

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

High School Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Linda J. Schloss M. Ed
Schedule : 07:30 AM to 04:30 PM
Grades : 6-12
Web Address : linda.schloss@tusd1.org
Phone Number : (520) 225-3250
Fax Number : (520) 225-3206
E-mail : linda.schloss@tusd1.org

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, 2005 School Year Student Enrollment : 91
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- ü Computer-assisted Instruction
- ü Self-paced
- ü One-on-One Tutoring
- ü Specialized Instruction
- ü Advising component
- ü Staff trained in SIOP strategies
- ü Inclusion school for all students

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 :	5/25/2006

Shared Responsibilities

School

Weekly contact is recommended with parents and students. Each student has an advisor who initiates most 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 Special Educational Enrichment Foundation Student Award	2006
ü Youth On Their Own Students for Success Award	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	--	4286	79327	--	94	98	--	500	518	--	28	19	--	24	20	--	39	46	--	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2076	38961	--	95	98	--	501	520	--	25	16	--	26	20	--	40	48	--	9	16
Male	--	2208	40295	--	94	97	--	499	516	--	31	21	--	22	19	--	38	44	--	10	16
African American	--	300	4247	--	95	98	--	484	499	--	38	27	--	25	24	--	34	41	--	4	8
Hispanic	--	2354	32327	--	93	98	--	488	499	--	34	27	--	27	25	--	35	41	--	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	--	195	4391	--	97	96	--	477	489	--	41	32	--	29	27	--	29	36	--	2	4
White	--	1331	36373	--	95	98	--	524	538	--	15	10	--	19	14	--	48	52	--	19	25
Students with Disabilities	--	539	9321	--	79	87	--	457	467	--	61	54	--	22	22	--	15	21	--	1	3
Students without Disabilities	--	3747	70006	--	97	100	--	505	524	--	23	14	--	24	19	--	42	49	--	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	2195	37097	--	94	97	--	487	498	--	35	27	--	26	25	--	34	41	--	5	7
Non-Economically Disadvantaged	--	2091	42230	--	95	99	--	512	535	--	20	11	--	22	15	--	44	50	--	14	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	--	4423	79501	--	97	98	--	485	497	--	15	10	--	31	25	--	52	60	--	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2144	39062	--	98	99	--	490	502	--	11	8	--	30	23	--	56	64	--	3	5
Male	--	2277	40368	--	97	98	--	480	491	--	18	13	--	31	27	--	49	57	--	2	3
African American	--	309	4279	--	97	99	--	475	485	--	20	14	--	32	30	--	47	54	--	1	2
Hispanic	--	2452	32389	--	97	98	--	474	478	--	19	16	--	36	34	--	45	48	--	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	--	195	4401	--	97	96	--	469	473	--	21	17	--	41	40	--	38	43	--	1	1
White	--	1360	36446	--	97	99	--	506	516	--	7	4	--	21	15	--	68	73	--	5	7
Students with Disabilities	--	601	9411	--	88	88	--	443	453	--	41	36	--	40	36	--	19	26	--	1	1
Students without Disabilities	--	3822	70090	--	99	100	--	491	502	--	11	7	--	29	24	--	58	65	--	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	2266	37183	--	97	97	--	473	479	--	19	16	--	36	34	--	44	49	--	1	1
Non-Economically Disadvantaged	--	2157	42318	--	98	99	--	497	513	--	10	5	--	25	17	--	61	70	--	4	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	--	4464	80000	--	98	99	--	560	564	--	3	3	--	11	11	--	80	75	--	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2164	39288	--	99	99	--	574	579	--	2	2	--	6	6	--	83	77	--	9	16
Male	--	2297	40644	--	98	98	--	546	549	--	4	4	--	16	15	--	77	74	--	3	7
African American	--	315	4307	--	99	99	--	539	551	--	8	4	--	13	13	--	74	75	--	4	7
Hispanic	--	2475	32672	--	98	99	--	553	548	--	3	4	--	13	14	--	81	76	--	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	--	197	4424	--	98	97	--	551	549	--	3	3	--	15	14	--	79	77	--	3	5
White	--	1370	36602	--	98	99	--	575	579	--	2	2	--	7	7	--	80	75	--	11	16
Students with Disabilities	--	640	9919	--	93	93	--	504	505	--	10	9	--	34	35	--	55	54	--	1	2
Students without Disabilities	--	3824	70081	--	99	100	--	568	571	--	2	2	--	7	7	--	84	79	--	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	2296	37534	--	98	98	--	548	547	--	4	4	--	14	15	--	78	76	--	4	5
