

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7565 W. Peoria Avenue, Suite A, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 N/A

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

High School Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 N/A

(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 N/A
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
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 : Dr. Bill Lamperes
Schedule : 07:00 AM to 05:00 PM
Grades : 6-12
Web Address :
Phone Number : (623) 412-5475
Fax Number : (623) 412-5480
E-mail : BLamperes@peoriaud.k12.az.us

Mission

The Peoria Transition Center consists of four programs and TOP High School. Its mission is to provide alternative learning approaches for students who are not successful in comprehensive schools. Using individual learning-style strengths as a foundation, students are taught pro-social skills that will position them for success in life or as they transition into other educational settings. The vision of the program is to help students renew hope and provide opportunities to succeed.

School / Academic Goals

- ü To position 80% of eligible students to pass the AIMS tests in Reading, Math, and writing by April, 2007.
- ü To increase daily attendance to 93% by May, 2007.
- ü To reduce the number of suspensions to less than forty and the number of drop outs to less than 50 for the 2006-2007 school year.
- ü Increase the school's version of the graduation rate to 95% by May, 2006. (Many students enrolled in this program have already dropped out of school, missed too many credits and will not be a part of the cohort group that started 9th grade together.

Enrollment

October 1, 2005 School Year Student Enrollment : 246
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

- ü The Alpha program
- ü Direct instruction classes
- ü Teen parent program
- ü Computer based instruction
- ü Community based learning
- ü Individual learning packets
- ü Australian Walk-about experiences
- ü Credit recovery program

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	1 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The PTC/TOP High School has the responsibility of delivering core course curriculum and standards, provide regular communication and students progress reports to parents. The school has the obligation to provide a clean, healthy and safe environment for students. The school offers parents special parenting skills classes and family counseling opportunities. The school collaborates with parents to develop a post-high school plan of success for their student.

Parents

Parents are required to attend five two-hour parent skills classes in order to learn the school's expectations and protocols. Parents have an obligation to verify absences when students are not here or to provide transportation when students need to go home early. Parents are expected to communicate any sensitive issue that may impact the student's success or progress in school.

Transportation Policy

Only students with special learning needs are transported from their homes to the school. Parents are obligated to transport their students to this school or students may drive to the PTC on their own.

