

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5040 S. Price Rd., Tempe, AZ 85282

Tempe Accelerated Public Charter High School

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

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.

School Overview

Principal/Administrator : Mr. Abelardo Batista
 Schedule : 07:00 AM to 08:00 PM
 Grades : 9-12
 Web Address : www.leonagroup.com
 Phone Number : (480) 831-6057
 Fax Number : (480) 831-6095
 E-mail : abelardo.batista@leonagroup.com

Mission

Our mission is to provide a diverse and engaging education to each of our students by fostering the values of self-discipline and integrity that give this quality learning experience the potential to last a lifetime, employing a knowledgeable, caring, and capable faculty and staff, providing professional development, maintaining a safe, clean, and disciplined environment, serving the immediate needs of all students, upholding high expectations, strong community interests, and mutual respect.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Not 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 / Academic Goals

- ü All teachers will teach to the Arizona Academic Standards. Students will specifically associate the standards with learning objectives in preparation for AIMS. Technology standards will be aligned with curricula.
- ü PBS Academic Objectives include: An increase of one normal curve equivalent in two years on the TerraNova in reading and language arts; an increase of 20% in two years in the rate of students achieving passing grades.
- ü All students will improve AIMS Reading and Writing Scores by at least 20% yearly, through cross-curricular usage as well as additional English Department applications.
- ü All students will improve AIMS Math Scores by at least 10% yearly, through cross-curricular usage as well as additional Math Department applications.

Enrollment

October 1, 2005 School Year Student Enrollment : 359
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 380

Instructional Programs

- ü Positive Behavior Support Program (PBS)
- ü Vocational Education Business Program
- ü Accelerated Graduation Options
- ü Integrated Curriculum and Instruction
- ü SLOP Teacher Improvement Plan
- ü Individualized Graduation/AIMS Plans
- ü Honors Classes

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/22/2005
Last Day of School :	6/12/2006

Shared Responsibilities

School

Report cards are mailed two times per quarter, at midterm and the end of the quarter. Teachers provide a grade printout for students each week. Parents of absent students are notified by telephone. The school provides a safe learning environment. Parents are educated about the Positive Behavior Supports system and are encouraged to support the system at home as well.

Parents

Parents attend Information Meeting with students before starting school. Parents agree to participate in the Positive Behavior Supports program. Parents also agree at this time that they will assist in potential discipline issues and work with the school for the benefit of the student. Parents should communicate with the school to report absences and other issues in a timely fashion to better assist the student.

Transportation Policy

Students may drive to school; there is ample parking available. Parents may also transport their student/s to and from school. Students who need public transportation are issued bus passes at no cost to the student. A bus book is available in the school office.

School Honors

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

Award/Honor	Year
ü NCA Accreditation	2001
ü AZ WInterguard Independent Regional Champion	2004
ü Kiwanis Team Achievement Award	2005
ü National Honor Society	2005

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	72	72	71130	100	100	95	664	664	701	58	58	23	13	13	13	29	29	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	37	35465	100	100	96	665	665	702	57	57	21	16	16	13	27	27	53	NA	NA	13
Male	35	35	35648	100	100	94	664	664	701	60	60	24	9	9	12	31	31	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	37	37	25103	100	100	95	663	663	685	68	68	34	8	8	16	24	24	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	19	19	36075	100	100	95	673	673	715	37	37	12	26	26	9	37	37	58	NA	NA	21
Students with Disabilities	10	10	5862	100	100	71	NA	NA	658	NA	NA	63	NA	NA	15	NA	NA	20	NA	NA	2
Students without Disabilities	62	62	65268	100	100	98	669	669	705	52	52	19	15	15	12	34	34	54	NA	NA	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	44	44	22957	100	100	93	666	666	685	55	55	34	14	14	17	32	32	44	NA	NA	5
Non-Economically Disadvantaged	28	28	48173	100	100	96	662	662	709	64	64	17	11	11	11	25	25	55	NA	NA	18

