

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7820 E. Wrightstown Road, Tucson, AZ 85715

Tucson 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 : Mrs. Shannon C. Hughes
 Schedule : 07:00 AM to 05:45 PM
 Grades : 9-12
 Web Address : www.leonagroup.com/tucsonacchs/
 Phone Number : (520) 722-4721
 Fax Number : (520) 722-4785
 E-mail : shannon.hughes@leonagroup.com

Mission

It is the mission of Tucson Accelerated High School to prepare students for the future by providing a foundation for life-long learning. In pursuit of this mission, the teachers and staff will provide a challenging curriculum that promotes critical thinking, fosters collaboration, and inspires character building in accordance with the requirements of the state of Arizona.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase student's math and reading skills through specialized programs. Students will be tested and placed in appropriate classes or skills workshops. This strategy will raise their confidence level, as well as their basic skills.
- ü Students will improve written expression across the curriculum by writing at least one essay in every class every block. The Six Traits of Writing rubric will be used for grading. English classes focus on improving skills in many forms of writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 373
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 400

Instructional Programs

- ü Curricula Aligned to the AZ Standards
- ü Special Education Accommodations

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 51 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Tucson Accelerated High School provides a safe environment for students to pursue their academic goals. We offer educational opportunities for all students and treat all students with respect while they realize their academic potential.

Parents

Parents must ensure that their student is attending school daily and refraining from the use of drugs or alcohol. Parents need to inform the school about issues affecting their student's academic situation and be involved in their academic success.

Transportation Policy

Students are responsible for their own transportation. We encourage our students to use the City of Tucson transit system. Students who demonstrate financial need are provided with bus passes to facilitate their transportation to and from school.

School Honors

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

Award/Honor	Year
ü School was awarded a community art project	2005
ü 15 Seniors Have Pima Community College Scholarships	2004
ü 14 Senior have Pima Community College Scholarships	2005
ü 3 Students Won 2nd Place in a Baseball Mural Challenge	2004

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	71	71	71130	100	100	95	677	677	701	42	42	23	11	11	13	44	44	51	3	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	35465	100	100	96	685	685	702	31	31	21	8	8	13	58	58	53	3	3	13
Male	35	35	35648	100	100	94	670	670	701	54	54	24	14	14	12	29	29	50	3	3	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	18	18	25103	100	100	95	672	672	685	50	50	34	11	11	16	39	39	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	47	47	36075	100	100	95	679	679	715	40	40	12	11	11	9	47	47	58	2	2	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	61	61	65268	100	100	98	682	682	705	36	36	19	11	11	12	49	49	54	3	3	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	33	33	22957	97	97	93	674	674	685	42	42	34	9	9	17	45	45	44	3	3	5
Non-Economically Disadvantaged	38	38	48173	100	100	96	680	680	709	42	42	17	13	13	11	42	42	55	3	3	18

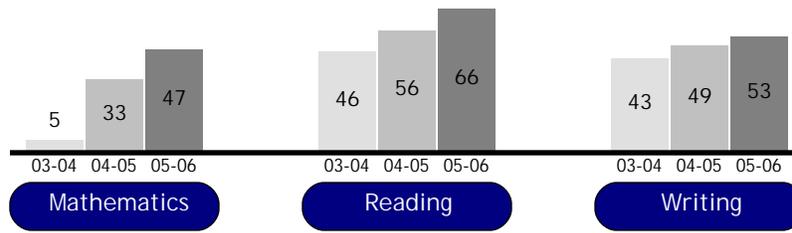
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	76	73018	100	100	97	690	690	703	9	9	6	25	25	23	61	61	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	36181	100	100	97	700	700	708	5	5	4	18	18	21	69	69	65	8	8	9
Male	37	37	36816	100	100	96	679	679	699	14	14	7	32	32	24	51	51	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	20	20	25801	100	100	96	683	683	683	15	15	10	20	20	34	65	65	53	NA	NA	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	48	48	37024	100	100	97	699	699	721	2	2	2	25	25	12	65	65	73	8	8	13
Students with Disabilities	12	12	7170	100	100	85	659	659	654	33	33	23	33	33	47	33	33	29	NA	NA	1
Students without Disabilities	64	64	65848	100	100	98	696	696	708	5	5	4	23	23	20	66	66	67	6	6	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	38	38	23912	100	100	94	689	689	681	8	8	10	29	29	36	58	58	52	5	5	2
Non-Economically Disadvantaged	38	38	49106	100	100	98	691	691	714	11	11	4	21	21	16	63	63	69	5	5	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	75	75	72810	100	100	96	673	673	685	8	8	6	39	39	30	52	52	58	1	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	39	36111	100	100	97	680	680	695	5	5	4	36	36	23	56	56	65	3	3	8
Male	36	36	36678	100	100	95	665	665	674	11	11	9	42	42	36	47	47	52	NA	NA	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	20	20	25735	100	100	96	675	675	669	10	10	10	30	30	41	55	55	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	47	47	36915	100	100	97	675	675	697	6	6	3	43	43	21	51	51	67	NA	NA	8
Students with Disabilities	12	12	7071	100	100	84	617	617	634	25	25	24	75	75	53	NA	NA	21	NA	NA	1
Students without Disabilities	63	63	65739	100	100	98	684	684	689	5	5	4	32	32	27	62	62	62	2	2	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	37	37	23814	97	97	94	673	673	667	5	5	10	35	35	41	59	59	47	NA	NA	2
Non-Economically Disadvantaged	38	38	48996	100	100	97	673	673	693	11	11	4	42	42	24	45	45	64	3	3	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	91	25	NA	42	84	39	39	51	100	32	32	52
	Language	91	16	16	42	84	37	37	50	100	25	25	50
	Mathematics	91	33	33	63	86	34	34	50	100	27	27	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)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Approves School Improvement Plans
- Ü Maintains School and Community Relations
- Ü Assists with Student Promotion/Retention
- Ü Promotes Extracurricular Activities
- Ü Oversees curriculum and assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	145
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 with 20 Terminals
- Ü Reading Lab with Computers and a Library
- Ü Art Studio
- Ü Weight Room

Extracurricular Activities

- Ü Student Council
- Ü Prom
- Ü Student Incentive Trips
- Ü Monthly Seminars

Social Services

- Ü School academic advisor
- Ü Coordination with Local Social Services
- Ü Tucson Police Department

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In March of 2004 Tucson Accelerated High School received full NCA accreditation.

- ü To assure that all of our teachers are teaching the Arizona Academic Standards, we created curriculum books, which define what is being taught and how the material is related to the state standards, and utilize curriculum mapping software.

- ü Our goal of preparing students to be successful was illustrated by the 140 graduates in the class of 2005. Seventy will be attending college this fall; twelve will attend a trade or technical school, and eighteen have joined the military.

- ü Our AIMS scores in reading and writing increased by 30% in the 2003-4 school year and our AIMS math scores increased by 30% in the 2004-5 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	61	89	88	73
Graduation Rate ⁶	48	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

Tucson Accelerated High School has implemented a proactive early response discipline policy. In addition, we have established a safe and orderly climate through the employment of an experienced security staff and off-duty Tucson police officers.

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) :

36

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	Shannon Hughes	(520) 722-4721
Transportation Policy	Lupita Garcia	(520) 722-4721
Community Resources	Lillian Flemons or Shannon Hughes	(520) 722-4721
School Nutrition Programs	Lupita Garcia	(520) 722-4721
Parent Organization	Shannon Hughes	(520) 722-4721
Student Health/Nurse	Lupita Garcia	(520) 722-4721

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 0 Copies = \$0.00

** 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.