

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11279 W Grier Rd, Marana, AZ 85653

Marana 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

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

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

High School Achievement Profile (a)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Lynne Prouty
Schedule : 7:30 AM to 3:30 PM
Grades : 7-12
2004 Enrollment : 4
Web Address : www.musd.org
Phone Number : (520) 682-1014
Fax Number : (520) 682-1016
E-mail : l.r.prouty@maranausd.org

Mission

Another Chance at Education students will experience individual success; and through the sharing of knowledge and ideas, develop a sense of accountability and a strong work ethic.

School / Academic Goals

- ü Another Chance at Education will provide a quality education appropriate to the needs of at-risk students.
- ü Another Chance at Education will provide a clearly articulated curriculum that allows for mastery of the Arizona Academic Standards at an age-appropriate level.

Enrollment

October 1, 2003 School Year Student Enrollment : 9
Accepting New Students in 2004-05 Under Open Enrollment Law :² No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Education Plan Written for Each Student
- Ü Tutoring Available to All Students
- Ü Focus Groups on Current Teenage Issues
- Ü Computer Lab with Network Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

ACE will provide students with the appropriate materials and equipment needed to become literate, lifelong learners and productive responsible citizens; providing students the highest possible level of knowledge and skills needed for success.

Parents

Parents of ACE students will be responsible for ensuring that their child attends school regularly and punctually; parents will also be responsible for supporting the Mission and Goals of the Marana Unified School District.

Transportation Policy

Another Chance at Education does not provide transportation except to those students who are served by IDEA. All other students must be transported privately

School Honors

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

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

8th 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	1091	75001	NC	99	99	NC	470	468	NC	33	37	NC	40	36	NC	17	16	NC	10	10
All Students (Prior Year)	NC	977	71167	NC	98	99	NC	468	463	NC	31	38	NC	47	41	NC	16	14	NC	7	7
Female	NC	550	36846	NC	99	99	NC	472	468	NC	30	36	NC	41	38	NC	18	16	NC	10	10
Male	NC	536	37974	NC	99	99	NC	468	467	NC	35	39	NC	38	34	NC	16	16	NC	10	11
African American	--	29	3720	--	100	98	--	445	446	--	57	53	--	32	33	--	4	9	--	7	4
Hispanic	NC	253	26675	NC	100	98	NC	456	448	NC	45	52	NC	38	34	NC	12	10	NC	6	4
Asian/Pacific Islander	--	20	1575	--	100	99	--	516	504	--	5	18	--	32	33	--	26	20	--	37	29
American Indian/Alaskan Native	NC	19	4731	NC	100	98	NC	447	438	NC	58	61	NC	32	30	NC	5	7	NC	5	2
White	NC	764	37785	NC	98	99	NC	475	482	NC	28	25	NC	41	39	NC	19	21	NC	11	15
Students with Disabilities	--	130	8802	--	100	100	--	417	418	--	81	79	--	16	16	--	1	3	--	2	1
Students without Disabilities	NC	961	66199	NC	98	99	NC	476	472	NC	27	34	NC	43	38	NC	19	17	NC	11	11
Limited English Proficient Students	--	19	11710	--	100	100	--	416	429	--	86	70	--	14	25	--	0	4	--	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	--	287	29814				--	449	448	--	51	53	--	34	33	--	10	10	--	4	4
Non-Economically Disadvantaged	NC	804	45170				NC	477	479	NC	27	28	NC	42	38	NC	19	20	NC	12	14