School Honors

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

Award/Honor	Year
ü New school started in January of 2005	

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2877	79327	NC	96	98	NC	538	518	NC	10	19	NC	14	20	NC	51	46	NC	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1415	38961	--	97	98	--	538	520	--	9	16	--	14	20	--	53	48	--	24	16
Male	NC	1461	40295	NC	96	97	NC	538	516	NC	10	21	NC	14	19	NC	48	44	NC	27	16
African American	--	145	4247	--	94	98	--	515	499	--	15	27	--	26	24	--	48	41	--	12	8
Hispanic	NC	659	32327	NC	96	98	NC	518	499	NC	17	27	NC	18	25	NC	50	41	NC	15	8
Asian/Pacific Islander	--	103	1939	--	97	99	--	564	556	--	5	6	--	7	10	--	48	47	--	41	36
American Indian/Alaskan Native	--	37	4391	--	100	96	--	528	489	--	8	32	--	19	27	--	57	36	--	16	4
White	--	1933	36373	--	97	98	--	546	538	--	7	10	--	13	14	--	51	52	--	29	25
Students with Disabilities	--	339	9321	--	78	87	--	486	467	--	36	54	--	25	22	--	31	21	--	8	3
Students without Disabilities	NC	2538	70006	NC	99	100	NC	544	524	NC	6	14	NC	13	19	NC	53	49	NC	28	18
Limited English Proficient Students	--	94	9431	--	89	95	--	470	466	--	51	53	--	23	27	--	24	18	--	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	--	752	37097	--	93	97	--	515	498	--	18	27	--	19	25	--	49	41	--	14	7
Non-Economically Disadvantaged	NC	2125	42230	NC	97	99	NC	546	535	NC	7	11	NC	13	15	NC	51	50	NC	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2872	79501	NC	96	98	NC	509	497	NC	5	10	NC	20	25	NC	69	60	NC	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1413	39062	--	97	99	--	514	502	--	4	8	--	18	23	--	72	64	--	6	5
Male	NC	1458	40368	NC	96	98	NC	505	491	NC	6	13	NC	23	27	NC	67	57	NC	5	3
African American	--	145	4279	--	94	99	--	491	485	--	8	14	--	30	30	--	61	54	--	1	2
Hispanic	NC	658	32389	NC	96	98	NC	493	478	NC	10	16	NC	28	34	NC	61	48	NC	1	1
Asian/Pacific Islander	--	103	1936	--	97	99	--	521	519	--	4	3	--	12	14	--	77	73	--	8	9
American Indian/Alaskan Native	--	37	4401	--	100	96	--	494	473	--	11	17	--	19	40	--	70	43	--	NA	1
White	--	1929	36446	--	96	99	--	516	516	--	3	4	--	18	15	--	72	73	--	7	7
Students with Disabilities	--	334	9411	--	77	88	--	469	453	--	19	36	--	40	36	--	40	26	--	1	1
Students without Disabilities	NC	2538	70090	NC	99	100	NC	514	502	NC	3	7	NC	18	24	NC	73	65	NC	6	5
Limited English Proficient Students	--	90	9401	--	85	94	--	448	443	--	36	40	--	48	46	--	17	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	--	754	37183	--	94	97	--	491	479	--	10	16	--	31	34	--	57	49	--	3	1
Non-Economically Disadvantaged	NC	2118	42318	NC	97	99	NC	516	513	NC	3	5	NC	17	17	NC	74	70	NC	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2901	80000	NC	97	99	NC	577	564	NC	2	3	NC	6	11	NC	78	75	NC	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	1431	39288	--	98	99	--	592	579	--	1	2	--	2	6	--	77	77	--	20	16
Male	NC	1469	40644	NC	96	98	NC	563	549	NC	2	4	NC	9	15	NC	80	74	NC	8	7
African American	--	149	4307	--	96	99	--	562	551	--	3	4	--	8	13	--	83	75	--	6	7
Hispanic	NC	665	32672	NC	97	99	NC	566	548	NC	2	4	NC	8	14	NC	83	76	NC	7	6
Asian/Pacific Islander	--	104	1945	--	98	99	--	594	592	--	NA	1	--	3	4	--	69	69	--	28	25
American Indian/Alaskan Native	--	37	4424	--	100	97	--	578	549	--	NA	3	--	5	14	--	84	77	--	11	5
White	--	1946	36602	--	97	99	--	582	579	--	2	2	--	5	7	--	77	75	--	16	16
Students with Disabilities	--	357	9919	--	82	93	--	526	505	--	5	9	--	27	35	--	65	54	--	3	2
Students without Disabilities	NC	2544	70081	NC	100	100	NC	584	571	NC	1	2	NC	3	7	NC	80	79	NC	15	12