Non-Economically Disadvantaged	--	2168	42466	--	98	100	--	572	578	--	2	2	--	8	7	--	82	75	--	9	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	--	4399	78546	--	97	97	--	528	543	--	22	15	--	21	18	--	48	52	--	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2183	38645	--	97	98	--	531	545	--	20	13	--	20	18	--	51	54	--	9	15
Male	--	2209	39792	--	96	97	--	526	542	--	25	17	--	22	17	--	44	50	--	9	15
African American	--	289	4205	--	97	97	--	518	524	--	26	22	--	24	22	--	45	49	--	4	7
Hispanic	--	2347	31177	--	97	97	--	516	524	--	27	22	--	24	23	--	44	48	--	4	7
Asian/Pacific Islander	--	113	1940	--	98	99	--	560	580	--	9	5	--	13	9	--	57	53	--	21	33
American Indian/Alaskan Native	--	193	4689	--	96	95	--	511	515	--	34	28	--	23	25	--	39	43	--	4	4
White	--	1448	36450	--	97	97	--	550	563	--	13	7	--	16	12	--	54	57	--	18	23
Students with Disabilities	--	530	8093	--	84	82	--	480	489	--	58	50	--	24	24	--	18	23	--	1	2
Students without Disabilities	--	3869	70453	--	99	100	--	534	549	--	17	11	--	21	17	--	52	56	--	10	16
Limited English Proficient Students	--	584	9323	--	95	94	--	483	491	--	56	47	--	25	28	--	19	24	--	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	2090	34694	--	96	96	--	516	524	--	28	23	--	25	23	--	43	48	--	5	7
Non-Economically Disadvantaged	--	2309	43852	--	98	99	--	539	559	--	17	10	--	17	13	--	52	56	--	13	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	--	4467	79045	--	98	98	--	501	512	--	14	10	--	31	25	--	51	58	--	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2206	38860	--	98	98	--	509	519	--	9	7	--	28	22	--	57	62	--	6	8
Male	--	2254	40075	--	98	97	--	493	505	--	18	12	--	34	28	--	45	54	--	4	6
African American	--	295	4250	--	99	98	--	494	500	--	16	12	--	33	31	--	50	54	--	1	3
Hispanic	--	2386	31314	--	98	98	--	488	493	--	18	16	--	36	34	--	45	48	--	2	2
Asian/Pacific Islander	--	114	1949	--	99	99	--	523	536	--	6	4	--	19	15	--	62	66	--	12	15
American Indian/Alaskan Native	--	196	4719	--	98	96	--	490	489	--	13	15	--	38	39	--	48	45	--	1	2
White	--	1467	36730	--	98	98	--	521	532	--	7	4	--	22	16	--	60	68	--	11	12
Students with Disabilities	--	588	8552	--	93	87	--	455	463	--	43	35	--	37	40	--	19	23	--	1	1
Students without Disabilities	--	3879	70493	--	99	100	--	507	517	--	9	7	--	30	24	--	56	62	--	5	8
Limited English Proficient Students	--	602	9355	--	98	95	--	450	456	--	44	37	--	44	48	--	11	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	2126	34922	--	98	96	--	489	493	--	17	15	--	36	34	--	44	48	--	3	3
Non-Economically Disadvantaged	--	2341	44123	--	99	99	--	511	527	--	10	6	--	26	18	--	57	66	--	7	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	--	4459	79657	--	98	99	--	569	566	--	2	3	--	8	8	--	89	87	--	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2207	39120	--	98	99	--	582	580	--	1	2	--	4	4	--	93	92	--	1	2
Male	--	2245	40423	--	98	98	--	557	553	--	4	5	--	12	12	--	84	83	--	0	1
African American	--	296	4290	--	99	99	--	566	560	--	4	4	--	7	9	--	87	86	--	1	1
Hispanic	--	2371	31642	--	98	99	--	561	552	--	3	5	--	10	11	--	87	84	--	0	0
Asian/Pacific Islander	--	115	1948	--	100	99	--	588	589	--	1	1	--	4	3	--	90	91	--	4	4
American Indian/Alaskan Native	--	200	4760	--	100	97	--	560	547	--	3	5	--	7	14	--	91	81	--	NA	0
White	--	1468	36929	--	98	99	--	582	579	--	1	2	--	5	5	--	92	91	--	2	2
Students with Disabilities	--	583	9069	--	92	92	--	517	508	--	10	11	--	28	30	--	61	58	--	1	1
Students without Disabilities	--	3876	70588	--	99	100	--	576	573	--	1	2	--	5	5	--	93	91	--	1	1
Limited English Proficient Students	--	594	9521	--	96	96	--	518	507	--	9	13	--	23	24	--	67	63	--	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	2116	35341	--	97	97	--	560	551	--	3	5	--	12	12	--	86	83	--	0	0
Non-Economically Disadvantaged	--	2343	44316	--	99	100	--	577	578	--	2	2	--	5	5	--	92	90	--	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	NC	4533	78400	NC	96	97	NC	545	554	NC	26	21	NC	21	19	NC	44	47	NC	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2289	38686	NC	97	98	NC	544	554	NC	24	20	NC	22	20	NC	45	49	NC	8	12
Male	--	2240	39636	--	95	96	--	545	554	--	28	23	--	19	18	--	42	46	--	11	13
African American	--	339	4193	--	96	97	--	527	533	--	35	32	--	24	23	--	37	40	--	5	5
