

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

102 N. Plumer, Tucson, AZ 85719

Tucson Unified 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)

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

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

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. Linda J. Schloss M. Ed
Schedule : 07:30 AM to 04:30 PM
Grades : 6-12
2005 Enrollment : 130
Web Address : linda.schloss@tusd.k12.az.us
Phone Number : (520) 225-3250
Fax Number : (520) 225-3206
E-mail : linda.schloss@tusd.k12.az.us

Mission

The TeenAge Parent Program (TAPP) strives to create a community of literate, respectful, responsible parents and graduates with special programs, including Child Development Centers, child care, parenting training, support groups, Parents As Teachers component, and a middle school component.

School / Academic Goals

- ü 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.
- ü Improve standardized test scores through collaborative rubric scoring, and student/peer rubric assessments. We will also initiate the power writing standards and daily silent sustained reading.
- ü The concentration is on passing the AIMS exam through comprehensive learning, and school structure through the ability to teach kids how to learn through individualized strategies and sensitivity to second language learners.
- ü TAPP's goal is to approve student achievement in partnership with sound parenting skills, and nursery experience as a part of the daily schedule. The students will be writing, reading and improving math skills in every area of the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 131
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 14

Instructional Programs

- ü Computer-assisted Instruction
- ü Self-paced
- ü One-on-One Tutoring
- ü Specialized Instruction
- ü Advising component

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Weekly contact is scheduled with parents and students. Each student has an advisor who initiates all home contact. Student success is celebrated throughout the year. Honors awards ceremonies are held each quarter at school with parent involvement. When issues become more serious, a home visit is arranged.

Parents

If students are living with their parents, the school expects that attendance concerns will be clarified by the parents. Parents are responsible for updating school records to maintain correct data on each student. Health during pregnancy is crucial and parental responsibility is crucial.

Transportation Policy

Students must provide their own transportation. TAPP students will be provided a free SunTran bus pass each month. There is no district transportation for Alternative Education.

School Honors

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

Award/Honor	Year
ü Book Awards to Pima Community College (Tuition Waiver)	2005
ü Most Improved Seniors (3) (Community Tuition Waiver)	2005
ü Two Students Selected for PCC Outstanding Junior	2002
ü Youth On Their Own Students for Success Award	2005

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	--	4765	78250	--	99	99	--	536	548	--	26	21	--	21	18	--	45	48	--	8	13
All Students (Prior Year)	NC	4553	75001	NC	98	99	NC	455	468	NC	46	37	NC	35	36	NC	12	16	NC	7	10
Female	--	2364	38071	--	99	99	--	537	549	--	24	20	--	23	19	--	45	49	--	8	12
Male	--	2400	40126	--	99	99	--	534	547	--	28	23	--	19	17	--	45	46	--	9	14
African American	--	331	4058	--	100	99	--	509	523	--	36	32	--	26	22	--	33	41	--	5	5
Hispanic	--	2423	29129	--	99	99	--	521	527	--	32	32	--	24	23	--	40	40	--	4	6
Asian/Pacific Islander	--	122	1747	--	100	100	--	585	589	--	10	9	--	14	9	--	48	50	--	29	32
American Indian/Alaskan Native	--	197	4996	--	99	100	--	512	518	--	40	36	--	28	25	--	28	36	--	3	4
White	--	1692	38320	--	99	99	--	560	568	--	14	12	--	15	14	--	56	55	--	15	19
Students with Disabilities	--	659	9329	--	100	100	--	445	454	--	65	64	--	17	18	--	16	16	--	1	2
Students without Disabilities	--	4107	68996	--	99	99	--	550	561	--	20	16	--	22	18	--	49	52	--	9	14
Limited English Proficient Students	--	587	10133	--	100	100	--	485	488	--	43	45	--	28	25	--	28	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	2431	33388	--	96	94	--	525	530	--	35	32	--	24	22	--	37	40	--	4	5
Non-Economically Disadvantaged	--	2335	44937	--	100	100	--	546	561	--	17	13	--	18	15	--	52	54	--	13	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	NC	4767	78302	NC	0	99	NC	499	512	NC	15	11	NC	30	25	NC	52	57	NC	4	7
All Students (Prior Year)	10	4522	74918	100	97	99	426	485	497	100	41	32	0	19	19	0	29	35	0	11	15
Female	NC	2366	38082	NC	0	99	NC	504	518	NC	12	8	NC	29	24	NC	55	61	NC	4	7
Male	--	2401	40166	--	0	99	--	494	507	--	17	14	--	31	26	--	49	54	--	3	6
African American	--	331	4064	--	0	100	--	482	498	--	17	14	--	39	29	--	42	54	--	3	3
Hispanic	NC	2425	29152	NC	0	99	NC	486	492	NC	19	17	NC	36	34	NC	44	46	NC	2	2
Asian/Pacific Islander	--	122	1746	--	0	100	--	533	542	--	5	5	--	21	13	--	64	66	--	10	16
American Indian/Alaskan Native	--	198	4993	--	0	100	--	486	484	--	17	19	--	41	38	--	40	42	--	2	1
White	--	1691	38347	--	0	99	--	520	531	--	8	5	--	19	17	--	66	68	--	7	10
Students with Disabilities	--	662	9353	--	0	100	--	416	429	--	46	40	--	36	38	--	18	22	--	0	1
Students without Disabilities	NC	4107	69024	NC	0	99	NC	512	524	NC	10	7	NC	29	23	NC	57	62	NC	4	7
Limited English Proficient Students	--	586	10140	--	0	100	--	450	451	--	27	28	--	42	43	--	30	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	2434	33398	NC	0	94	NC	488	495	NC	20	18	NC	39	35	NC	40	46	NC	1	2
Non-Economically Disadvantaged	--	2335	44979	--	0	100	--	510	525	--	9	6	--	21	18	--	64	66	--	6	10

