

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

950 W. Indian School Rd., Phoenix, AZ 85013

Maricopa County Regional 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing
2004-05	Performing Plus
2003-04	Not Evaluated

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

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. Joe Montano  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.mcrcsd.net  
 Phone Number : (602) 264-6035  
 Fax Number : (602) 264-3064  
 E-mail : joe.montano@mcrcsd.org

### Mission

The educational mission of Tumbleweed High School is to provide a safe learning environment that empowers students to become academically and professionally competitive, and to develop self-esteem, citizenship and high ethical standards.

### School / Academic Goals

ü To increase student achievement, which is measured by pre- and post-tests. To offer students an educational environment that is standards based and planned for each student.

### Enrollment

October 1, 2005 School Year Student Enrollment : 46  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- ü Standards-based Curriculum
- ü One-on-One Teaching
- ü Counseling Support

Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 7 hours 0 minutes  
First Day of School : 8/9/2005  
Last Day of School : 5/24/2006

Shared Responsibilities

School

To provide a safe, secure learning environment: to provide regular home group/school communication regarding attendance, academic performance and behavior.

Parents

To communicate any difficulties their children may have that affect their education: to ensure student attendance; provide proper clothing and nourishment.

Transportation Policy

Tumbleweed High School provides transportation to and from school.

School Honors

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

Award/Honor	Year
ü ADJC Directors Award for Outstanding Provider	2002
ü Student of the Week Awarded Weekly to 1 Student	2002

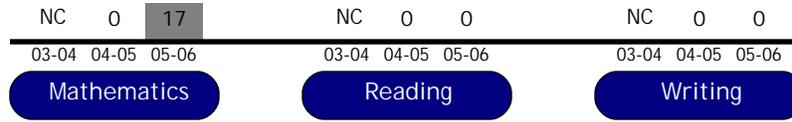
10th Grade

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	12	205	71130	86	90	95	650	652	701	75	76	23	8	8	13	17	15	51	NA	0	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	55	35465	NC	74	96	NC	659	702	NC	67	21	NC	15	13	NC	18	53	NC	NA	13
Male	NC	148	35648	NC	97	94	NC	649	701	NC	80	24	NC	5	12	NC	14	50	NC	1	14
African American	NC	32	3868	NC	97	95	NC	653	686	NC	75	33	NC	13	17	NC	13	45	NC	NA	6
Hispanic	NC	82	25103	NC	87	95	NC	644	685	NC	88	34	NC	5	16	NC	7	45	NC	NA	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	NC	11	4241	NC	61	90	NC	642	679	NC	100	39	NC	NA	19	NC	NA	39	NC	NA	3
White	NC	76	36075	NC	96	95	NC	660	715	NC	64	12	NC	12	9	NC	22	58	NC	1	21
Students with Disabilities	--	18	5862	--	82	71	--	635	658	--	94	63	--	NA	15	--	6	20	--	NA	2
Students without Disabilities	12	187	65268	86	91	98	650	654	705	75	74	19	8	9	12	17	16	54	NA	1	15
Limited English Proficient Students	--	10	4859	--	91	93	--	NA	662	--	NA	64	--	NA	15	--	NA	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	109	22957	--	69	93	--	647	685	--	83	34	--	6	17	--	11	44	--	NA	5
Non-Economically Disadvantaged	12	96	48173	86	100	96	650	657	709	75	69	17	8	10	11	17	20	55	NA	1	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	10	169	73018	71	77	97	NA	650	703	NA	33	6	NA	38	23	NA	29	64	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	57	36181	NC	85	97	NC	664	708	NC	19	4	NC	42	21	NC	39	65	NC	NA	9
Male	NC	112	36816	NC	74	96	NC	643	699	NC	39	7	NC	36	24	NC	24	62	NC	1	7
African American	NC	20	3976	NC	65	96	NC	655	689	NC	10	8	NC	65	29	NC	25	59	NC	NA	3
Hispanic	NC	67	25801	NC	81	96	NC	641	683	NC	48	10	NC	25	34	NC	27	53	NC	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	13	4389	--	100	93	--	625	675	--	46	9	--	54	42	--	NA	47	--	NA	1
White	NC	65	37024	NC	72	97	NC	662	721	NC	22	2	NC	40	12	NC	37	73	NC	2	13
Students with Disabilities	--	15	7170	--	68	85	--	629	654	--	53	23	--	20	47	--	27	29	--	NA	1
Students without Disabilities	10	154	65848	71	78	98	NA	652	708	NA	31	4	NA	40	20	NA	29	67	NA	1	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	89	23912	--	57	94	--	642	681	--	42	10	--	34	36	--	24	52	--	1	2
Non-Economically Disadvantaged	10	80	49106	71	100	98	NA	659	714	NA	23	4	NA	43	16	NA	35	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	176	72810	71	80	96	NA	638	685	NA	28	6	NA	43	30	NA	28	58	NA	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	57	36111	NC	85	97	NC	664	695	NC	16	4	NC	39	23	NC	44	65	NC	2	8
Male	NC	119	36678	NC	78	95	NC	625	674	NC	34	9	NC	45	36	NC	21	52	NC	NA	3
African American	NC	19	3962	NC	61	96	NC	650	675	NC	11	8	NC	53	33	NC	37	55	NC	NA	3
Hispanic	NC	69	25735	NC	83	96	NC	619	669	NC	42	10	NC	39	41	NC	17	48	NC	1	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	10	4370	--	83	92	--	NA	670	--	NA	9	--	NA	39	--	NA	50	--	NA	2
White	NC	74	36915	NC	82	97	NC	655	697	NC	19	3	NC	41	21	NC	41	67	NC	NA	8
Students with Disabilities	--	18	7071	--	82	84	--	604	634	--	61	24	--	22	53	--	17	21	--	NA	1
Students without Disabilities	10	158	65739	71	80	98	NA	642	689	NA	24	4	NA	46	27	NA	30	62	NA	1	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	96	23814	--	62	94	--	631	667	--	32	10	--	44	41	--	24	47	--	NA	2
Non-Economically Disadvantaged	10	80	48996	71	100	97	NA	647	693	NA	23	4	NA	43	24	NA	34	64	NA	1	7

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



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	--	--	NA	42	NC	NC	21	51	67	11	17	52
	Language	--	--	14	42	NC	NC	22	50	67	9	15	50
	Mathematics	--	--	27	63	NC	NC	20	50	67	11	13	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/](http://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	1.00	Teacher	1.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
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

Extracurricular Activities

- Ü Field Trips
- Ü Social and Cultural Exposure

Social Services

- Ü Crisis Intervention
- Ü Individual Counseling
- Ü Group Counseling
- Ü Parent Training

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students were successful in meeting academic goals for the year. Students and staff interacted in a positive manner on a daily basis.
  
- ü Students were provided transitional services to better inform them of academic options.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	100	95	94	95
Promotion Rate <sup>5</sup>	1	89	88	73
Graduation Rate <sup>6</sup>	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

Tumbleweed employees counselors and support staff to deal with problems as they arise. Physical activities and healthy leisure activities provide an outlet for exuberant teens.

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) :

20
----

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	Michelle Gammon	(602) 602-6035
Transportation Policy	Michelle Gammon	(602) 602-6035
Community Resources	Joe Montano	(623) 879-6763
School Nutrition Programs	N/A	
Parent Organization	Michelle Gammon	(602) 264-6035
Student Health/Nurse	Michelle Gammon	(602) 264-6035

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](http://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](http://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](http://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 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.