Hispanic	NC	2362	30732	NC	95	97	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	5	5
Asian/Pacific Islander	--	117	1827	--	98	99	--	584	594	--	9	8	--	17	12	--	46	49	--	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	--	1534	37038	--	96	97	--	570	575	--	14	11	--	15	14	--	54	56	--	17	19
Students with Disabilities	--	520	7840	--	76	81	--	494	498	--	63	60	--	18	18	--	17	20	--	1	2
Students without Disabilities	NC	4013	70560	NC	99	99	NC	551	560	NC	21	17	NC	21	19	NC	47	50	NC	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	2056	33014	NC	94	95	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	4	5
Non-Economically Disadvantaged	NC	2477	45386	NC	97	99	NC	556	569	NC	21	15	NC	18	15	NC	47	52	NC	14	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	4640	79179	NC	98	98	NC	509	519	NC	14	11	NC	31	27	NC	52	58	NC	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2327	38974	NC	98	99	NC	514	524	NC	11	8	NC	29	25	NC	57	61	NC	4	5
Male	--	2309	40124	--	98	97	--	504	513	--	16	13	--	33	28	--	48	54	--	3	4
African American	--	348	4243	--	98	98	--	499	506	--	20	14	--	31	32	--	45	51	--	3	3
Hispanic	NC	2414	30987	NC	97	98	NC	497	498	NC	17	17	NC	37	36	NC	45	45	NC	1	1
Asian/Pacific Islander	--	118	1832	--	99	99	--	530	543	--	4	4	--	25	17	--	62	69	--	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	--	1574	37467	--	99	98	--	530	539	--	7	5	--	21	17	--	66	70	--	6	8
Students with Disabilities	--	626	8567	--	91	88	--	462	467	--	41	39	--	42	38	--	17	22	--	0	1
Students without Disabilities	NC	4014	70612	NC	99	99	NC	516	524	NC	9	7	NC	29	25	NC	58	62	NC	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	2108	33345	NC	97	96	NC	496	499	NC	18	17	NC	37	36	NC	43	46	NC	2	1
Non-Economically Disadvantaged	NC	2532	45834	NC	99	99	NC	520	533	NC	10	7	NC	25	19	NC	60	67	NC	4	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	4654	79734	NC	98	99	NC	555	554	NC	3	3	NC	18	19	NC	79	78	NC	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2341	39243	NC	99	99	NC	568	568	NC	2	2	NC	11	12	NC	87	85	NC	0	1
Male	--	2309	40413	--	98	98	--	542	541	--	3	4	--	25	26	--	72	70	--	0	0
African American	--	350	4285	--	99	99	--	544	548	--	6	3	--	19	22	--	75	74	--	0	0
Hispanic	NC	2433	31254	NC	98	99	NC	547	539	NC	3	5	NC	22	25	NC	75	70	NC	0	0
Asian/Pacific Islander	--	118	1837	--	99	99	--	580	579	--	NA	1	--	8	9	--	91	87	--	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	--	1568	37668	--	98	99	--	571	569	--	1	1	--	11	13	--	88	85	--	0	1
Students with Disabilities	--	627	8943	--	91	92	--	499	495	--	10	11	--	49	51	--	40	38	--	1	1
Students without Disabilities	NC	4027	70791	NC	100	100	NC	563	561	NC	1	2	NC	13	15	NC	85	83	NC	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	2117	33718	NC	97	97	NC	545	538	NC	4	5	NC	23	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	NC	2537	46016	NC	100	100	NC	564	567	NC	2	2	NC	14	14	NC	84	84	NC	0	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	32	3907	71130	97	93	95	653	701	701	81	23	23	9	13	13	9	51	51	NA	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1942	35465	100	95	96	654	702	702	79	21	21	11	14	13	11	52	53	NA	13	13
Male	NC	1965	35648	NC	92	94	NC	700	701	NC	25	24	NC	12	12	NC	50	50	NC	14	14
African American	NC	290	3868	NC	98	95	NC	679	686	NC	40	33	NC	14	17	NC	41	45	NC	4	6
Hispanic	22	1807	25103	100	93	95	652	688	685	86	31	34	5	16	16	9	47	45	NA	6	5
Asian/Pacific Islander	NC	134	1805	NC	98	98	NC	727	731	NC	10	9	NC	5	7	NC	53	50	NC	31	34
American Indian/Alaskan Native	NC	115	4241	NC	86	90	NC	681	679	NC	44	39	NC	10	19	NC	40	39	NC	6	3
White	NC	1560	36075	NC	93	95	NC	719	715	NC	10	12	NC	9	9	NC	58	58	NC	22	21
Students with Disabilities	NC	361	5862	NC	65	71	NC	659	658	NC	63	63	NC	14	15	NC	22	20	NC	1	2
Students without Disabilities	28	3546	65268	100	98	98	655	704	705	79	19	19	11	12	12	11	54	54	NA	14	15
Limited English Proficient Students	NC	353	4859	NC	89	93	NC	658	662	NC	70	64	NC	10	15	NC	19	20	NC	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	17	1325	22957	94	91	93	644	684	685	94	36	34	6	17	17	NA	42	44	NA	5	5
Non-Economically Disadvantaged	15	2582	48173	100	95	96	663	710	709	67	17	17	13	10	11	20	55	55	NA	17	18