Limited English Proficient Students	--	96	9571	--	91	96	--	518	502	--	5	10	--	31	29	--	64	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	--	769	37534	--	96	98	--	560	547	--	3	4	--	10	15	--	80	76	--	7	5
Non-Economically Disadvantaged	NC	2132	42466	NC	98	100	NC	584	578	NC	1	2	NC	5	7	NC	78	75	NC	16	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2923	78546	NC	96	97	NC	561	543	NC	7	15	NC	12	18	NC	60	52	NC	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1449	38645	NC	97	98	NC	562	545	NC	5	13	NC	12	18	NC	61	54	NC	22	15
Male	NC	1472	39792	NC	95	97	NC	561	542	NC	8	17	NC	12	17	NC	59	50	NC	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	NC	656	31177	NC	95	97	NC	547	524	NC	11	22	NC	17	23	NC	58	48	NC	15	7
Asian/Pacific Islander	--	103	1940	--	96	99	--	585	580	--	2	5	--	12	9	--	52	53	--	34	33
American Indian/Alaskan Native	--	34	4689	--	85	95	--	545	515	--	6	28	--	6	25	--	88	43	--	NA	4
White	NC	1978	36450	NC	97	97	NC	566	563	NC	5	7	NC	10	12	NC	61	57	NC	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	NC	2614	70453	NC	100	100	NC	567	549	NC	4	11	NC	10	17	NC	63	56	NC	23	16
Limited English Proficient Students	--	91	9323	--	90	94	--	505	491	--	31	47	--	35	28	--	32	24	--	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	--	756	34694	--	92	96	--	546	524	--	10	23	--	17	23	--	61	48	--	12	7
Non-Economically Disadvantaged	NC	2167	43852	NC	98	99	NC	567	559	NC	6	10	NC	10	13	NC	60	56	NC	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	2936	79045	59	97	98	NA	523	512	NA	5	10	NA	19	25	NA	68	58	NA	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1453	38860	NC	98	98	NC	530	519	NC	3	7	NC	16	22	NC	72	62	NC	9	8
Male	NC	1481	40075	NC	96	97	NC	517	505	NC	7	12	NC	22	28	NC	64	54	NC	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	NC	661	31314	NC	95	99	NC	509	493	NC	9	16	NC	26	34	NC	61	48	NC	4	2
Asian/Pacific Islander	--	104	1949	--	97	99	--	532	536	--	6	4	--	15	15	--	67	66	--	12	15
American Indian/Alaskan Native	--	35	4719	--	88	96	--	512	489	--	9	15	--	6	39	--	86	45	--	NA	2
White	NC	1984	36730	NC	98	98	NC	528	532	NC	4	4	NC	17	16	NC	70	68	NC	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	NC	2616	70493	NC	100	100	NC	528	517	NC	3	7	NC	16	24	NC	72	62	NC	9	8
Limited English Proficient Students	--	92	9355	--	91	95	--	457	456	--	32	37	--	58	48	--	10	15	--	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	--	763	34922	--	93	96	--	506	493	--	8	15	--	30	34	--	60	48	--	3	3
Non-Economically Disadvantaged	10	2173	44123	63	98	99	NA	529	527	NA	5	6	NA	15	18	NA	71	66	NA	9	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	2957	79657	65	98	99	531	578	566	9	2	3	9	5	8	82	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1462	39120	NC	98	99	NC	589	580	NC	1	2	NC	2	4	NC	95	92	NC	1	2
Male	NC	1493	40423	NC	97	98	NC	566	553	NC	3	5	NC	8	12	NC	88	83	NC	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	NC	667	31642	NC	96	99	NC	568	552	NC	3	5	NC	7	11	NC	90	84	NC	0	0
Asian/Pacific Islander	--	104	1948	--	97	99	--	585	589	--	3	1	--	5	3	--	88	91	--	5	4
American Indian/Alaskan Native	--	35	4760	--	88	97	--	570	547	--	3	5	--	11	14	--	86	81	--	NA	0
White	NC	1995	36929	NC	98	99	NC	581	579	NC	2	2	NC	4	5	NC	93	91	NC	1	2
Students with Disabilities	NC	341	9069	NC	84	92	NC	530	508	NC	7	11	NC	26	30	NC	67	58	NC	0	1
Students without Disabilities	10	2616	70588	67	100	100	NA	583	573	NA	1	2	NA	2	5	NA	95	91	NA	1	1
Limited English Proficient Students	--	95	9521	--	94	96	--	509	507	--	12	13	--	23	24	--	65	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	--	775	35341	--	95	97	--	567	551	--	3	5	--	8	12	--	89	83	--	1	0
