

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

5093 S. Liberty, Tucson, AZ 85706

Sunnyside 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 LEARNS<sup>1</sup>**

**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 Met  
2004-05 Met  
2003-04 Met

**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 : Ms. Pamela T. Cornell  
Schedule : 07:00 AM to 05:00 PM  
Grades : 6-12  
Web Address :  
Phone Number : (520) 545-2300  
Fax Number : (520) 545-2316  
E-mail : pamelac@susd12.org

**Mission**

The mission of the Alternative Education Center is to provide students with the opportunity to achieve academic and personal success in an environment supported by individual and small group learning.  
Our intention is: To inspire hope and create opportunities for success.  
We are a district school of choice designed to help students reconnect to a positive educational experience and to keep them connected to school.

**School / Academic Goals**

- ü There will be a 25% increase in the number of 2007 graduates who pass AIMS.
- ü There will be a five percent (5%) decrease in dropout and a five percent (5%) increase in graduation rate for the 2006-2007 school year.

**Enrollment**

October 1, 2005 School Year Student Enrollment : 148  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- Ü Multiprogram Site
- Ü Alternative Education High School
- Ü Evening School
- Ü Accelerated Middle School
- Ü Special Education EDP site
- Ü Drop-In Center (drop out retrieval)
- Ü Year Round School
- Ü AVID College Prep Program

Calendar Information

Number of Instruction Days :	210
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/10/2005
Last Day of School :	6/19/2006

Shared Responsibilities

School

All programs are expected to maintain a close contact with our parents/families. We hold regular parent conferences for our younger students, provide progress reports a minimum of six times each year and make personal contact to support our students. We expect that parents will be kept informed about attendance and progress for all students. Monthly family nights are held to promote parent involvement and education.

Parents

We ask that parents communicate with the school regarding absences from school or any other barrier to educational success. We require parent orientation for any student younger than 18. We ask parents to attend activities to celebrate student work. We expect that parents and guardians will stress the importance of regular school attendance.

Transportation Policy

Bus passes are available for students based upon financial need. Students under 16 and students with special needs are provided with district transportation.

School Honors

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

Award/Honor	Year
Ü Named as Recipient of Sunrise Rotary Grant	2003
Ü Student selected for MedStart at Univ. of Arizona	2004
Ü Student selected for LawStart at Univ. of Arizona	2005
Ü Student selected for full tuition scholarship	2006

