

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1717 W. Northern Ave., Ste 104, Phoenix, AZ 85021

Blueprint Education

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	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Dr. Barbara Day
 Schedule : 08:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.hopehighschoolonline.com
 Phone Number : (602) 674-5555
 Fax Number : (602) 943-9700
 E-mail : barbarad@blueprinteducation.org

Mission

Kids at Hope Online Academy shall provide innovative, interactive, Internet-based academic courses for Arizona high school aged students who seek a non-traditional approach to learning with access to courses technologically at a time and place geographically separate from the school campus. Also known as Hope High School Online, it focuses on enhancing student success while they earn their diploma.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
2003-04	N/A

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 As measured by AIMS scores and course assessments, a majority of continuing students living in Arizona will demonstrate one year's growth in each academic subject in an academic year: Language, Reading, Writing, Mathematics.
- ü To meet the unique learning needs of students, more Internet courses will be researched, designed, developed, aligned to Arizona Standards and offered to students.
- ü Students will benefit from increased interaction and communication through email, phone and personal instruction between instructional staff, administrative staff and students.
- ü More students and families will become aware of Kids at Hope Online Academy/Hope High School Online through various media including news media articles, websites, school publications, public presentations and personal communication.

Enrollment

October 1, 2005 School Year Student Enrollment : 67
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 115

Instructional Programs

- Ü Technology-based Learning
- Ü State Approved Cyber High School
- Ü Open-entry Open-exit Self-paced Program
- Ü NCA & CITA Accredited, NCAA Approved
- Ü Diploma Program: Standard & College Prep
- Ü Comprehensive Curriculum
- Ü Community Based Learning Centers
- Ü Curriculum Partner, Blueprint Education

Calendar Information

Number of Instruction Days :	361
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	7/1/2005
Last Day of School :	6/30/2006

Shared Responsibilities

School

Kids at Hope Online Academy/Hope High School Online will inform parents of their students' academic performance on a daily basis by way of the students' Online Grade Look-up, provide guidance for student enrollment and support parents with answers to their questions regarding distance learning through technology.

Parents

Parents will be responsible for keeping time logs for their students' distance learning study time both online and offline, submit logs monthly to the school and ensure their students will take the state required performance assessments annually.

Transportation Policy

No transportation is provided.

School Honors

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

Award/Honor	Year
Ü Arizona Virtual School	2003
Ü Renaissance Awards to Students each school year	2005
Ü Channel 3 TV Education Feature www.kidsathope.com	2004
Ü National Merit Scholar and AIMS Super Scholar	2006

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	15	51	71130	94	94	95	679	667	701	27	53	23	40	24	13	33	24	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	28	35465	83	88	96	NA	670	702	NA	46	21	NA	32	13	NA	21	53	NA	NA	13
Male	NC	23	35648	NC	100	94	NC	662	701	NC	61	24	NC	13	12	NC	26	50	NC	NA	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	NC	25	25103	NC	100	95	NC	658	685	NC	68	34	NC	20	16	NC	12	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	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	14	24	36075	88	92	95	680	678	715	21	33	12	43	29	9	36	38	58	NA	NA	21
Students with Disabilities	--	NC	5862	--	NC	71	--	NC	658	--	NC	63	--	NC	15	--	NC	20	--	NC	2
Students without Disabilities	15	50	65268	94	96	98	679	667	705	27	52	19	40	24	12	33	24	54	NA	NA	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	NC	22957	--	NC	93	--	NC	685	--	NC	34	--	NC	17	--	NC	44	--	NC	5
Non-Economically Disadvantaged	15	42	48173	94	98	96	679	665	709	27	52	17	40	24	11	33	24	55	NA	NA	18

