

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1727 W. Main, Mesa, AZ 85201

Mesa 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 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. Susan Scoon
Schedule : 07:30 AM to 02:30 PM
Grades : 7-12
Web Address :
Phone Number : (480) 472-9351
Fax Number : (480) 472-9393
E-mail : sascoon@mpsaz.org

Mission

TAPP offers an alternative educational setting, with traditional and computerized curriculum, for pregnant teens. The goals are for students to complete academic requirements for graduation, learn parenting skills, and to gain job skills.

School / Academic Goals

- ü To provide a safe, nurturing environment for pregnant and parenting teens with babies six months or younger to continue their education.
To provide a variety of teaching strategies to address the learning styles of students and their unique needs.
- ü To assist the pregnant/newly parenting student toward completing graduation requirements and acquiring a high school diploma.

Enrollment

October 1, 2005 School Year Student Enrollment : 35
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 42

Instructional Programs

- Ü Core Curriculum Classes
- Ü Parenting Classes
- Ü Small Teacher/Student Ratio

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To provide a safe, nurturing learning environment. Assist students in achieving their academic goals. To involve parents in helping students achieve their academic goals. Enlist parent support to help students maintain acceptable attendance patterns.

Parents

To encourage the student to attend school and notify the school of any absences. To provide reliable transportation, if student is not using a district bus. To assure that reliable day care is available, if student is not using the EVIT Headstart.

Transportation Policy

District bus transportation is available for students residing within the MPS district. Buses are equipped with air conditioning and seat belts for infant/child car seats.