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	1375	79327	NC	98	98	NC	489	518	NC	32	19	NC	26	20	NC	38	46	NC	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	701	38961	--	99	98	--	492	520	--	28	16	--	26	20	--	42	48	--	4	16
Male	NC	674	40295	NC	98	97	NC	485	516	NC	37	21	NC	25	19	NC	34	44	NC	4	16
African American	--	19	4247	--	95	98	--	497	499	--	26	27	--	26	24	--	47	41	--	NA	8
Hispanic	NC	1221	32327	NC	98	98	NC	487	499	NC	33	27	NC	26	25	NC	37	41	NC	4	8
Asian/Pacific Islander	--	10	1939	--	100	99	--	NA	556	--	NA	6	--	NA	10	--	NA	47	--	NA	36
American Indian/Alaskan Native	--	53	4391	--	96	96	--	488	489	--	34	32	--	26	27	--	36	36	--	4	4
White	--	72	36373	--	100	98	--	511	538	--	21	10	--	21	14	--	49	52	--	10	25
Students with Disabilities	NC	224	9321	NC	94	87	NC	449	467	NC	71	54	NC	17	22	NC	11	21	NC	0	3
Students without Disabilities	--	1151	70006	--	99	100	--	495	524	--	25	14	--	27	19	--	43	49	--	5	18
Limited English Proficient Students	NC	333	9431	NC	97	95	NC	456	466	NC	63	53	NC	23	27	NC	13	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	1200	37097	NC	98	97	NC	486	498	NC	34	27	NC	27	25	NC	36	41	NC	3	7
Non-Economically Disadvantaged	--	175	42230	--	100	99	--	508	535	--	19	11	--	20	15	--	53	50	--	8	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	1375	79501	NC	98	98	NC	473	497	NC	20	10	NC	35	25	NC	44	60	NC	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	701	39062	--	99	99	--	478	502	--	15	8	--	34	23	--	50	64	--	1	5
Male	NC	674	40368	NC	98	98	NC	468	491	NC	24	13	NC	37	27	NC	38	57	NC	1	3
African American	--	19	4279	--	95	99	--	492	485	--	11	14	--	26	30	--	58	54	--	5	2
Hispanic	NC	1221	32389	NC	98	98	NC	471	478	NC	20	16	NC	37	34	NC	42	48	NC	1	1
Asian/Pacific Islander	--	10	1936	--	100	99	--	NA	519	--	NA	3	--	NA	14	--	NA	73	--	NA	9
American Indian/Alaskan Native	--	53	4401	--	96	96	--	477	473	--	17	17	--	30	40	--	53	43	--	NA	1
White	--	72	36446	--	100	99	--	496	516	--	11	4	--	25	15	--	63	73	--	1	7
Students with Disabilities	NC	224	9411	NC	94	88	NC	438	453	NC	46	36	NC	38	36	NC	16	26	NC	NA	1
Students without Disabilities	--	1151	70090	--	99	100	--	479	502	--	14	7	--	35	24	--	50	65	--	1	5
Limited English Proficient Students	NC	333	9401	NC	97	94	NC	437	443	NC	50	40	NC	40	46	NC	9	14	NC	0	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	1200	37183	NC	98	97	NC	469	479	NC	21	16	NC	37	34	NC	41	49	NC	0	1
Non-Economically Disadvantaged	--	175	42318	--	100	99	--	499	513	--	9	5	--	23	17	--	65	70	--	3	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	1384	80000	NC	99	99	NC	556	564	NC	3	3	NC	11	11	NC	81	75	NC	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	706	39288	--	99	99	--	568	579	--	2	2	--	6	6	--	84	77	--	7	16
Male	NC	678	40644	NC	99	98	NC	544	549	NC	4	4	NC	16	15	NC	77	74	NC	3	7
African American	--	19	4307	--	95	99	--	567	551	--	NA	4	--	32	13	--	63	75	--	5	7
Hispanic	NC	1228	32672	NC	99	99	NC	555	548	NC	3	4	NC	11	14	NC	81	76	NC	5	6
Asian/Pacific Islander	--	10	1945	--	100	99	--	NA	592	--	NA	1	--	NA	4	--	NA	69	--	NA	25
American Indian/Alaskan Native	--	54	4424	--	98	97	--	570	549	--	2	3	--	7	14	--	81	77	--	9	5
White	NC	73	36602	NC	100	99	NC	566	579	NC	5	2	NC	11	7	NC	77	75	NC	7	16
Students with Disabilities	NC	228	9919	NC	96	93	NC	519	505	NC	5	9	NC	31	35	NC	64	54	NC	0	2
Students without Disabilities	--	1156	70081	--	100	100	--	563	571	--	3	2	--	7	7	--	84	79	--	6	12
Limited English Proficient Students	NC	336	9571	NC	98	96	NC	510	502	NC	9	10	NC	23	29	NC	67	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	1208	37534	NC	99	98	NC	553	547	NC	3	4	NC	12	15	NC	81	76	NC	4	5
Non-Economically Disadvantaged	NC	176	42466	NC	100	100	NC	575	578	NC	1	2	NC	7	7	NC	81	75	NC	11	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	1392	78546	NC	99	97	NC	514	543	NC	28	15	NC	26	18	NC	43	52	NC	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	702	38645	NC	99	98	NC	518	545	NC	25	13	NC	25	18	NC	46	54	NC	4	15
Male	NC	689	39792	NC	99	97	NC	510	542	NC	31	17	NC	26	17	NC	39	50	NC	3	15
African American	NC	32	4205	NC	100	97	NC	503	524	NC	38	22	NC	22	22	NC	41	49	NC	NA	7
Hispanic	NC	1216	31177	NC	99	97	NC	513	524	NC	28	22	NC	26	23	NC	42	48	NC	4	7
Asian/Pacific Islander	--	14	1940	--	100	99	--	552	580	--	7	5	--	NA	9	--	86	53	--	7	33
American Indian/Alaskan Native	--	57	4689	--	98	95	--	497	515	--	35	28	--	32	25	--	33	43	--	NA	4
White	NC	73	36450	NC	100	97	NC	534	563	NC	23	7	NC	19	12	NC	48	57	NC	10	23
Students with Disabilities	NC	235	8093	NC	99	82	NC	469	489	NC	66	50	NC	25	24	NC	10	23	NC	NA	2
Students without Disabilities	NC	1157	70453	NC	99	100	NC	522	549	NC	21	11	NC	26	17	NC	49	56	NC	4	16
Limited English Proficient Students	--	334	9323	--	98	94	--	484	491	--	56	47	--	25	28	--	19	24	--	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	1176	34694	NC	98	96	NC	511	524	NC	30	23	NC	26	23	NC	41	48	NC	3	7
Non-Economically Disadvantaged	--	216	43852	--	100	99	--	530	559	--	21	10	--	20	13	--	50	56	--	9	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	NC	1392	79045	NC	99	98	NC	487	512	NC	19	10	NC	35	25	NC	45	58	NC	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	702	38860	NC	99	98	NC	495	519	NC	15	7	NC	32	22	NC	51	62	NC	2	8
Male	NC	689	40075	NC	99	97	NC	480	505	NC	23	12	NC	38	28	NC	38	54	NC	1	6
African American	NC	32	4250	NC	100	98	NC	478	500	NC	13	12	NC	53	31	NC	31	54	NC	3	3
Hispanic	NC	1216	31314	NC	99	98	NC	487	493	NC	19	16	NC	36	34	NC	44	48	NC	1	2
Asian/Pacific Islander	--	14	1949	--	100	99	--	524	536	--	7	4	--	21	15	--	64	66	--	7	15
American Indian/Alaskan Native	--	57	4719	--	98	96	--	480	489	--	30	15	--	28	39	--	40	45	--	2	2
White	NC	73	36730	NC	100	98	NC	502	532	NC	16	4	NC	22	16	NC	60	68	NC	1	12
Students with Disabilities	NC	234	8552	NC	98	87	NC	445	463	NC	49	35	NC	35	40	NC	16	23	NC	NA	1
Students without Disabilities	NC	1158	70493	NC	99	100	NC	495	517	NC	13	7	NC	35	24	NC	50	62	NC	2	8
Limited English Proficient Students	--	334	9355	--	98	95	--	450	456	--	47	37	--	41	48	--	12	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	1176	34922	NC	98	96	NC	485	493	NC	20	15	NC	37	34	NC	42	48	NC	2	3