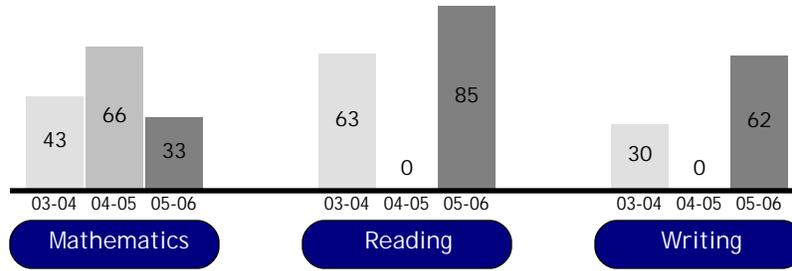
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	49	73018	100	100	97	709	673	703	NA	10	6	15	43	23	85	47	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	28	36181	100	100	97	NA	682	708	NA	4	4	NA	39	21	NA	57	65	NA	NA	9
Male	NC	21	36816	NC	100	96	NC	662	699	NC	19	7	NC	48	24	NC	33	62	NC	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	--	24	25801	--	100	96	--	656	683	--	13	10	--	58	34	--	29	53	--	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	12	21	37024	100	95	97	713	698	721	NA	5	2	8	19	12	92	76	73	NA	NA	13
Students with Disabilities	--	NC	7170	--	NC	85	--	NC	654	--	NC	23	--	NC	47	--	NC	29	--	NC	1
Students without Disabilities	13	47	65848	100	100	98	709	677	708	NA	6	4	15	45	20	85	49	67	NA	NA	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	--	11	23912	--	92	94	--	670	681	--	NA	10	--	55	36	--	45	52	--	NA	2
Non-Economically Disadvantaged	13	38	49106	100	100	98	709	674	714	NA	13	4	15	39	16	85	47	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	13	49	72810	100	100	96	687	667	685	NA	8	6	38	47	30	62	45	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	28	36111	100	100	97	NA	682	695	NA	NA	4	NA	39	23	NA	61	65	NA	NA	8
Male	NC	21	36678	NC	100	95	NC	648	674	NC	19	9	NC	57	36	NC	24	52	NC	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	--	24	25735	--	100	96	--	659	669	--	13	10	--	50	41	--	38	48	--	NA	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	12	21	36915	100	95	97	690	681	697	NA	5	3	33	38	21	67	57	67	NA	NA	8
Students with Disabilities	--	NC	7071	--	NC	84	--	NC	634	--	NC	24	--	NC	53	--	NC	21	--	NC	1
Students without Disabilities	13	47	65739	100	100	98	687	670	689	NA	6	4	38	47	27	62	47	62	NA	NA	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	--	11	23814	--	92	94	--	665	667	--	9	10	--	64	41	--	27	47	--	NA	2
Non-Economically Disadvantaged	13	38	48996	100	100	97	687	668	693	NA	8	4	38	42	24	62	50	64	NA	NA	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	100	60	NA	42	--	--	37	51	NC	NC	35	52
	Language	100	46	21	42	--	--	35	50	NC	NC	28	50
	Mathematics	100	58	41	63	--	--	30	50	NC	NC	24	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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop business/community partnerships
- Ü Lead school improvement process
- Ü Curriculum development advisement
- Ü Instructional programs/strategies advice
- Ü Budget development & oversight

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	8.50
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
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	8%

Resources Available at School Site

Special Facilities

- Ü Students May Study at Home
- Ü Access May be Acquired at Libraries, etc
- Ü Computer Labs in Communities
- Ü Computer & Internet Usage Required

Extracurricular Activities

- Ü Boys & Girls Clubs Membership

Social Services

- Ü Counseling Services
- Ü Career & College Advisement
- Ü Scholarship Fund Assistance if available
- Ü Boys & Girls Club partnerships

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A total of 14 new online courses were developed, aligned to standards and offered to students. Some of the courses address our growing student population, the challenged readers. More courses are in development.
- ü Two students from Kids at Hope Online Academy were named Renaissance Award winners in 2006 for their personal and academic growth. Another student earned a National Merit Scholarship and AIMS Super Scholar Award. All spring graduates met AIMS.
- ü Weekly student communications were sent regarding course completion for graduation, policies and participation in state tests. Teacher student interaction increased. News articles, public presentations and a website informed our publics.
- ü Students outperformed peers in the state, county and district in AIMS reading and writing. Terra Nova results show the school outperformed the district students.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	66	89	88	73
Graduation Rate ⁶	84	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

Kids at Hope Online Academy/Hope High School Online individual students have personal access codes to enter their own courses and access online information. Customized weblibliographies, including staff researched and approved links, are developed for online courses.

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	Arlene Duston	(602) 674-5555
Transportation Policy		
Community Resources	Dr. Barbara Day	(602) 674-5555
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

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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** 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.