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	--	4758	78094	--	99	99	--	536	545	--	4	3	--	20	18	--	74	77	--	1	2
All Students (Prior Year)	10	4511	74503	100	97	99	342	485	491	70	10	9	30	34	32	0	50	51	0	6	8
Female	--	2364	38025	--	99	99	--	548	558	--	3	2	--	16	13	--	80	82	--	2	2
Male	--	2393	40013	--	99	99	--	524	534	--	6	5	--	25	23	--	69	71	--	1	1
African American	--	325	4037	--	98	99	--	519	532	--	7	4	--	19	22	--	73	73	--	1	1
Hispanic	--	2424	29068	--	99	99	--	521	523	--	6	5	--	26	27	--	68	67	--	0	1
Asian/Pacific Islander	--	122	1743	--	100	100	--	574	577	--	1	2	--	12	9	--	78	82	--	9	8
American Indian/Alaskan Native	--	198	4981	--	99	100	--	527	526	--	4	4	--	23	25	--	72	70	--	1	0
White	--	1689	38265	--	99	99	--	559	564	--	1	2	--	13	11	--	84	84	--	2	3
Students with Disabilities	--	651	9275	--	100	100	--	433	444	--	17	14	--	44	46	--	39	39	--	1	1
Students without Disabilities	--	4108	68892	--	99	98	--	552	559	--	2	2	--	17	14	--	80	82	--	2	2
Limited English Proficient Students	--	586	10084	--	100	100	--	472	474	--	11	10	--	38	39	--	51	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	2424	33296	--	96	94	--	523	527	--	6	5	--	27	27	--	66	67	--	1	0
Non-Economically Disadvantaged	--	2335	44871	--	100	100	--	549	559	--	2	2	--	13	12	--	82	84	--	2	3