Non-Economically Disadvantaged	--	216	44123	--	100	99	--	501	527	--	13	6	--	25	18	--	60	66	--	2	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	NC	1399	79657	NC	100	99	NC	561	566	NC	5	3	NC	8	8	NC	87	87	NC	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	707	39120	NC	100	99	NC	571	580	NC	4	2	NC	5	4	NC	90	92	NC	0	2
Male	NC	691	40423	NC	100	98	NC	551	553	NC	6	5	NC	10	12	NC	84	83	NC	0	1
African American	NC	32	4290	NC	100	99	NC	555	560	NC	6	4	NC	6	9	NC	88	86	NC	NA	1
Hispanic	NC	1226	31642	NC	100	99	NC	560	552	NC	5	5	NC	8	11	NC	86	84	NC	0	0
Asian/Pacific Islander	--	14	1948	--	100	99	--	592	589	--	NA	1	--	7	3	--	93	91	--	NA	4
American Indian/Alaskan Native	--	56	4760	--	97	97	--	561	547	--	2	5	--	13	14	--	86	81	--	NA	0
White	NC	71	36929	NC	100	99	NC	572	579	NC	3	2	NC	6	5	NC	92	91	NC	NA	2
Students with Disabilities	NC	233	9069	NC	98	92	NC	520	508	NC	11	11	NC	22	30	NC	67	58	NC	NA	1
Students without Disabilities	NC	1166	70588	NC	100	100	NC	568	573	NC	4	2	NC	5	5	NC	91	91	NC	0	1
Limited English Proficient Students	--	338	9521	--	99	96	--	510	507	--	15	13	--	19	24	--	66	63	--	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	1187	35341	NC	99	97	NC	558	551	NC	5	5	NC	9	12	NC	86	83	NC	0	0
Non-Economically Disadvantaged	--	212	44316	--	100	100	--	575	578	--	4	2	--	4	5	--	92	90	--	NA	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	1322	78400	NC	98	97	NC	525	554	NC	37	21	NC	25	19	NC	36	47	NC	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	638	38686	NC	99	98	NC	525	554	NC	35	20	NC	26	20	NC	37	49	NC	2	12
Male	NC	684	39636	NC	97	96	NC	524	554	NC	39	23	NC	24	18	NC	35	46	NC	3	13
African American	--	27	4193	--	100	97	--	523	533	--	37	32	--	22	23	--	37	40	--	4	5
Hispanic	NC	1171	30732	NC	98	97	NC	524	534	NC	37	31	NC	25	24	NC	35	40	NC	2	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	46	4536	--	98	95	--	517	528	--	50	35	--	17	25	--	33	37	--	NA	4
White	NC	71	37038	NC	97	97	NC	541	575	NC	21	11	NC	24	14	NC	51	56	NC	4	19
Students with Disabilities	NC	218	7840	NC	96	81	NC	483	498	NC	75	60	NC	14	18	NC	11	20	NC	0	2
Students without Disabilities	NC	1104	70560	NC	98	99	NC	532	560	NC	29	17	NC	27	19	NC	41	50	NC	3	14
Limited English Proficient Students	NC	317	8956	NC	98	95	NC	501	502	NC	58	56	NC	21	25	NC	21	18	NC	0	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	NC	1106	33014	NC	97	95	NC	522	534	NC	38	31	NC	25	24	NC	34	40	NC	2	5
Non-Economically Disadvantaged	NC	216	45386	NC	100	99	NC	538	569	NC	29	15	NC	21	15	NC	45	52	NC	5	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	10	1325	79179	83	98	98	NA	491	519	NA	23	11	NA	36	27	NA	40	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	639	38974	NC	99	99	NC	498	524	NC	18	8	NC	36	25	NC	44	61	NC	3	5
Male	NC	686	40124	NC	97	97	NC	485	513	NC	28	13	NC	36	28	NC	36	54	NC	1	4
African American	--	27	4243	--	100	98	--	503	506	--	11	14	--	41	32	--	44	51	--	4	3
Hispanic	NC	1174	30987	NC	98	98	NC	489	498	NC	24	17	NC	37	36	NC	38	45	NC	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	46	4573	--	98	96	--	493	494	--	22	16	--	30	41	--	48	42	--	NA	1
White	NC	71	37467	NC	97	98	NC	513	539	NC	17	5	NC	25	17	NC	55	70	NC	3	8
Students with Disabilities	NC	219	8567	NC	97	88	NC	450	467	NC	57	39	NC	32	38	NC	11	22	NC	0	1
Students without Disabilities	NC	1106	70612	NC	98	99	NC	498	524	NC	17	7	NC	36	25	NC	45	62	NC	2	5
Limited English Proficient Students	NC	316	9013	NC	98	95	NC	455	461	NC	52	40	NC	37	48	NC	10	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	NC	1109	33345	NC	97	96	NC	488	499	NC	25	17	NC	37	36	NC	37	46	NC	1	1
Non-Economically Disadvantaged	NC	216	45834	NC	100	99	NC	508	533	NC	17	7	NC	28	19	NC	52	67	NC	3	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	11	1336	79734	92	99	99	490	549	554	18	4	3	45	21	19	36	74	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	645	39243	NC	100	99	NC	562	568	NC	2	2	NC	15	12	NC	82	85	NC	0	1
Male	NC	691	40413	NC	98	98	NC	536	541	NC	6	4	NC	27	26	NC	67	70	NC	0	0
African American	--	27	4285	--	100	99	--	564	548	--	NA	3	--	19	22	--	81	74	--	NA	0
Hispanic	NC	1185	31254	NC	99	99	NC	547	539	NC	4	5	NC	22	25	NC	74	70	NC	0	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	45	4613	--	96	97	--	565	535	--	NA	4	--	18	29	--	82	67	--	NA	0
White	NC	72	37668	NC	99	99	NC	557	569	NC	3	1	NC	22	13	NC	75	85	NC	NA	1
Students with Disabilities	NC	219	8943	NC	97	92	NC	498	495	NC	12	11	NC	49	51	NC	39	38	NC	NA	1
Students without Disabilities	NC	1117	70791	NC	99	100	NC	557	561	NC	3	2	NC	16	15	NC	81	83	NC	0	0
Limited English Proficient Students	NC	318	9138	NC	98	97	NC	499	492	NC	12	13	NC	46	46	NC	42	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	NC	1120	33718	NC	98	97	NC	546	538	NC	4	5	NC	22	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	NC	216	46016	NC	100	100	NC	563	567	NC	3	2	NC	16	14	NC	81	84	NC	NA	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	34	806	71130	87	88	95	655	684	701	74	32	23	21	18	13	6	47	51	NA	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	403	35465	95	92	96	660	683	702	61	29	21	28	21	13	11	49	53	NA	2	13
Male	16	403	35648	80	85	94	649	685	701	88	35	24	13	15	12	NA	45	50	NA	5	14
African American	--	18	3868	--	72	95	--	672	686	--	50	33	--	22	17	--	28	45	--	NA	6
Hispanic	30	706	25103	97	89	95	656	683	685	70	32	34	23	19	16	7	46	45	NA	3	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	NC	27	4241	NC	77	90	NC	682	679	NC	30	39	NC	15	19	NC	52	39	NC	4	3
White	NC	48	36075	NC	87	95	NC	697	715	NC	27	12	NC	6	9	NC	58	58	NC	8	21
Students with Disabilities	NC	98	5862	NC	72	71	NC	649	658	NC	80	63	NC	8	15	NC	11	20	NC	1	2
Students without Disabilities	30	708	65268	88	91	98	656	688	705	70	26	19	23	19	12	7	52	54	NA	4	15
Limited English Proficient Students	NC	145	4859	NC	94	93	NC	664	662	NC	59	64	NC	17	15	NC	25	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	16	561	22957	73	88	93	656	684	685	69	32	34	19	17	17	13	47	44	NA	3	5
Non-Economically Disadvantaged	18	245	48173	100	89	96	654	683	709	78	31	17	22	19	11	NA	46	55	NA	4	18