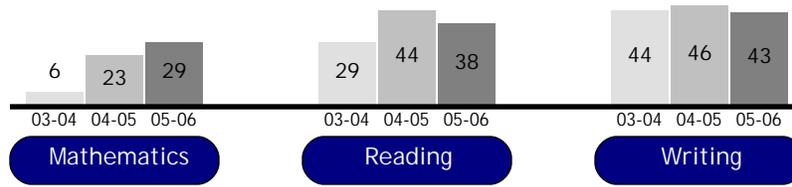
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	74	73018	99	99	97	668	668	703	14	14	6	49	49	23	35	35	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	36181	100	100	97	674	674	708	14	14	4	36	36	21	47	47	65	3	3	9
Male	38	38	36816	95	95	96	662	662	699	13	13	7	61	61	24	24	24	62	3	3	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	38	38	25801	93	93	96	659	659	683	18	18	10	55	55	34	24	24	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	21	21	37024	100	100	97	693	693	721	NA	NA	2	33	33	12	62	62	73	5	5	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	65	65	65848	98	98	98	673	673	708	11	11	4	46	46	20	40	40	67	3	3	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	48	48	23912	94	94	94	668	668	681	17	17	10	46	46	36	33	33	52	4	4	2
Non-Economically Disadvantaged	26	26	49106	100	100	98	667	667	714	8	8	4	54	54	16	38	38	69	NA	NA	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	72	72	72810	96	96	96	665	665	685	10	10	6	47	47	30	39	39	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	36111	100	100	97	667	667	695	11	11	4	42	42	23	44	44	65	3	3	8
Male	36	36	36678	90	90	95	664	664	674	8	8	9	53	53	36	33	33	52	6	6	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	39	39	25735	95	95	96	660	660	669	13	13	10	49	49	41	33	33	48	5	5	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	20	20	36915	100	100	97	689	689	697	NA	NA	3	35	35	21	60	60	67	5	5	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	64	64	65739	97	97	98	671	671	689	6	6	4	45	45	27	44	44	62	5	5	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	46	46	23814	90	90	94	664	664	667	11	11	10	46	46	41	37	37	47	7	7	2
Non-Economically Disadvantaged	26	26	48996	100	100	97	667	667	693	8	8	4	50	50	24	42	42	64	NA	NA	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)

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	16	NA	42	100	31	31	51	85	14	14	52
	Language	93	11	11	42	100	30	30	50	85	9	9	50
	Mathematics	95	35	35	63	98	18	18	50	85	15	15	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Positive Behavior Support Program
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Parent Education Workshops
- Ü School Improvement Design
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	1	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Lab/Classroom Internet
- Ü Academic Advising Department
- Ü Fitness Area (Cardio/Strength Training)

Extracurricular Activities

- Ü Dance Program
- Ü Fine Arts
- Ü Sports Programs
- Ü Cheer Team
- Ü Key Club
- Ü Business Management Courses
- Ü National Honor Society
- Ü Skate Club

Social Services

- Ü Free Daycare
- Ü Adult ESL Classes
- Ü Civics/Life Skills Courses
- Ü Kiwanis Club
- Ü Positive Behavior Supports System

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All curricula is aligned with the Arizona Academic Standards with the exception of Technology. Staff attended training on AIMS testing, comprehensive competency-based guidance, Career Pathways and the annual vocational conference.
- ü TAHS has met AYP standards and continues to be a performing school. The number of students passing AIMS increases every year in order to maintain performing school status.
- ü Students are offered AIMS preparation courses and ACT/SAT courses in order to better prepare students for the challenges they will face after they graduate from school.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	42	89	88	73
Graduation Rate ⁶	60	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

TAHS has implemented a positive behavior supports system which is reserach based and shows that discipline probelms decrease while academic achievement increases. Students are actively taught how to behave appropriately and then rewarded when doing so. This program will be moitored and adjusted as needs arise. Time on task in class will increase while minor disruptions decrease.

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) :

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	Abelardo Batista	(480) 831-6057
Transportation Policy	Leticia Tovar	(480) 831-6057
Community Resources	Tiffani Motley	(480) 831-6057
School Nutrition Programs	Wafa' Safi-Hassan	(480) 831-6057
Parent Organization	Tiffani Motley	(480) 831-6057
Student Health/Nurse		

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 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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Total cost of printing: 12 Pages X .0243 Per page X 380 Copies = \$111.00

** 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.