Non-Economically Disadvantaged	11	2182	44316	69	99	100	531	581	578	9	2	2	9	4	5	82	93	90	NA	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	3051	78400	63	96	97	511	575	554	40	10	21	40	14	19	20	59	47	NA	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1502	38686	NC	97	98	NC	576	554	NC	9	20	NC	13	20	NC	61	49	NC	18	12
Male	11	1547	39636	58	96	96	515	575	554	45	10	23	27	14	18	27	56	46	NA	19	13
African American	--	168	4193	--	96	97	--	552	533	--	20	32	--	22	23	--	49	40	--	9	5
Hispanic	NC	747	30732	NC	95	97	NC	559	534	NC	13	31	NC	21	24	NC	55	40	NC	11	5
Asian/Pacific Islander	--	103	1827	--	100	99	--	594	594	--	5	8	--	6	12	--	62	49	--	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	NC	1998	37038	NC	96	97	NC	582	575	NC	8	11	NC	11	14	NC	60	56	NC	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	14	2818	70560	93	100	99	511	579	560	43	7	17	36	13	19	21	61	50	NA	19	14
Limited English Proficient Students	--	85	8956	--	96	95	--	512	502	--	42	56	--	29	25	--	28	18	--	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	--	706	33014	--	92	95	--	556	534	--	16	31	--	20	24	--	53	40	--	11	5
Non-Economically Disadvantaged	15	2345	45386	71	98	99	511	581	569	40	8	15	40	12	15	20	60	52	NA	20	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	20	3080	79179	83	97	98	477	535	519	35	5	11	40	19	27	25	70	58	NA	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1518	38974	NC	98	99	NC	542	524	NC	4	8	NC	15	25	NC	73	61	NC	8	5
Male	15	1560	40124	79	97	97	473	528	513	40	6	13	40	23	28	20	67	54	NA	5	4
African American	--	168	4243	--	96	98	--	524	506	--	8	14	--	23	32	--	67	51	--	3	3
Hispanic	NC	757	30987	NC	96	98	NC	521	498	NC	7	17	NC	27	36	NC	64	45	NC	3	1
Asian/Pacific Islander	--	101	1832	--	98	99	--	540	543	--	4	4	--	13	17	--	73	69	--	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	11	2019	37467	73	97	98	479	541	539	27	4	5	45	16	17	27	72	70	NA	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	14	2819	70612	93	100	99	489	539	524	21	3	7	50	17	25	29	74	62	NA	7	5
Limited English Proficient Students	--	85	9013	--	96	95	--	471	461	--	27	40	--	49	48	--	24	12	--	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	NC	725	33345	NC	95	96	NC	516	499	NC	8	17	NC	29	36	NC	61	46	NC	2	1
Non-Economically Disadvantaged	18	2355	45834	86	98	99	482	541	533	28	4	7	44	16	19	28	73	67	NA	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	3097	79734	83	98	99	505	573	554	5	1	3	55	11	19	40	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1524	39243	NC	98	99	NC	585	568	NC	1	2	NC	7	12	NC	91	85	NC	1	1
Male	16	1571	40413	84	98	98	497	561	541	6	1	4	63	16	26	31	83	70	NA	0	0
African American	--	169	4285	--	97	99	--	571	548	--	1	3	--	14	22	--	85	74	--	NA	0
Hispanic	NC	762	31254	NC	97	99	NC	563	539	NC	1	5	NC	16	25	NC	83	70	NC	0	0
Asian/Pacific Islander	--	102	1837	--	99	99	--	581	579	--	2	1	--	10	9	--	85	87	--	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	11	2029	37668	73	98	99	497	576	569	NA	1	1	55	10	13	45	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	14	2820	70791	93	100	100	522	578	561	7	1	2	36	8	15	57	90	83	NA	1	0
Limited English Proficient Students	--	85	9138	--	96	97	--	513	492	--	7	13	--	40	46	--	53	40	--	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	NC	729	33718	NC	95	97	NC	559	538	NC	2	5	NC	18	26	NC	80	69	NC	1	0
Non-Economically Disadvantaged	18	2368	46016	86	99	100	508	577	567	6	1	2	50	9	14	44	89	84	NA	1	1