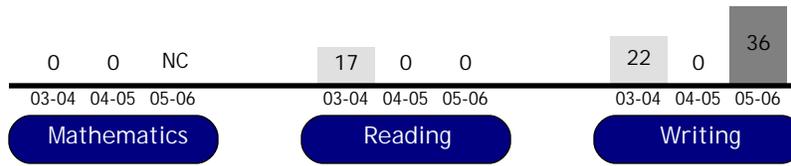
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	791	73018	73	87	97	654	679	703	8	11	6	67	37	23	25	50	64	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	402	36181	88	92	97	649	680	708	NA	9	4	86	38	21	14	52	65	NA	1	9
Male	10	389	36816	59	82	96	NA	678	699	NA	13	7	NA	37	24	NA	47	62	NA	3	7
African American	--	17	3976	--	63	96	--	668	689	--	12	8	--	53	29	--	35	59	--	NA	3
Hispanic	20	694	25801	77	88	96	653	677	683	10	12	10	65	38	34	25	48	53	NA	2	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	25	4389	NC	78	93	NC	686	675	NC	12	9	NC	32	42	NC	52	47	NC	4	1
White	NC	48	37024	NC	87	97	NC	706	721	NC	NA	2	NC	27	12	NC	71	73	NC	2	13
Students with Disabilities	NC	103	7170	NC	75	85	NC	646	654	NC	27	23	NC	54	47	NC	18	29	NC	NA	1
Students without Disabilities	21	688	65848	72	89	98	655	683	708	5	9	4	71	35	20	24	54	67	NA	2	9
Limited English Proficient Students	NC	149	5099	NC	94	95	NC	637	641	NC	37	29	NC	53	59	NC	10	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	18	569	23912	78	88	94	661	677	681	6	12	10	61	38	36	33	47	52	NA	2	2
Non-Economically Disadvantaged	NC	222	49106	NC	84	98	NC	685	714	NC	9	4	NC	35	16	NC	55	69	NC	1	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	24	790	72810	73	87	96	660	667	685	8	12	6	58	39	30	33	46	58	NA	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	401	36111	88	92	97	666	674	695	7	10	4	50	34	23	43	53	65	NA	3	8
Male	10	389	36678	59	82	95	NA	660	674	NA	13	9	NA	45	36	NA	40	52	NA	2	3
African American	--	18	3962	--	67	96	--	665	675	--	22	8	--	22	33	--	56	55	--	NA	3
Hispanic	21	695	25735	81	88	96	659	665	669	10	12	10	57	41	41	33	45	48	NA	3	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	22	4370	--	69	92	--	674	670	--	14	9	--	23	39	--	64	50	--	NA	2
White	NC	48	36915	NC	87	97	NC	682	697	NC	4	3	NC	40	21	NC	54	67	NC	2	8
Students with Disabilities	NC	112	7071	NC	81	84	NC	624	634	NC	28	24	NC	63	53	NC	10	21	NC	NA	1
Students without Disabilities	21	678	65739	72	88	98	665	673	689	5	9	4	57	36	27	38	52	62	NA	3	6
Limited English Proficient Students	NC	144	5046	NC	91	94	NC	610	621	NC	35	31	NC	58	56	NC	6	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	19	565	23814	83	87	94	660	664	667	11	13	10	58	43	41	32	43	47	NA	2	2
Non-Economically Disadvantaged	NC	225	48996	NC	86	97	NC	675	693	NC	9	4	NC	32	24	NC	55	64	NC	4	7

