

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

- Alternative School
- Pre-K - 2
- New School

Teenage Parent Program - TAPP

Tucson Unified District
102 N. Plumer, Tucson, AZ 85719-5904

Principal: Ms. Linda J. Schloss
Schedule: 7:30 AM to 4:00 PM
Web Address: setmms@tusd.k12.az.us
E-mail: linda.schloss@tusd.k12.az.us

Grades: 6-12
2002 Enrollment: 167
Phone: (520) 225-3250
Fax: (520) 225-3206

∨ School Overview ∨

Mission

The TeenAge Parent Program (TAPP) strives to create a community of literate, democratic and responsible parents while special programs, including Child Development Centers, provide child care and parenting training, support groups and a middle school component.

Organization and Philosophy

- w Self-paced
- w Individualized Instruction
- w One-on-One Tutoring
- w Student-as-Parent Focus

Instructional Programs

- w Computer-assisted Instruction
- w Self-paced
- w One-on-One Tutoring
- w Specialized Instruction
- w Special Education Support Available
- w Standards Based

School/Academic Goals

- w Increase student attendance by working through student advisors. Special attention will be initiated for those needing home visits and possible community and agency support. We will strive to retrieve our students as soon as they are able to return.
- w Improve standardized test scores through rubric evaluations and student/peer rubric assessments. We will also initiate the power writing standards and daily silent sustained reading.
- w Increase student achievement in all curricular areas, but especially in the areas of reading, writing and math. By using previous data certain groups will be identified as target groups for special tutoring.
- w Teach parenting skills to all students, as well as training in our three nurseries in preparation and continuous application of parenting processes. We will initiate an additional curricular parenting component for the toddler age child.

Enrollment

October 1, 2001 School Year Student Enrollment:	129
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	100

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 3 School Administrator(s)
- 3 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- w Review Data
- w Make Recommendations
- w Set Goals
- w Approve Constitution
- w Develop Map
- w Consider Directions of Council

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	12.00	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Weekly contact is scheduled with parents and students. Each student has an advisor who initiates all home contact. All-school activities once a quarter in which parents are invited. Honors Awards Ceremonies are held each quarter at school with parent involvement. Parents are welcome to visit school and check on attendance of their students at any time. Because pregnancy is the focus for all our students at one time or another, health concerns are communicated fully with families.

Parents

If students are living with their parents, the school expects that attendance concerns will be clarified by the parents. If there are health issues or serious concerns that could impact the student's ability to attend school or have a healthy pregnancy, the parent's need to notify is crucial. Parents are responsible for updating school records to maintain correct data on each student.

∨ **Transportation Policy** ∨

Students must provide their own transportation. TAPP students will be provided a free SunTran bus pass each month.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Student attendance has improved through the initiation of a new schedule and more availability of one-on-one teacher-assisted instruction.</p> | <p>W We had a marked increase in the number of students passing the writing and reading sections of Arizona's Instrument to Measure Standards (AIMS). This is especially critical since more than half of our students only remain with us for 2 to 3 quarters.</p> |
| <p>W TAPP staff created some significant goals to improve instruction throughout the curriculum. While maintaining the basics, we monitor and adjust our process to accommodate our changing student population.</p> | <p>W TAPP is graduating more students and getting post-high school scholarships for those students than ever before.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	42.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	19.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	89.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	11.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	23.5 %			9.5 %
Status Unknown ⁹	8.3 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Book Awards to Pima Community College (Tuition Waiver)	2001
Most Improved Seniors (3) (Community Tuition Waiver)	2001
Two Students Selected for PCC Outstanding Junior	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	--	--	--	--	--	--
	State	57484	504	24%	20%	40%	16%
Writing	School	--	--	--	--	--	--
	State	55420	493	15%	42%	41%	2%
Mathematics	School	--	--	--	--	--	--
	State	57734	459	39%	40%	14%	7%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 10 (Class of 2003)²

Reading	School	32	483	19%	53%	25%	3%
	State	49803	512	15%	23%	48%	14%
Writing	School	18	451	33%	22%	44%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	39	440	87%	13%	0%	0%
	State	50429	480	48%	19%	22%	10%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	--	65
7	Reading	--	**	52	100	**	53	--	**	52	--	--	53	--	--	55
	Language	--	**	52	100	**	54	--	**	54	--	--	55	--	--	58
	Mathematics	--	**	53	100	**	55	67	**	56	--	--	58	--	--	60
8	Reading	--	16	54	100	23	54	72	39	53	--	--	55	--	--	56
	Language	--	11	46	100	5	49	100	30	49	--	--	50	--	--	52
	Mathematics	--	17	52	100	13	54	72	21	56	--	--	58	--	--	59
9	Reading	--	31	44	33	11	43	58	32	43	74	14	43	20	21	43
	Language	--	20	39	48	13	39	64	23	40	47	17	41	23	20	42
	Mathematics	--	31	57	40	18	57	61	30	59	61	27	61	23	31	62
10	Reading	--	20	42	61	15	42	62	15	42	--	--	--	--	--	--
	Language	--	23	43	68	15	44	62	14	44	--	--	--	--	--	--
	Mathematics	--	26	47	73	24	49	62	26	50	--	--	--	--	--	--
11	Reading	--	28	46	73	21	44	55	23	45	--	--	--	--	--	--
	Language	--	21	43	82	23	42	52	25	44	--	--	--	--	--	--
	Mathematics	--	27	51	79	24	52	50	29	55	--	--	--	--	--	--

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 5-6	***	***
Grades 6-7	**	**
Grades 7-8	**	**

*Less than 10 students matched **No information available ***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Alternative Education has a commitment to school safety. Primarily it is our goal to keep our campuses safe without being in a large building-type facility. We do monthly fire and safety drills, as well as more added security measures on the sites, i.e., signing in, checking out, etc.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,946	\$492,914
Classroom Supplies	\$27	\$3,369
Administration	\$1,147	\$143,294
Support Services-Students	\$2,138	\$267,031
Other Support Services and Operations	\$769	\$96,102
Total Expenditures- All Categories 2000-2001	\$8,028	\$1,002,710

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Tom Gillespie	(520) 225-3250	
Transportation Policy	Dorie Johnston	(520) 225-3254	
Community Resources	Andrew Hicks	(520) 225-3254	
School Nutrition Programs	Gace Leyva	(520) 225-3223	
Parent Organization	Linda Schloss	(520) 225-3253	
Student Health/Nurse	Ann Martinez	(520) 225-3262	

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.

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