School Honors

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

Award/Honor

Year

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	5532	78546	NC	96	97	NC	556	543	NC	10	15	NC	14	18	NC	54	52	NC	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2692	38645	NC	97	98	NC	557	545	NC	9	13	NC	14	18	NC	56	54	NC	20	15
Male	NC	2839	39792	NC	95	97	NC	556	542	NC	11	17	NC	15	17	NC	53	50	NC	21	15
African American	--	226	4205	--	95	97	--	536	524	--	16	22	--	16	22	--	57	49	--	11	7
Hispanic	NC	1826	31177	NC	95	97	NC	530	524	NC	19	22	NC	22	23	NC	51	48	NC	8	7
Asian/Pacific Islander	--	132	1940	--	98	99	--	575	580	--	5	5	--	9	9	--	58	53	--	27	33
American Indian/Alaskan Native	--	257	4689	--	94	95	--	525	515	--	23	28	--	22	25	--	48	43	--	7	4
White	NC	3090	36450	NC	96	97	NC	575	563	NC	4	7	NC	10	12	NC	57	57	NC	30	23
Students with Disabilities	NC	392	8093	NC	71	82	NC	497	489	NC	39	50	NC	28	24	NC	30	23	NC	3	2
Students without Disabilities	NC	5140	70453	NC	98	100	NC	560	549	NC	8	11	NC	13	17	NC	56	56	NC	22	16
Limited English Proficient Students	NC	505	9323	NC	94	94	NC	492	491	NC	45	47	NC	28	28	NC	27	24	NC	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	--	2500	34694	--	94	96	--	533	524	--	18	23	--	21	23	--	51	48	--	10	7
Non-Economically Disadvantaged	NC	3032	43852	NC	97	99	NC	575	559	NC	4	10	NC	9	13	NC	57	56	NC	30	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	5530	79045	NC	96	98	NC	521	512	NC	7	10	NC	21	25	NC	63	58	NC	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2703	38860	NC	97	98	NC	527	519	NC	5	7	NC	19	22	NC	65	62	NC	11	8
Male	NC	2826	40075	NC	94	97	NC	515	505	NC	9	12	NC	22	28	NC	61	54	NC	8	6
African American	--	228	4250	--	95	98	--	507	500	--	9	12	--	24	31	--	64	54	--	3	3
Hispanic	NC	1811	31314	NC	95	98	NC	497	493	NC	14	16	NC	30	34	NC	52	48	NC	3	2
Asian/Pacific Islander	--	133	1949	--	99	99	--	530	536	--	4	4	--	17	15	--	68	66	--	11	15
American Indian/Alaskan Native	--	256	4719	--	94	96	--	494	489	--	9	15	--	41	39	--	46	45	--	4	2
White	NC	3101	36730	NC	97	98	NC	538	532	NC	2	4	NC	13	16	NC	71	68	NC	14	12
Students with Disabilities	NC	386	8552	NC	70	87	NC	469	463	NC	26	35	NC	44	40	NC	29	23	NC	2	1
Students without Disabilities	NC	5144	70493	NC	99	100	NC	524	517	NC	6	7	NC	19	24	NC	66	62	NC	10	8
Limited English Proficient Students	NC	493	9355	NC	92	95	NC	456	456	NC	37	37	NC	47	48	NC	17	15	NC	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	--	2483	34922	--	94	96	--	500	493	--	12	15	--	30	34	--	53	48	--	4	3
Non-Economically Disadvantaged	NC	3047	44123	NC	98	99	NC	538	527	NC	3	6	NC	13	18	NC	71	66	NC	14	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	5561	79657	NC	96	99	NC	564	566	NC	3	3	NC	8	8	NC	88	87	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2711	39120	NC	97	99	NC	578	580	NC	2	2	NC	4	4	NC	93	92	NC	1	2
Male	NC	2849	40423	NC	95	98	NC	551	553	NC	4	5	NC	12	12	NC	83	83	NC	1	1
African American	--	228	4290	--	95	99	--	555	560	--	5	4	--	9	9	--	86	86	--	NA	1
Hispanic	NC	1839	31642	NC	96	99	NC	546	552	NC	6	5	NC	12	11	NC	82	84	NC	1	0
Asian/Pacific Islander	--	133	1948	--	99	99	--	581	589	--	1	1	--	5	3	--	92	91	--	2	4
American Indian/Alaskan Native	--	257	4760	--	94	97	--	545	547	--	4	5	--	16	14	--	80	81	--	0	0
White	NC	3103	36929	NC	97	99	NC	576	579	NC	2	2	NC	5	5	NC	92	91	NC	1	2
Students with Disabilities	NC	420	9069	NC	76	92	NC	508	508	NC	10	11	NC	31	30	NC	55	58	NC	3	1
Students without Disabilities	NC	5141	70588	NC	98	100	NC	568	573	NC	3	2	NC	6	5	NC	90	91	NC	1	1
Limited English Proficient Students	NC	507	9521	NC	94	96	NC	495	507	NC	16	13	NC	26	24	NC	57	63	NC	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	--	2508	35341	--	95	97	--	548	551	--	5	5	--	12	12	--	82	83	--	0	0
Non-Economically Disadvantaged	NC	3053	44316	NC	98	100	NC	577	578	NC	2	2	NC	4	5	NC	92	90	NC	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	5357	78400	NC	95	97	NC	568	554	NC	16	21	NC	16	19	NC	50	47	NC	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2653	38686	NC	96	98	NC	566	554	NC	15	20	NC	16	20	NC	53	49	NC	16	12
Male	--	2703	39636	--	94	96	--	569	554	--	18	23	--	16	18	--	47	46	--	20	13
African American	--	211	4193	--	91	97	--	538	533	--	27	32	--	27	23	--	39	40	--	8	5
Hispanic	NC	1741	30732	NC	95	97	NC	537	534	NC	30	31	NC	22	24	NC	41	40	NC	7	5
Asian/Pacific Islander	--	112	1827	--	95	99	--	590	594	--	8	8	--	13	12	--	53	49	--	26	31