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

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	28	2945	71130	57	95	95	680	717	701	36	8	23	18	8	13	46	66	51	NA	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	1481	35465	61	97	96	694	716	702	21	8	21	7	8	13	71	70	53	NA	15	13
Male	14	1464	35648	54	93	94	666	718	701	50	9	24	29	8	12	21	62	50	NA	21	14
African American	NC	166	3868	NC	97	95	NC	700	686	NC	16	33	NC	13	17	NC	62	45	NC	8	6
Hispanic	12	621	25103	60	93	95	663	706	685	58	15	34	17	10	16	25	64	45	NA	12	5
Asian/Pacific Islander	--	119	1805	--	100	98	--	733	731	--	3	9	--	9	7	--	56	50	--	31	34
American Indian/Alaskan Native	--	32	4241	--	86	90	--	703	679	--	13	39	--	9	19	--	69	39	--	9	3
White	14	2007	36075	54	95	95	691	721	715	21	6	12	14	7	9	64	67	58	NA	20	21
Students with Disabilities	NC	209	5862	NC	62	71	NC	672	658	NC	42	63	NC	20	15	NC	35	20	NC	4	2
Students without Disabilities	27	2736	65268	63	99	98	682	720	705	33	6	19	19	7	12	48	68	54	NA	19	15
Limited English Proficient Students	--	59	4859	--	88	93	--	681	662	--	36	64	--	15	15	--	46	20	--	3	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	NC	333	22957	NC	92	93	NC	703	685	NC	16	34	NC	10	17	NC	63	44	NC	11	5
Non-Economically Disadvantaged	26	2612	48173	55	95	96	679	719	709	35	8	17	19	8	11	46	66	55	NA	19	18

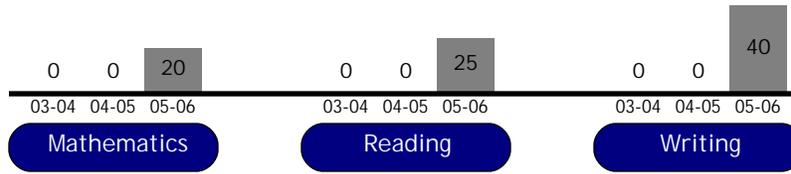
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	3045	73018	78	97	97	692	716	703	5	3	6	32	13	23	61	76	64	3	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	1503	36181	77	98	97	710	720	708	NA	2	4	24	11	21	71	78	65	6	9	9
Male	21	1542	36816	78	97	96	677	712	699	10	4	7	38	16	24	52	74	62	NA	7	7
African American	NC	170	3976	NC	99	96	NC	700	689	NC	6	8	NC	15	29	NC	73	59	NC	6	3
Hispanic	13	643	25801	68	96	96	668	705	683	8	3	10	46	21	34	46	69	53	NA	7	3
Asian/Pacific Islander	--	119	1812	--	98	98	--	724	722	--	2	3	--	15	15	--	72	66	--	11	16
American Indian/Alaskan Native	--	35	4389	--	100	93	--	698	675	--	6	9	--	23	42	--	69	47	--	3	1
White	23	2078	37024	85	98	97	702	720	721	4	2	2	26	10	12	65	78	73	4	9	13
Students with Disabilities	NC	264	7170	NC	78	85	NC	661	654	NC	19	23	NC	45	47	NC	34	29	NC	3	1
Students without Disabilities	34	2781	65848	81	100	98	695	720	708	3	1	4	29	10	20	65	80	67	3	9	9
Limited English Proficient Students	--	66	5099	--	96	95	--	650	641	--	24	29	--	53	59	--	23	12	--	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	NC	346	23912	NC	94	94	NC	698	681	NC	5	10	NC	23	36	NC	67	52	NC	5	2
Non-Economically Disadvantaged	36	2699	49106	77	98	98	690	718	714	6	2	4	33	12	16	58	77	69	3	9	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	38	3048	72810	78	98	96	671	698	685	5	3	6	45	17	30	47	73	58	3	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	1505	36111	77	98	97	686	708	695	6	2	4	18	10	23	71	78	65	6	10	8
Male	21	1543	36678	78	97	95	658	690	674	5	4	9	67	24	36	29	67	52	NA	4	3
African American	NC	173	3962	NC	100	96	NC	687	675	NC	5	8	NC	26	33	NC	65	55	NC	5	3
Hispanic	12	643	25735	63	96	96	654	692	669	8	4	10	50	21	41	42	69	48	NA	6	2
Asian/Pacific Islander	--	119	1809	--	98	97	--	715	704	--	2	4	--	11	19	--	72	65	--	15	13
American Indian/Alaskan Native	--	36	4370	--	100	92	--	682	670	--	6	9	--	31	39	--	58	50	--	6	2
White	24	2077	36915	89	98	97	677	701	697	4	3	3	42	15	21	50	75	67	4	7	8
Students with Disabilities	NC	271	7071	NC	80	84	NC	646	634	NC	17	24	NC	48	53	NC	31	21	NC	4	1
Students without Disabilities	33	2777	65739	79	100	98	671	703	689	3	2	4	45	14	27	52	77	62	NA	7	6
Limited English Proficient Students	--	67	5046	--	97	94	--	642	621	--	19	31	--	52	56	--	28	12	--	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	NC	343	23814	NC	93	94	NC	686	667	NC	6	10	NC	26	41	NC	64	47	NC	5	2
Non-Economically Disadvantaged	37	2705	48996	79	98	97	670	700	693	5	3	4	46	16	24	46	74	64	3	7	7