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	30	4134	69846	68	98	100	653	694	699	77	23	21	8	13	11	15	48	49	0	17	18
All Students (Prior Year)	32	4071	65934	100	98	100	454	490	492	88	46	43	6	17	18	6	22	24	0	15	15
Female	26	2050	34328	72	98	99	653	697	702	73	21	19	9	14	12	18	50	51	0	16	18
Male	NC	2083	35509	NC	97	100	NC	691	696	NC	24	23	NC	12	11	NC	46	48	NC	18	18
African American	--	268	3535	--	96	100	--	682	677	--	27	31	--	15	15	--	48	46	--	10	8
Hispanic	20	1822	23363	71	97	100	651	678	680	88	33	32	13	17	16	0	44	45	0	7	7
Asian/Pacific Islander	--	132	1742	--	100	99	--	723	733	--	14	8	--	11	7	--	45	46	--	30	38
American Indian/Alaskan Native	NC	122	4785	NC	93	100	NC	659	671	NC	34	39	NC	23	17	NC	39	39	NC	4	5
White	NC	1790	36421	NC	99	99	NC	712	714	NC	12	12	NC	8	8	NC	53	54	NC	27	26
Students with Disabilities	NC	485	7690	NC	97	100	NC	578	593	NC	62	64	NC	16	14	NC	20	21	NC	1	2
Students without Disabilities	23	3649	62220	61	98	99	656	709	712	75	17	16	8	12	11	17	52	53	0	19	20
Limited English Proficient Students	NC	369	5834	NC	100	100	NC	613	612	NC	48	46	NC	20	20	NC	31	31	NC	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	20	1384	21421	63	91	92	648	686	686	89	35	35	0	14	15	11	43	43	0	7	7
Non-Economically Disadvantaged	10	2750	48489	83	100	100	663	698	704	50	16	15	25	12	10	25	50	52	0	22	23

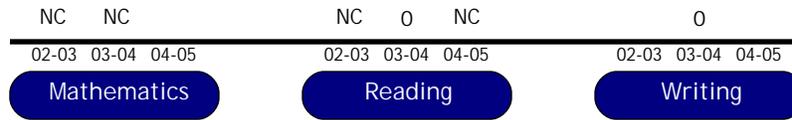
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	4182	71311	69	98	100	646	691	694	23	8	7	54	22	21	23	62	63	0	9	9
All Students (Prior Year)	43	4214	68162	100	98	100	467	505	509	58	22	18	26	23	24	14	47	51	2	8	8
Female	16	2058	34899	67	98	100	647	697	700	20	6	5	60	21	19	20	64	66	0	10	10
Male	NC	2124	36430	NC	97	100	NC	685	688	NC	10	9	NC	22	22	NC	60	61	NC	8	8
African American	--	267	3573	--	95	100	--	681	676	--	6	9	--	27	26	--	63	60	--	4	4
Hispanic	12	1842	24056	71	97	100	631	671	672	29	12	13	71	31	31	0	53	53	0	3	3
Asian/Pacific Islander	--	133	1731	--	100	98	--	709	717	--	5	3	--	17	13	--	66	68	--	12	16
American Indian/Alaskan Native	NC	130	5110	NC	94	100	NC	652	661	NC	12	14	NC	35	38	NC	51	46	NC	1	2
White	NC	1810	36841	NC	99	99	NC	712	713	NC	3	3	NC	11	12	NC	70	72	NC	16	13
Students with Disabilities	NC	488	8021	NC	95	100	NC	571	590	NC	28	27	NC	44	42	NC	28	29	NC	1	1
Students without Disabilities	17	3694	63379	65	98	100	646	706	707	27	5	5	45	19	18	27	66	68	0	10	10
Limited English Proficient Students	NC	391	6402	NC	100	100	NC	594	596	NC	25	25	NC	47	44	NC	27	30	NC	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	16	1415	22243	67	91	93	647	677	677	20	14	14	60	31	32	20	51	51	0	3	3
Non-Economically Disadvantaged	NC	2767	49157	NC	100	100	NC	698	702	NC	4	4	NC	17	16	NC	67	69	NC	12	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	22	4168	70868	69	97	100	666	684	688	8	5	5	62	23	23	23	66	63	8	6	9
All Students (Prior Year)	37	4179	67629	100	97	100	471	523	524	59	22	22	11	16	16	30	59	59	0	3	3
Female	16	2053	34710	67	98	99	653	693	697	9	4	3	73	19	19	18	69	66	0	8	12
Male	NC	2115	36176	NC	97	100	NC	674	678	NC	6	7	NC	26	27	NC	63	59	NC	4	7
African American	NC	265	3557	NC	95	99	NC	681	675	NC	5	7	NC	24	25	NC	66	62	NC	5	6
Hispanic	11	1839	23868	65	97	100	640	671	670	17	8	9	67	31	33	17	59	55	0	2	4
Asian/Pacific Islander	--	133	1732	--	100	98	--	702	713	--	5	2	--	13	12	--	75	64	--	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	NC	1800	36710	NC	98	99	NC	697	702	NC	2	2	NC	16	15	NC	72	69	NC	10	13
Students with Disabilities	NC	481	7900	NC	94	100	NC	568	580	NC	18	22	NC	50	49	NC	32	28	NC	1	1
Students without Disabilities	17	3687	63054	65	98	99	669	698	701	10	3	3	50	20	20	30	70	67	10	7	10
Limited English Proficient Students	NC	389	6308	NC	100	100	NC	594	591	NC	19	19	NC	44	47	NC	37	33	NC	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	17	1404	21994	71	91	92	662	674	673	9	10	10	64	33	36	18	55	52	9	2	3
Non-Economically Disadvantaged	NC	2764	48960	NC	100	100	NC	688	694	NC	2	3	NC	18	18	NC	71	67	NC	8	12