American Indian/Alaskan Native	NC	231	4536	NC	92	95	NC	539	528	NC	28	35	NC	26	25	NC	40	37	NC	6	4
White	--	3062	37038	--	95	97	--	588	575	--	7	11	--	11	14	--	57	56	--	25	19
Students with Disabilities	--	311	7840	--	62	81	--	508	498	--	46	60	--	24	18	--	26	20	--	4	2
Students without Disabilities	NC	5046	70560	NC	98	99	NC	571	560	NC	14	17	NC	15	19	NC	51	50	NC	19	14
Limited English Proficient Students	NC	468	8956	NC	92	95	NC	498	502	NC	63	56	NC	21	25	NC	15	18	NC	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	NC	2339	33014	NC	93	95	NC	542	534	NC	27	31	NC	21	24	NC	43	40	NC	8	5
Non-Economically Disadvantaged	--	3018	45386	--	96	99	--	587	569	--	8	15	--	12	15	--	55	52	--	25	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	5417	79179	NC	96	98	NC	526	519	NC	9	11	NC	22	27	NC	63	58	NC	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2669	38974	NC	97	99	NC	531	524	NC	7	8	NC	21	25	NC	66	61	NC	6	5
Male	--	2746	40124	--	95	97	--	522	513	--	11	13	--	23	28	--	60	54	--	6	4
African American	--	218	4243	--	94	98	--	507	506	--	13	14	--	30	32	--	55	51	--	2	3
Hispanic	NC	1754	30987	NC	96	98	NC	498	498	NC	18	17	NC	34	36	NC	46	45	NC	2	1
Asian/Pacific Islander	--	115	1832	--	97	99	--	535	543	--	3	4	--	22	17	--	69	69	--	6	10
American Indian/Alaskan Native	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	--	3089	37467	--	96	98	--	545	539	--	3	5	--	14	17	--	74	70	--	9	8
Students with Disabilities	--	369	8567	--	73	88	--	470	467	--	35	39	--	37	38	--	26	22	--	2	1
Students without Disabilities	NC	5048	70612	NC	98	99	NC	530	524	NC	7	7	NC	21	25	NC	66	62	NC	6	5
Limited English Proficient Students	NC	470	9013	NC	92	95	NC	454	461	NC	47	40	NC	44	48	NC	9	12	NC	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	NC	2372	33345	NC	95	96	NC	503	499	NC	16	17	NC	33	36	NC	49	46	NC	2	1
Non-Economically Disadvantaged	--	3045	45834	--	97	99	--	544	533	--	4	7	--	14	19	--	74	67	--	9	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	5437	79734	NC	96	99	NC	548	554	NC	3	3	NC	22	19	NC	75	78	NC	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2698	39243	NC	98	99	NC	561	568	NC	2	2	NC	15	12	NC	82	85	NC	1	1
Male	--	2738	40413	--	95	98	--	536	541	--	4	4	--	29	26	--	67	70	--	0	0
African American	--	221	4285	--	96	99	--	543	548	--	2	3	--	27	22	--	71	74	--	0	0
Hispanic	NC	1761	31254	NC	96	99	NC	524	539	NC	6	5	NC	33	25	NC	60	70	NC	0	0
Asian/Pacific Islander	--	112	1837	--	95	99	--	564	579	--	3	1	--	16	9	--	79	87	--	2	2
American Indian/Alaskan Native	NC	241	4613	NC	96	97	NC	526	535	NC	6	4	NC	33	29	NC	60	67	NC	0	0
White	--	3102	37668	--	97	99	--	564	569	--	1	1	--	14	13	--	84	85	--	0	1
Students with Disabilities	--	376	8943	--	75	92	--	484	495	--	13	11	--	55	51	--	30	38	--	3	1
Students without Disabilities	NC	5061	70791	NC	98	100	NC	552	561	NC	2	2	NC	19	15	NC	78	83	NC	0	0
Limited English Proficient Students	NC	479	9138	NC	94	97	NC	464	492	NC	20	13	NC	56	46	NC	24	40	NC	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	NC	2395	33718	NC	95	97	NC	527	538	NC	5	5	NC	33	26	NC	62	69	NC	0	0
Non-Economically Disadvantaged	--	3042	46016	--	97	100	--	565	567	--	1	2	--	13	14	--	85	84	--	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	NC	5040	71130	NC	91	95	NC	721	701	NC	11	23	NC	9	13	NC	56	51	NC	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2490	35465	NC	93	96	NC	720	702	NC	10	21	NC	9	13	NC	57	53	NC	25	13
Male	--	2549	35648	--	89	94	--	721	701	--	12	24	--	8	12	--	54	50	--	26	14
African American	NC	196	3868	NC	86	95	NC	704	686	NC	15	33	NC	16	17	NC	57	45	NC	12	6
Hispanic	NC	1326	25103	NC	90	95	NC	697	685	NC	23	34	NC	14	16	NC	53	45	NC	10	5
Asian/Pacific Islander	--	126	1805	--	92	98	--	736	731	--	7	9	--	6	7	--	52	50	--	35	34
American Indian/Alaskan Native	--	170	4241	--	80	90	--	696	679	--	21	39	--	16	19	--	56	39	--	7	3
White	--	3222	36075	--	92	95	--	732	715	--	5	12	--	6	9	--	57	58	--	33	21
Students with Disabilities	--	232	5862	--	48	71	--	678	658	--	31	63	--	20	15	--	47	20	--	3	2
Students without Disabilities	NC	4808	65268	NC	95	98	NC	722	705	NC	10	19	NC	8	12	NC	56	54	NC	26	15
Limited English Proficient Students	NC	259	4859	NC	89	93	NC	666	662	NC	54	64	NC	20	15	NC	25	20	NC	NA	1
Migrant Students	--	19	786	--	79	95	--	673	681	--	47	38	--	16	18	--	37	41	--	NA	4
Economically Disadvantaged	NC	1673	22957	NC	86	93	NC	700	685	NC	21	34	NC	13	17	NC	55	44	NC	11	5
Non-Economically Disadvantaged	NC	3367	48173	NC	93	96	NC	731	709	NC	6	17	NC	6	11	NC	56	55	NC	32	18

