

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

East Spruce Dr., Tuba City, AZ 86045

Tuba City 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

High School Achievement Profile (a)

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

(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 : Mr. Cleveland Holt
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.tcusd.org
 Phone Number : (928) 283-1049
 Fax Number : (928) 283-1155
 E-mail : cholt@tcusd.org

Mission

It is the mission of Tuba City Alternative High School to provide students with opportunities to achieve success with academic learning, social and psychological development, as well as having fun with recreational activities. We believe that self paced computer classes and individual instruction as well as counseling and encouragement will bring about a lower drop out rate and higher graduation rate. Post secondary school visits and cultural activities are motivational and broaden curriculum.

School / Academic Goals

- ü Students will develop academic skills as demonstrated by passing scores on Nova Net computer courses.
- ü Students will develop self regulating , mature behaviors that are successful in the work world as they perform regular responsible duties assigned.
- ü Students will plan for post secondary education by applying to schools of higher education, visiting those schools and investigating their aptitude and interests with appropriate testing.

Enrollment

October 1, 2005 School Year Student Enrollment : 41
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü Self paced computer learning
- ü Individualized lessons
- ü Individual & group counseling
- ü Cultural seminars & group activities
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/3/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Parents receive regular correspondence regarding attendance, discipline, and academic progress when appropriate. Parents receive school handbook with mission statement, goals, objectives, rules, and general information during enrollment. Regular phone communications are made as appropriate. Parent/teacher night conferences are held three times per year.

Parents

Parents are asked to attend parent/teacher conferences, communicate with the school regarding attendance, discipline, academics, and activities. They are asked to attend conferences for specific reasons as appropriate regarding their student. Parents are asked to fill out demographic and general information on enrollment applications. Parents are asked to read the school handbook and ask question if necessary.

Transportation Policy

Safe transportation is provided for students within a radius of 55 miles. All of our students travel from within the Coconino County boundaries. Students are required to obey safety regulations on our buses.

School Honors

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

Award/Honor	Year
ü School Board acceptance of Improved Mission Statement	2005
ü School Board acceptance of more flexible attendance req	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	NC	216	71130	NC	86	95	NC	679	701	NC	37	23	NC	16	13	NC	45	51	NC	2	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	99	35465	NC	85	96	NC	683	702	NC	31	21	NC	18	13	NC	48	53	NC	2	13
Male	NC	117	35648	NC	87	94	NC	675	701	NC	42	24	NC	15	12	NC	42	50	NC	2	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	209	4241	NC	86	90	NC	678	679	NC	38	39	NC	17	19	NC	43	39	NC	2	3
White	--	NC	36075	--	NC	95	--	NC	715	--	NC	12	--	NC	9	--	NC	58	--	NC	21
Students with Disabilities	NC	44	5862	NC	94	71	NC	643	658	NC	84	63	NC	9	15	NC	7	20	NC	NA	2
Students without Disabilities	NC	172	65268	NC	84	98	NC	687	705	NC	25	19	NC	18	12	NC	55	54	NC	2	15
Limited English Proficient Students	--	64	4859	--	93	93	--	659	662	--	59	64	--	14	15	--	27	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	190	22957	NC	88	93	NC	678	685	NC	37	34	NC	17	17	NC	44	44	NC	1	5
Non-Economically Disadvantaged	NC	26	48173	NC	74	96	NC	686	709	NC	35	17	NC	8	11	NC	50	55	NC	8	18

