

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

115 N. Columbia Avenue, Somerton, AZ 85350

PPEP & Affiliates

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	Performing

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

School Overview

Principal/Administrator : Ms. Rebecca C. Edmonds
 Schedule : 07:00 AM to 05:34 PM
 Grades : 9-12
 Web Address : www.ppeptechs.org
 Phone Number : (928) 627-9648
 Fax Number : (928) 627-9197
 E-mail : bedmonds@ppep.org

Mission

The mission of PPEP TEC High School is to provide quality educational services to students, ages 15-21 in grades 9-12, who are at risk of becoming permanent dropouts of our public educational system. Fulfilling this mission will also provide students with the knowledge and skills necessary to obtain employment or continue their education in post-secondary institutions.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
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 To provide students with an opportunity to obtain a high school diploma, which will enable them to find better employment, enter the military, or continue their education after graduation.
- ü To provide students with the life skills and career skills necessary to be productive citizens of their communities.
- ü To improve student success on the State mandated Terra Nova and AIMS tests to ensure student success after graduation.

Enrollment

October 1, 2005 School Year Student Enrollment : 120
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 120

Instructional Programs

- ü Alternative Education
- ü Individualized Instruction
- ü Self-Paced
- ü Standards-Based
- ü AIMS Preparation
- ü Intense School-to-Career Preparation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

PPEP TEC High School's responsibilities to parents of students enrolled in our school include: providing a safe learning environment for their sons/daughters that encourages high academic standards; providing a self-paced, individualized curriculum; encouraging parent participation on Site-Based Councils; maintaining communication through annual open houses, the parent-student handbook, telephone calls, student progress reports, and student report cards.

Parents

It is the parent's responsibility to: promote and support learning and education in the home; ensure their sons/daughters attend school regularly; ensure their sons/daughters follow PPEP TEC High School zero-tolerance discipline policies and procedures; participate in school functions for parents and families.

Transportation Policy

PPEP TEC High School partnered with the Comite de Bienestar to provide bus transportation for students enrolled in the Jose Yepez Learning Center. The student must reside at least one and one-half miles from his/her school of attendance.

School Honors

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

Award/Honor	Year
ü 2 Students Received Scholarships to Attend College	2003
ü 1 Student Received \$1,000 LULAC Scholarship for College	2004
ü 1 Student Member of the LULAC Youth Rural Council	2004
ü 1 Student Elected National LULAC Youth President	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	19	201	71130	79	92	95	652	668	701	79	54	23	21	22	13	NA	23	51	NA	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	109	35465	NC	90	96	NC	669	702	NC	53	21	NC	22	13	NC	23	53	NC	2	13
Male	11	92	35648	100	95	94	656	667	701	73	54	24	27	22	12	NA	24	50	NA	NA	14
African American	--	12	3868	--	100	95	--	666	686	--	58	33	--	17	17	--	25	45	--	NA	6
Hispanic	17	135	25103	77	88	95	652	667	685	76	57	34	24	21	16	NA	21	45	NA	NA	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	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	36075	--	84	95	--	673	715	--	47	12	--	26	9	--	23	58	--	5	21
Students with Disabilities	NC	37	5862	NC	100	71	NC	653	658	NC	68	63	NC	22	15	NC	11	20	NC	NA	2
Students without Disabilities	17	164	65268	77	87	98	654	672	705	76	51	19	24	22	12	NA	26	54	NA	1	15
Limited English Proficient Students	NC	39	4859	NC	100	93	NC	656	662	NC	74	64	NC	13	15	NC	13	20	NC	NA	1
Migrant Students	NC	13	786	NC	57	95	NC	666	681	NC	62	38	NC	8	18	NC	31	41	NC	NA	4
Economically Disadvantaged	17	138	22957	89	98	93	651	663	685	76	62	34	24	21	17	NA	15	44	NA	1	5
Non-Economically Disadvantaged	NC	63	48173	NC	82	96	NC	681	709	NC	35	17	NC	24	11	NC	41	55	NC	NA	18