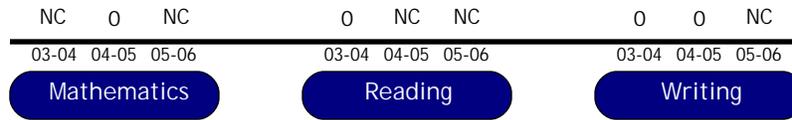
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	4113	73018	100	96	97	665	699	703	7	7	6	57	26	23	36	60	64	NA	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2019	36181	87	97	97	669	704	708	5	5	4	55	23	21	40	63	65	NA	9	9
Male	NC	2093	36816	NC	95	96	NC	693	699	NC	9	7	NC	28	24	NC	57	62	NC	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	18	1900	25801	90	96	96	659	683	683	11	9	10	61	34	34	28	53	53	NA	3	3
Asian/Pacific Islander	NC	137	1812	NC	99	98	NC	720	722	NC	2	3	NC	18	15	NC	66	66	NC	14	16
American Indian/Alaskan Native	NC	128	4389	NC	91	93	NC	678	675	NC	6	9	NC	46	42	NC	45	47	NC	2	1
White	NC	1646	37024	NC	96	97	NC	720	721	NC	3	2	NC	14	12	NC	69	73	NC	14	13
Students with Disabilities	NC	530	7170	NC	93	85	NC	652	654	NC	24	23	NC	48	47	NC	27	29	NC	1	1
Students without Disabilities	23	3583	65848	100	97	98	668	705	708	4	4	4	57	22	20	39	64	67	NA	9	9
Limited English Proficient Students	NC	379	5099	NC	93	95	NC	636	641	NC	34	29	NC	55	59	NC	11	12	NC	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	17	1425	23912	85	94	94	650	677	681	12	11	10	71	39	36	18	47	52	NA	2	2
Non-Economically Disadvantaged	11	2688	49106	100	98	98	687	710	714	NA	5	4	36	19	16	64	66	69	NA	11	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	26	4094	72810	96	96	96	656	681	685	19	7	6	38	32	30	42	55	58	NA	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1999	36111	78	96	97	681	694	695	NA	4	4	44	25	23	56	63	65	NA	8	8
Male	NC	2094	36678	NC	96	95	NC	670	674	NC	10	9	NC	40	36	NC	47	52	NC	3	3
African American	NC	300	3962	NC	99	96	NC	660	675	NC	18	8	NC	30	33	NC	50	55	NC	2	3
Hispanic	16	1889	25735	80	95	96	664	672	669	13	9	10	44	39	41	44	49	48	NA	3	2
Asian/Pacific Islander	NC	137	1809	NC	99	97	NC	698	704	NC	4	4	NC	22	19	NC	60	65	NC	14	13
American Indian/Alaskan Native	NC	126	4370	NC	89	92	NC	674	670	NC	6	9	NC	46	39	NC	47	50	NC	2	2
White	NC	1642	36915	NC	96	97	NC	696	697	NC	4	3	NC	25	21	NC	62	67	NC	10	8
Students with Disabilities	NC	521	7071	NC	91	84	NC	631	634	NC	25	24	NC	56	53	NC	17	21	NC	1	1
Students without Disabilities	21	3573	65739	95	96	98	661	688	689	19	5	4	29	29	27	52	60	62	NA	6	6
Limited English Proficient Students	NC	368	5046	NC	90	94	NC	612	621	NC	36	31	NC	57	56	NC	7	12	NC	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	15	1407	23814	75	93	94	661	664	667	7	11	10	53	43	41	40	44	47	NA	1	2
Non-Economically Disadvantaged	11	2687	48996	100	98	97	648	690	693	36	5	4	18	27	24	45	60	64	NA	8	7