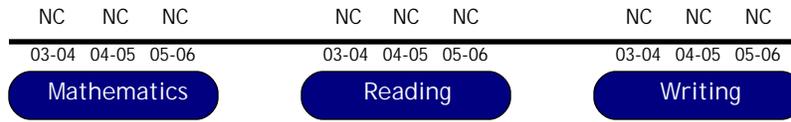
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5144	73018	NC	92	97	NC	715	703	NC	3	6	NC	16	23	NC	70	64	NC	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2530	36181	NC	94	97	NC	718	708	NC	2	4	NC	15	21	NC	70	65	NC	12	9
Male	--	2614	36816	--	90	96	--	712	699	--	4	7	--	17	24	--	69	62	--	10	7
African American	--	205	3976	--	88	96	--	701	689	--	4	8	--	21	29	--	71	59	--	4	3
Hispanic	NC	1351	25801	NC	90	96	NC	687	683	NC	8	10	NC	31	34	NC	58	53	NC	3	3
Asian/Pacific Islander	--	122	1812	--	90	98	--	719	722	--	4	3	--	19	15	--	66	66	--	11	16
American Indian/Alaskan Native	--	174	4389	--	82	93	--	686	675	--	6	9	--	34	42	--	57	47	--	3	1
White	NC	3292	37024	NC	93	97	NC	729	721	NC	1	2	NC	9	12	NC	75	73	NC	15	13
Students with Disabilities	--	309	7170	--	63	85	--	662	654	--	15	23	--	43	47	--	41	29	--	1	1
Students without Disabilities	NC	4835	65848	NC	94	98	NC	718	708	NC	2	4	NC	15	20	NC	71	67	NC	12	9
Limited English Proficient Students	NC	265	5099	NC	89	95	NC	639	641	NC	31	29	NC	60	59	NC	8	12	NC	NA	0
Migrant Students	--	21	817	--	88	96	--	656	667	--	14	15	--	67	44	--	19	39	--	NA	1
Economically Disadvantaged	NC	1752	23912	NC	87	94	NC	691	681	NC	7	10	NC	29	36	NC	60	52	NC	4	2
Non-Economically Disadvantaged	--	3392	49106	--	94	98	--	727	714	--	1	4	--	9	16	--	75	69	--	15	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	5108	72810	NC	91	96	NC	690	685	NC	4	6	NC	27	30	NC	63	58	NC	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2510	36111	NC	93	97	NC	700	695	NC	3	4	NC	19	23	NC	69	65	NC	8	8
Male	--	2598	36678	--	89	95	--	681	674	--	5	9	--	33	36	--	57	52	--	4	3
African American	--	199	3962	--	85	96	--	685	675	--	4	8	--	29	33	--	64	55	--	4	3
Hispanic	NC	1345	25735	NC	90	96	NC	668	669	NC	10	10	NC	41	41	NC	47	48	NC	2	2
Asian/Pacific Islander	--	124	1809	--	92	97	--	700	704	--	3	4	--	19	19	--	66	65	--	11	13
American Indian/Alaskan Native	--	173	4370	--	82	92	--	673	670	--	8	9	--	39	39	--	50	50	--	2	2
White	NC	3267	36915	NC	92	97	NC	701	697	NC	2	3	NC	20	21	NC	71	67	NC	8	8
Students with Disabilities	--	260	7071	--	53	84	--	646	634	--	13	24	--	51	53	--	35	21	--	2	1
Students without Disabilities	NC	4848	65739	NC	95	98	NC	692	689	NC	4	4	NC	25	27	NC	65	62	NC	6	6
Limited English Proficient Students	NC	262	5046	NC	88	94	NC	604	621	NC	42	31	NC	54	56	NC	4	12	NC	NA	0
Migrant Students	--	20	812	--	83	96	--	647	654	--	15	15	--	60	51	--	25	34	--	NA	0
Economically Disadvantaged	NC	1746	23814	NC	87	94	NC	670	667	NC	9	10	NC	40	41	NC	49	47	NC	2	2
Non-Economically Disadvantaged	NC	3362	48996	NC	93	97	NC	701	693	NC	2	4	NC	20	24	NC	70	64	NC	8	7

