

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5522 Side Road, Prescott, AZ 86301

Mary Ellen Halvorson Educational Foundation. dba: Tri-City Prep High School

AZ LEARNS¹

High School Achievement Profile (a)

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

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

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.

School Overview

Principal/Administrator : Dr. Mary Ellen Halvorson
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.tricityprep.org
 Phone Number : (928) 777-0403
 Fax Number : (928) 777-0402
 E-mail : tricityprep@commspeed.net

Mission

Our mission is to provide a positive, safe learning and working environment for students and employees of Tri-City College Prep High School. This environment will prepare students academically to lead productive and responsible lives. Further more, we will promote a college prep environment fostering academic and ethical growth. TCP has college prep accreditation with North Central Association and both high school and college classes taught at TCP are accredited by NCA.

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 / Academic Goals

- ü The first goal of Tri-City College Prep High School is to offer a high academic curriculum in an environment that fosters preparation for college. TCP offers NCA accredited college classes and NCA college preparatory high school classes.
- ü The school's second goal is to provide resume building opportunities through music, honor societies, sports, clubs and academic competitions. These give students the competitive edge when applying for college entrance and scholarships.
- ü To improve all students' writing skills is a third goal established as part of the school's NCA School Improvement Plan.
- ü Another goal of the TCP's NCA School Improvement Plan is to help students grow in citizenship and responsibility.

Enrollment

October 1, 2005 School Year Student Enrollment : 196
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 198

Instructional Programs

- ü Both High School and College Credits
- ü Tutoring
- ü Independent Studies
- ü Weighted Honors Classes
- ü College Prep Curriculum
- ü Choice of Graduation Plans
- ü Graduation Distinctions

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Tri-City College Prep is dedicated to providing a safe and academically stimulating environment. Teachers and staff set high behavioral and academic standards. Our curriculum reflects college entrance requirements and incorporates Arizona Academic Standards. We are also dedicated to providing resume building opportunities for students and a complete high school social and student government experience.

Parents

Parents are encouraged to take an active role in extracurricular activities and the operation of the school, as well as support their own student's academic endeavors. Parents take a major role in attendance, dress code and discipline issues.

Transportation Policy

Tri-City Prep does not provide transportation, but does assist parents in organizing car pools.

School Honors

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

Award/Honor	Year
ü 'Oxford Round Table' presenter @ Oxford Univ, England	2003
ü 'Forensic Sweepstakes Award'	2005
ü 3'Yavapai County Teacher of the Year' awards	2005
ü 'National Merit Scholarship' recipient	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	48	48	71130	100	100	95	725	725	701	NA	NA	23	10	10	13	65	65	51	25	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	35465	100	100	96	719	719	702	NA	NA	21	15	15	13	67	67	53	19	19	13
Male	21	21	35648	100	100	94	732	732	701	NA	NA	24	5	5	12	62	62	50	33	33	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	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	43	43	36075	100	100	95	726	726	715	NA	NA	12	9	9	9	63	63	58	28	28	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	46	46	65268	100	100	98	726	726	705	NA	NA	19	11	11	12	63	63	54	26	26	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	48	48	48173	100	100	96	725	725	709	NA	NA	17	10	10	11	65	65	55	25	25	18

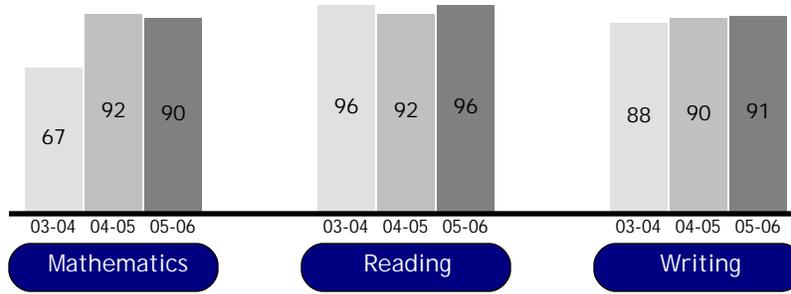
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	73018	100	100	97	740	740	703	NA	NA	6	4	4	23	77	77	64	19	19	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36181	100	100	97	733	733	708	NA	NA	4	7	7	21	78	78	65	15	15	9
Male	21	21	36816	100	100	96	750	750	699	NA	NA	7	NA	NA	24	76	76	62	24	24	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	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	43	43	37024	100	100	97	741	741	721	NA	NA	2	5	5	12	77	77	73	19	19	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	46	46	65848	100	100	98	741	741	708	NA	NA	4	4	4	20	76	76	67	20	20	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	48	48	49106	100	100	98	740	740	714	NA	NA	4	4	4	16	77	77	69	19	19	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	48	48	72810	100	100	96	717	717	685	2	2	6	6	6	30	81	81	58	10	10	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36111	100	100	97	727	727	695	NA	NA	4	NA	NA	23	85	85	65	15	15	8
Male	21	21	36678	100	100	95	705	705	674	5	5	9	14	14	36	76	76	52	5	5	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	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	43	43	36915	100	100	97	718	718	697	2	2	3	7	7	21	79	79	67	12	12	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	46	46	65739	100	100	98	719	719	689	2	2	4	4	4	27	83	83	62	11	11	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	48	48	48996	100	100	97	717	717	693	2	2	4	6	6	24	81	81	64	10	10	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	98	72	NA	42	96	70	70	51	98	83	83	52
	Language	98	60	60	42	96	68	68	50	98	79	79	50
	Mathematics	98	75	75	63	98	68	68	50	98	68	68	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

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	18.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Media Center Library & Computer Lab	Ü Unique Music room & auditorium w/stage
Ü Biology, Chemistry, Physics Lab	Ü Art room, dark room and pottery kilns

Extracurricular Activities

Ü Student Government	Ü Mock Trial/FBLA/Tri-M/Leo Club/Interact
Ü Vball/Soccer/Rowing/Cricket/Bsktbl	Ü Art, Music, Drama
Ü Academic Decathlon/Envirothon/Forensics	Ü National Honor Society
Ü Newspaper & Yearbook	Ü Nat. Sci. Honor & Nat. Math Honor soc.

Social Services

Ü Graceland University Partnership
Ü TAPP

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Full accreditation as a college prep high school with the North Central Association and international accreditation with CITA. Highest SAT9 and AIMS scores in Tri-City area and Yavapai County. 98% of our graduates attend college.
- ü Tri-City College Prep High School has just completed and moved into a multi-million dollar facility that is debt free.
- ü 56 student awards and recognition in music, math, science, FBLA, forensic, and other academic competitions during the 2004-05 school year.
- ü 25 students participated in the State Governor's Youth Conference and 6 in the National Youth Conference in Washington D.C.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	77	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

TCP had no incidents that required the intervention of law enforcement last year. This is mostly due to the small campus size and the fact that the campus is a closed campus. Additionally, we have a 'two strikes' and you are out policy that allows us to ensure that students have a safe learning environment.

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		
Transportation Policy	Keri Milliken	(928) 777-0403
Community Resources	Karen Norris	(928) 777-0403
School Nutrition Programs		
Parent Organization	Dr. Halvorson	(928) 777-0403
Student Health/Nurse	Marti Lofgren	(928) 777-0403

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 198 Copies = \$58.00

** 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.