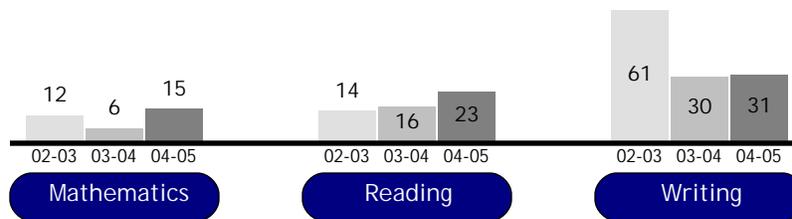
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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
6	Reading	--	--	45	53	--	--	NA	56	--	--	44	51
	Language	--	--	38	45	--	--	38	48	--	--	41	47
	Mathematics	--	--	52	62	--	--	52	66	--	--	44	52
7	Reading	--	--	44	51	--	--	NA	54	--	--	44	50
	Language	--	--	48	54	--	--	48	58	--	--	48	52
	Mathematics	--	--	47	58	--	--	49	62	--	--	44	50
8	Reading	NC	NC	49	53	NC	NC	NA	55	NC	NC	46	51
	Language	NC	NC	46	49	NC	NC	41	52	NC	NC	47	50
	Mathematics	NC	NC	53	58	NC	NC	50	61	NC	NC	48	53
9	Reading	NC	NC	40	41	NC	NC	NA	42	NC	NC	48	51
	Language	NC	NC	40	42	NC	NC	37	42	NC	NC	46	50
	Mathematics	NC	NC	57	60	NC	NC	57	63	NC	NC	46	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."

Teenage Parent Program - TAPP

School Site Council

Council Composition

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

Council Duties

- Ü Review Data for TAPP
- Ü Make Recommendations
- Ü Look at School Data District-Wide
- Ü Approve Constitution
- Ü Develop Site Goals for All Sites
- Ü Consider Directions of Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Parenting Classes
- Ü Computer Lab
- Ü Baby Nurseries - 3

Extracurricular Activities

- Ü Title I Parenting Groups
- Ü Yearbook Production Class

Social Services

- Ü Dropout Prevention Specialist
- Ü Child Development Center
- Ü Parent Educators
- Ü Outside Support Agencies
- Ü Youth On Their Own

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student attendance has improved through the initiation of a new schedule and more availability of one-on-one teacher-assisted instruction.

- ü 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 remain with us for only 2 to 3 quarters.

- ü Every year we are able to award scholarships from community agencies and special donors, which give young parents the opportunity to continue with school past high school graduation.

- ü TAPP students are given the opportunity to learn special parenting techniques from within the school by the nurse and parenting teacher, and outside agencies specializing in infant and toddler skill training. We are also adding Parent as Teachers.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	82	95	94	95
Transfers Out Rates ⁵	43	12	12	17
Transfers In Rate ⁶	108	28	28	37
Stability Rate ⁷	56	87	87	82
Promotion Rate ⁸	56	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	33	0	1	6
Status Unknown ¹¹	26	0	1	4
Graduation Rate ¹²	13	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

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, signing in, checking out, etc.

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) :

5

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	Tom Gillespie	(602) 225-3237
Transportation Policy	Dorie Johnston	(520) 225-3264
Community Resources	Dorie Johnston	(520) 225-3264
School Nutrition Programs	Mike Evans	(520) 225-3223
Parent Organization	Linda Schloss	(520) 225-3250
Student Health/Nurse	Alice Webb	(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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.