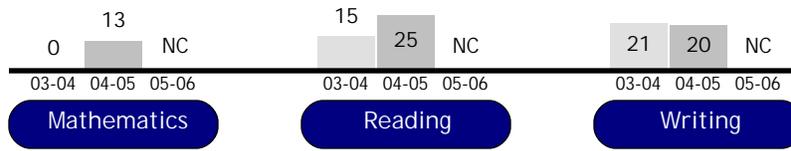
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	208	73018	NC	83	97	NC	668	703	NC	13	6	NC	48	23	NC	38	64	NC	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	94	36181	NC	80	97	NC	674	708	NC	10	4	NC	44	21	NC	45	65	NC	2	9
Male	NC	114	36816	NC	85	96	NC	662	699	NC	17	7	NC	51	24	NC	32	62	NC	1	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	202	4389	NC	83	93	NC	666	675	NC	14	9	NC	49	42	NC	36	47	NC	1	1
White	--	NC	37024	--	NC	97	--	NC	721	--	NC	2	--	NC	12	--	NC	73	--	NC	13
Students with Disabilities	NC	45	7170	NC	98	85	NC	633	654	NC	40	23	NC	58	47	NC	2	29	NC	NA	1
Students without Disabilities	NC	163	65848	NC	79	98	NC	677	708	NC	6	4	NC	45	20	NC	47	67	NC	2	9
Limited English Proficient Students	--	64	5099	--	94	95	--	642	641	--	27	29	--	64	59	--	9	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	177	23912	NC	81	94	NC	667	681	NC	12	10	NC	49	36	NC	38	52	NC	1	2
Non-Economically Disadvantaged	NC	31	49106	NC	94	98	NC	675	714	NC	19	4	NC	39	16	NC	35	69	NC	6	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	193	72810	NC	77	96	NC	661	685	NC	13	6	NC	33	30	NC	52	58	NC	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	86	36111	NC	73	97	NC	678	695	NC	6	4	NC	27	23	NC	66	65	NC	1	8
Male	NC	107	36678	NC	80	95	NC	647	674	NC	20	9	NC	38	36	NC	41	52	NC	1	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	187	4370	NC	77	92	NC	659	670	NC	14	9	NC	34	39	NC	51	50	NC	1	2
White	--	NC	36915	--	NC	97	--	NC	697	--	NC	3	--	NC	21	--	NC	67	--	NC	8
Students with Disabilities	NC	42	7071	NC	91	84	NC	600	634	NC	38	24	NC	48	53	NC	12	21	NC	2	1
Students without Disabilities	NC	151	65739	NC	73	98	NC	677	689	NC	7	4	NC	29	27	NC	64	62	NC	1	6
Limited English Proficient Students	--	59	5046	--	87	94	--	627	621	--	27	31	--	46	56	--	25	12	--	2	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	164	23814	NC	75	94	NC	658	667	NC	15	10	NC	34	41	NC	51	47	NC	1	2
Non-Economically Disadvantaged	NC	29	48996	NC	88	97	NC	676	693	NC	7	4	NC	31	24	NC	59	64	NC	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.

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	100	21	NA	42	NC	NC	35	51	NC	NC	39	52
	Language	100	22	24	42	NC	NC	34	50	NC	NC	41	50
	Mathematics	100	30	39	63	NC	NC	33	50	NC	NC	39	50

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Planning Cultural activities
- Ü Meeting with community leaders& parents
- Ü Scheduling speakers; various topics
- Ü Planning forums for parent communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

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 Technology Lab
- Ü Library
- Ü Counseling conference area
- Ü Basketball, Weight Lifting, ping-pong area

Extracurricular Activities

- Ü Basketball, Weight Lifting, Ping-Pong
- Ü ROPES Training
- Ü Native Culture Talking Circles
- Ü Graphic Print Making
- Ü Visiting post secondary schools
- Ü Vocational courses at Tuba High School

Social Services

- Ü Adult Evening GED Classes
- Ü Mental Health Counseling, PHS
- Ü Home visitors provided by TCUSD
- Ü Navajo Nation Behavioral Health
- Ü Tuba City Chapter House cultural activit
- Ü Public Health Service Hospital, Health ca

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are currently at maximum enrollment of 50 students with 13 on the waiting list. These students have collectively completed 23 high school credits which is on track to far exceed last years total of 543.

- ü Many of our students have been accepted into post secondary schools. Four of them have enrolled in Job Corps.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	7	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

We have had very few conflict situations and a few substance abuse issues all of which have been work out with our staff and the assistance of The Public Health Service Mental Health Counselors.

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) :

3

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	Mr. Cleveland Holt	(928) 283-1049
Transportation Policy	Pearl Puhuyaoma	(928) 283-1071
Community Resources	Roland Bennett	(928) 283-1031
School Nutrition Programs	Helen Hunter	(928) 283-1028
Parent Organization	Richard Dixson	(928) 283-3039
Student Health/Nurse	Ms. Bradley	(928) 283-1085

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.