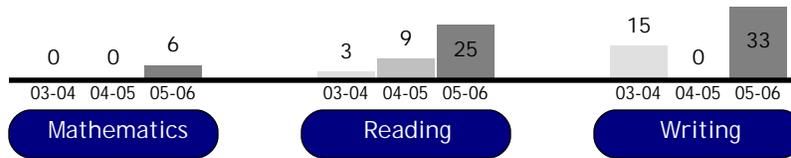
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	NC	NC	39	51	NC	NC	39	56
	Language	--	--	31	48	NC	NC	35	47	NC	NC	32	50
	Mathematics	--	--	50	66	NC	NC	39	52	NC	NC	35	58
7	Reading	--	--	NA	54	NC	NC	37	50	NC	NC	34	54
	Language	--	--	41	58	NC	NC	39	52	NC	NC	39	58
	Mathematics	--	--	45	62	NC	NC	36	50	NC	NC	34	54
8	Reading	68	NA	NA	55	NA	11	36	51	100	15	37	58
	Language	57	NA	36	52	NA	11	38	50	100	22	39	56
	Mathematics	64	NA	46	61	NA	16	40	53	92	17	34	58
9	Reading	NC	NC	NA	42	NA	26	35	51	47	17	32	52
	Language	NC	NC	29	42	NA	20	34	50	47	16	32	50
	Mathematics	NC	NC	44	63	NA	20	38	50	47	14	39	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/](http://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)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Plan Coordination
- Ü Parent/Family Activities
- Ü Collaboration Team Leaders
- Ü Site Coordination Activities
- Ü North Central Accreditation Leadership
- Ü Coordinating Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü New facility
- Ü Student Learning Technology Center
- Ü Connection Center