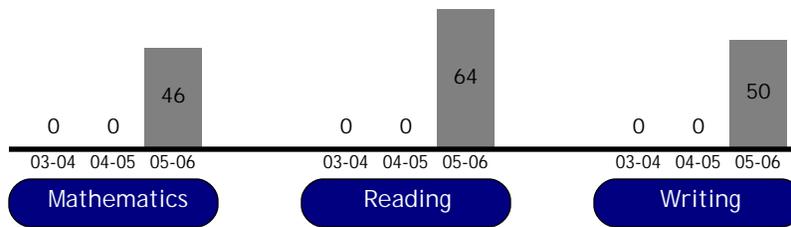
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



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?	N
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	--	--	58	51	NC	NC	65	56
	Language	--	--	60	48	--	--	55	47	NC	NC	58	50
	Mathematics	--	--	75	66	--	--	59	52	NC	NC	65	58
7	Reading	--	--	NA	54	--	--	59	50	65	54	63	54
	Language	--	--	67	58	--	--	62	52	65	46	67	58
	Mathematics	--	--	68	62	--	--	57	50	65	20	61	54
8	Reading	--	--	NA	55	--	--	58	51	96	18	67	58
	Language	--	--	64	52	--	--	56	50	96	22	63	56
	Mathematics	--	--	69	61	--	--	59	53	71	24	70	58
9	Reading	--	--	NA	42	--	--	59	51	67	30	58	52
	Language	--	--	48	42	--	--	57	50	67	25	56	50
	Mathematics	--	--	68	63	--	--	57	50	67	22	58	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)
- 12 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Review AIMS test results
- Ü Review, approve yearly school goals
- Ü Examine various programs yearly
- Ü Conduct fundraising events
- Ü Organize social events
- Ü Attend parent classes

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	4	5	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Three computer labs (60 computers)
- Ü Multi-purpose room: seating 300
- Ü Entrepreneur shop area with 5 businesses
- Ü Shopping mall location

Extracurricular Activities

- Ü Hiking club
- Ü Student council
- Ü Student Emergency Response Team
- Ü Disaster Relief club
- Ü Service learning clearing house

Social Services

- Ü Parenting classes
- Ü Health Services
- Ü Teen Parent program
- Ü Crisis Intervention team
- Ü Student Peer Mediation program
- Ü Adopt-A-Friend student support service

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Named high school #266 by the state of Arizona after starting in January, 2005 as an alternative program in the Peoria Unified School District.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	80	95	94	95
Promotion Rate ⁵	72	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school maintains a 'no violence' policy. Any student who is involved in fighting is sent to the Ombudsman program. In 2005-06 school year, there were three fights on campus and all involved were transferred to other educational settings. In addition, the school aggressively works at dealing with alcohol and other drug issues by collaborating with community agencies and the implementation of a D&A support group on campus.

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) :

0

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	Zeke Ziolkowski	(480) 894-0404
Transportation Policy	Doug King	(623) 486-6165
Community Resources	Duane Poole	(623) 412-4575
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	David Nixon	(623) 607-8590
Student Health/Nurse	none	

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 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.