NC	48	5834	NC	100	100	NC	642	612	NC	100	46	NC	0	20	NC	0	31	NC	0	3
Migrant Students	NC	NC	117	NC	NC	NA	NC	NC	677	NC	NC	44	NC	NC	18	NC	NC	35	NC	NC	3
Economically Disadvantaged	12	182	21421	100	100	92	656	659	686	86	67	35	0	16	15	14	16	43	0	0	7
Non-Economically Disadvantaged	NC	98	48489	NC	100	100	NC	666	704	NC	59	15	NC	15	10	NC	22	52	NC	4	23

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	11	292	71311	100	100	100	639	659	694	29	22	7	71	43	21	0	33	63	0	2	9
All Students (Prior Year)	17	254	68162	100	100	100	447	475	509	76	42	18	24	32	24	0	26	51	0	0	8
Female	NC	153	34899	NC	100	100	NC	664	700	NC	18	5	NC	41	19	NC	38	66	NC	3	10
Male	NC	139	36430	NC	100	100	NC	655	688	NC	25	9	NC	45	22	NC	28	61	NC	1	8
African American	--	20	3573	--	100	100	--	658	676	--	25	9	--	25	26	--	50	60	--	0	4
Hispanic	11	192	24056	100	100	100	639	653	672	29	28	13	71	44	31	0	26	53	0	2	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	15	5110	--	100	100	--	679	661	--	0	14	--	40	38	--	60	46	--	0	2
White	--	63	36841	--	100	99	--	673	713	--	9	3	--	44	12	--	44	72	--	3	13
Students with Disabilities	NC	43	8021	NC	100	100	NC	630	590	NC	45	27	NC	45	42	NC	9	29	NC	0	1
Students without Disabilities	10	249	63379	100	100	100	644	665	707	17	17	5	83	42	18	0	38	68	0	3	10
Limited English Proficient Students	NC	60	6402	NC	100	100	NC	631	596	NC	48	25	NC	40	44	NC	12	30	NC	0	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	10	201	22243	100	100	93	639	654	677	29	25	14	71	45	32	0	29	51	0	1	3
Non-Economically Disadvantaged	--	91	49157	--	100	100	--	668	702	--	17	4	--	40	16	--	40	69	--	4	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	11	289	70868	100	100	100	606	649	688	43	14	5	57	54	23	0	31	63	0	1	9
All Students (Prior Year)	17	249	67629	100	100	100	345	449	524	94	55	22	6	19	16	0	25	59	0	0	3
Female	NC	146	34710	NC	100	99	NC	665	697	NC	3	3	NC	54	19	NC	41	66	NC	2	12
Male	NC	143	36176	NC	100	100	NC	634	678	NC	24	7	NC	53	27	NC	23	59	NC	0	7
African American	--	19	3557	--	100	99	--	626	675	--	29	7	--	57	25	--	14	62	--	0	6
Hispanic	11	188	23868	100	100	100	606	641	670	43	18	9	57	58	33	0	25	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	15	5001	--	100	100	--	655	661	--	0	9	--	80	41	--	20	48	--	0	2
White	--	65	36710	--	100	99	--	672	702	--	6	2	--	39	15	--	52	69	--	3	13
Students with Disabilities	NC	44	7900	NC	100	100	NC	621	580	NC	27	22	NC	68	49	NC	5	28	NC	0	1
Students without Disabilities	10	245	63054	100	100	99	616	655	701	33	12	3	67	50	20	0	37	67	0	1	10
Limited English Proficient Students	NC	60	6308	NC	100	100	NC	608	591	NC	32	19	NC	60	47	NC	8	33	NC	0	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	10	197	21994	100	100	92	606	642	673	43	15	10	57	64	36	0	21	52	0	0	3
Non-Economically Disadvantaged	--	92	48960	--	100	100	--	660	694	--	14	3	--	38	18	--	46	67	--	2	12

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



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 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	8	22	41	NC	NC	NA	42	NC	NC	29	51
	Language	83	8	15	42	NC	NC	18	42	NC	NC	28	50
	Mathematics	83	34	32	60	NC	NC	30	63	NC	NC	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/

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 Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Promotion/Retention Issues
- Ü Technology
- Ü School Safety Issues
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	.75
Other Professional Staff	.25	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	1	1	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.	7
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Video Conferencing
- Ü Intranet in development

Extracurricular Activities

- Ü Student Council
- Ü FAME Leadership Training
- Ü Financial Literacy
- Ü After-school Tutoring
- Ü LULAC Youth Council

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety eight percent of parents are 'Highly Satisfied' or 'Satisfied' with the academic progress of their son/daughter. Ninety seven percent of students are 'Highly Satisfied' or 'Satisfied' with the quality of teacher.

- ü The Raul H. Castro Learning Center made Adequate Yearly Progress for the 2004-05 school year.

- ü 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 1,750 students since its inception in 1995.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	57	12	12	17
Transfers In Rate ⁶	121	28	28	37
Stability Rate ⁷	42	87	87	82
Promotion Rate ⁸	15	96	95	81
Retention Rate ⁹	39	1	1	3
Dropout Rate ¹⁰	27	0	1	6
Status Unknown ¹¹	21	0	1	4
Graduation Rate ¹²	100	NA	NA	79

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 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Andrew Greif	(520) 364-4405
Transportation Policy		
Community Resources	Pamela Jacks	(520) 364-4405
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.

Footnotes

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 41 Copies = \$16.00

** 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.