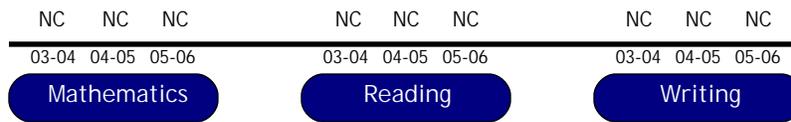
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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
7	Reading	--	--	NA	54	--	--	55	50	NC	NC	61	54
	Language	--	--	64	58	--	--	58	52	NC	NC	65	58
	Mathematics	--	--	75	62	--	--	58	50	NC	NC	65	54
8	Reading	NC	NC	NA	55	NC	NC	57	51	NC	NC	63	58
	Language	NC	NC	58	52	NC	NC	55	50	NC	NC	59	56
	Mathematics	NC	NC	73	61	NC	NC	62	53	NC	NC	67	58
9	Reading	NC	NC	NA	42	NC	NC	60	51	NC	NC	63	52
	Language	NC	NC	54	42	NC	NC	59	50	NC	NC	63	50
	Mathematics	NC	NC	76	63	NC	NC	62	50	NC	NC	67	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

Council Duties

1 School Administrator(s)	Ü To provide school/home communication
2 Non-certified Employee(s)	Ü To review progress of school programs
2 Teacher(s)	Ü To suggest school improvement areas
2 Parent(s)	Ü To assist in school improvement
1 Community Member(s)	Ü To assist with school fundraisers & ECA
2 Student(s)	Ü Enhance school and community relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.20
Other Professional Staff	.20	Teacher Aide	.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	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.	12
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 Access to Media Center
- Ü Access to Science Lab
- Ü Computer Lab with Academic Software

Extracurricular Activities

- Ü Access to Vocational Programs
- Ü Community Service Opportunities

Social Services

- Ü Access to Headstart Program
- Ü Prenatal/Parenting Classes
- Ü Hospital Social Services Connection
- Ü Mentor Moms Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Provided education to approximately 125 pregnant and/or parenting students last year, and to hundreds since 1972, when TAPP was initiated.

ü 75% of the students either graduated or are continuing their education to get a diploma.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	76	95	94	95
Promotion Rate ⁵	62	89	88	73
Graduation Rate ⁶	0	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

Students commit to learning, educating themselves and being positive role models for their children. East Valley Academy staff members are available for TAPP students. The expanded services have increased the overall positive campus environment and academic success. EVIT's School Resource Officer is available as needed.

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) :

0

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	Susan A. Scoon	(480) 472-9351
Transportation Policy	Carol Patterson	(480) 472-9351
Community Resources	Nancy Anderson	(480) 472-9359
School Nutrition Programs	Susan A. Scoon	(480) 472-9351
Parent Organization		
Student Health/Nurse	Nancy Andersen	(480) 472-9359

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.

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