Extracurricular Activities

- Ü Intersession field trips
- Ü Boys Basketball
- Ü Student Leadership Team
- Ü Sports at home high school
- Ü Character Education Leadership
- Ü Fine Arts
- Ü Media
- Ü Project Weeks

Social Services

- Ü Health Clinic
- Ü Wellness Center
- Ü Clothing Bank
- Ü Therapeutic Counseling
- Ü Drop-In Center
- Ü Counseling Groups
- Ü EDP site
- Ü Dropout Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Making AYP each year.

ü Significant increase in graduates passing AIMS.

ü Performing School each year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	83	95	94	95
Promotion Rate <sup>5</sup>	29	89	88	73
Graduation Rate <sup>6</sup>	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

Our code of conduct is strictly enforced. We have a full-time campus monitor and an officer on campus six hours each day. These individuals develop a positive rapport with our students to focus on prevention rather than intervention efforts. Most of the incidents involve young people in the program that serves youth with severe emotional disabilities. We have added staff to help support that program this year. School Crisis Plan supports positive climate.

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) :

7

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	Lisa Maguire	(520) 545-2300
Transportation Policy	Principal	(520) 545-2300
Community Resources	S. Barrette-Mozes/J. Johnson	(520) 545-2300
School Nutrition Programs	Marth Quijada	(520) 545-2300
Parent Organization	Gloria Montijo	(520) 545-2300
Student Health/Nurse	Margy Eller	(520) 545-2300

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](http://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.

Footnotes

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

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](http://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.