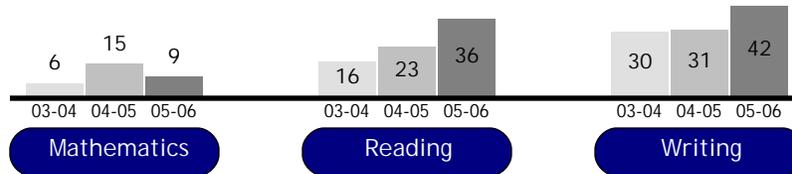
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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	--	--	44	51	--	--	46	56
	Language	--	--	38	48	--	--	41	47	--	--	41	50
	Mathematics	--	--	52	66	--	--	44	52	--	--	44	58
7	Reading	--	--	NA	54	--	--	44	50	--	--	44	54
	Language	--	--	48	58	--	--	48	52	--	--	50	58
	Mathematics	--	--	49	62	--	--	44	50	--	--	44	54
8	Reading	NC	NC	NA	55	NC	NC	46	51	NC	NC	50	58
	Language	NC	NC	41	52	NC	NC	47	50	NC	NC	50	56
	Mathematics	NC	NC	50	61	NC	NC	48	53	NC	NC	50	58
9	Reading	NC	NC	NA	42	NC	NC	48	51	NC	NC	48	52
	Language	NC	NC	37	42	NC	NC	46	50	NC	NC	46	50
	Mathematics	NC	NC	57	63	NC	NC	46	50	NC	NC	44	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	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	0	0	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.	27
Teachers with Emergency Certification.	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
- Ü Library

Extracurricular Activities

- Ü Title I Parenting Groups
- Ü Yearbook Production Class
- Ü Student Advisory Council

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 all the 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 a portion of the year.

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	82	95	94	95
Promotion Rate ⁵	53	89	88	73
Graduation Rate ⁶	40	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

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. We are working to keep the campus safe from outside influences without the support of a fence.

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) :

4

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	Damiana Cohen	(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."

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.