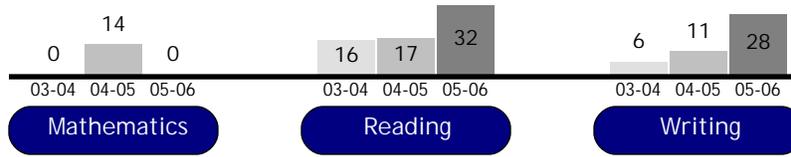
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	190	73018	95	83	97	657	667	703	26	16	6	42	45	23	32	37	64	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	109	36181	83	85	97	NA	674	708	NA	14	4	NA	40	21	NA	44	65	NA	2	9
Male	NC	81	36816	NC	81	96	NC	657	699	NC	20	7	NC	52	24	NC	28	62	NC	NA	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	18	137	25801	100	87	96	654	663	683	28	17	10	44	51	34	28	32	53	NA	NA	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	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	--	34	37024	--	62	97	--	676	721	--	18	2	--	29	12	--	47	73	--	6	13
Students with Disabilities	NC	28	7170	NC	97	85	NC	642	654	NC	39	23	NC	39	47	NC	21	29	NC	NA	1
Students without Disabilities	17	162	65848	94	81	98	656	671	708	29	12	4	41	46	20	29	40	67	NA	1	9
Limited English Proficient Students	NC	35	5099	NC	100	95	NC	640	641	NC	29	29	NC	69	59	NC	3	12	NC	NA	0
Migrant Students	NC	13	817	NC	57	96	NC	658	667	NC	23	15	NC	54	44	NC	23	39	NC	NA	1
Economically Disadvantaged	17	137	23912	100	92	94	656	663	681	24	18	10	47	50	36	29	31	52	NA	1	2
Non-Economically Disadvantaged	NC	53	49106	NC	67	98	NC	679	714	NC	13	4	NC	32	16	NC	55	69	NC	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	18	192	72810	90	84	96	650	656	685	17	14	6	56	49	30	28	36	58	NA	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	106	36111	NC	83	97	NC	662	695	NC	9	4	NC	50	23	NC	40	65	NC	1	8
Male	NC	86	36678	NC	86	95	NC	648	674	NC	20	9	NC	49	36	NC	31	52	NC	NA	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	17	137	25735	94	87	96	649	654	669	18	15	10	53	50	41	29	36	48	NA	NA	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	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	--	38	36915	--	69	97	--	667	697	--	13	3	--	45	21	--	39	67	--	3	8
Students with Disabilities	NC	32	7071	NC	100	84	NC	625	634	NC	31	24	NC	53	53	NC	16	21	NC	NA	1
Students without Disabilities	16	160	65739	89	80	98	658	662	689	13	11	4	56	49	27	31	40	62	NA	1	6
Limited English Proficient Students	NC	35	5046	NC	100	94	NC	614	621	NC	40	31	NC	49	56	NC	11	12	NC	NA	0
Migrant Students	NC	14	812	NC	61	96	NC	652	654	NC	14	15	NC	50	51	NC	36	34	NC	NA	0
Economically Disadvantaged	15	133	23814	88	89	94	648	649	667	13	17	10	60	53	41	27	29	47	NA	1	2
Non-Economically Disadvantaged	NC	59	48996	NC	75	97	NC	671	693	NC	8	4	NC	41	24	NC	51	64	NC	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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

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	NC	NC	NA	42	54	31	29	51	NC	NC	30	52
	Language	NC	NC	18	42	54	30	28	50	NC	NC	27	50
	Mathematics	NC	NC	30	63	54	21	24	50	NC	NC	20	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

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

Council Duties

- Ü Promotion/Retention Issues
- Ü Parent/Educator Relations
- Ü Technology
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.50
Other Professional Staff	.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	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.	7
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Intranet
- Ü Video Conferencing

Extracurricular Activities

- Ü Student Council
- Ü FAME Leadership Training
- Ü Financial Literacy
- Ü After-school Tutoring

Social Services

- Ü Life Skills
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Parenting Classes as needed

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Most parents are 'Highly Satisfied' or 'Satisfied' with the academic progress of their son/daughter. Most students are 'Highly Satisfied' or 'Satisfied' with the quality of teachers.

- ü The Jose Yopez Learning Center was a "Performing" school under AZLEARNS for the 2005-06 school year.

- ü For the second year, PPEP TEC High School was able to add more technology to the School-to-Career and overall Curriculum due to a Title IID-Ed Tech Discretionary Grant.

- ü PPEP TEC High School has graduated over 1,900 students since its inception in 1995.

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	5	89	88	73
Graduation Rate ⁶	30	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

PPEP TEC High School ensures a safe and healthy learning environment by: enforcing a dress code or uniform code policy at all schools; strictly enforcing our zero-tolerance discipline policies and procedures; fostering relationships with local law enforcement agencies; and fostering working relationships with local social service agencies that provide services to at-risk youth.

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	Mario Rodriguez	(928) 627-9648
Transportation Policy	Rebecca C. Edmonds	(520) 294-6997
Community Resources	Catalina Valencia	(928) 627-9648
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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 120 Copies = \$35.00

** 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.