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	1086	74918	NC	99	99	NC	502	497	NC	26	32	NC	20	19	NC	38	35	NC	15	15
All Students (Prior Year)	NC	984	71100	NC	99	99	NC	511	502	NC	15	25	NC	20	21	NC	48	40	NC	16	15
Female	NC	546	36805	NC	98	99	NC	506	501	NC	22	28	NC	21	19	NC	40	37	NC	17	16
Male	NC	535	37936	NC	99	99	NC	499	493	NC	30	35	NC	19	18	NC	37	33	NC	14	14
African American	--	29	3719	--	100	98	--	483	481	--	46	43	--	18	21	--	21	29	--	14	7
Hispanic	NC	252	26645	NC	100	98	NC	488	478	NC	35	46	NC	22	20	NC	34	27	NC	9	6
Asian/Pacific Islander	--	20	1571	--	100	99	--	527	521	--	5	18	--	16	15	--	53	38	--	26	30
American Indian/Alaskan Native	NC	18	4729	NC	95	98	NC	483	468	NC	50	57	NC	0	19	NC	39	19	NC	11	4
White	NC	761	37773	NC	98	99	NC	507	511	NC	22	20	NC	20	18	NC	40	41	NC	18	21
Students with Disabilities	--	130	8801	--	100	100	--	453	448	--	71	75	--	14	13	--	13	10	--	3	2
Students without Disabilities	NC	956	66117	NC	98	99	NC	508	501	NC	20	28	NC	21	19	NC	42	37	NC	17	16
Limited English Proficient Students	--	19	11706	--	100	100	--	439	454	--	86	71	--	0	16	--	14	12	--	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	--	283	29785				--	485	477	--	36	47	--	24	20	--	35	26	--	5	6
Non-Economically Disadvantaged	NC	803	45115				NC	508	508	NC	23	23	NC	19	18	NC	39	39	NC	19	20

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	1091	74503	NC	99	99	NC	501	491	NC	7	9	NC	31	32	NC	52	51	NC	10	8
All Students (Prior Year)	NC	944	69001	NC	95	96	NC	499	490	NC	10	17	NC	37	37	NC	53	45	NC	0	1
Female	NC	550	36686	NC	99	99	NC	514	506	NC	3	5	NC	28	29	NC	58	57	NC	11	9
Male	NC	536	37644	NC	99	98	NC	488	476	NC	11	13	NC	35	36	NC	46	45	NC	8	6
African American	--	29	3677	--	100	97	--	502	475	--	11	12	--	25	36	--	54	46	--	11	5
Hispanic	NC	253	26500	NC	100	97	NC	493	467	NC	7	13	NC	33	39	NC	53	44	NC	7	4
Asian/Pacific Islander	--	20	1566	--	100	99	--	586	537	--	0	5	--	21	23	--	53	55	--	26	18
American Indian/Alaskan Native	NC	18	4695	NC	95	97	NC	453	464	NC	0	14	NC	72	39	NC	22	44	NC	6	3
White	NC	765	37606	NC	98	99	NC	503	508	NC	7	6	NC	30	28	NC	53	56	NC	10	10
Students with Disabilities	--	130	8662	--	100	100	--	417	409	--	31	37	--	48	42	--	21	20	--	0	1
Students without Disabilities	NC	961	65841	NC	98	98	NC	512	499	NC	4	7	NC	29	32	NC	56	53	NC	11	8
Limited English Proficient Students	--	19	11608	--	100	100	--	400	430	--	14	23	--	71	47	--	14	28	--	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	--	286	29587				--	473	465	--	10	14	--	39	40	--	46	43	--	5	4
Non-Economically Disadvantaged	NC	805	44898				NC	511	507	NC	6	7	NC	29	28	NC	54	55	NC	11	10

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

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	915	65934	NC	98	100	NC	493	492	NC	37	43	NC	21	18	NC	32	24	NC	10	15
All Students (Prior Year)	NC	787	57534	NC	90	91	NC	494	491	NC	42	46	NC	19	16	NC	26	23	NC	13	15
Female	NC	446	32586	NC	98	100	NC	494	491	NC	35	44	NC	22	19	NC	34	24	NC	9	14
Male	NC	463	33226	NC	97	99	NC	492	493	NC	39	42	NC	20	18	NC	29	24	NC	11	16
African American	--	22	3042	--	88	98	--	475	478	--	73	58	--	5	19	--	18	17	--	5	6
Hispanic	NC	178	21740	NC	97	100	NC	486	475	NC	44	63	NC	26	17	NC	20	15	NC	10	5
Asian/Pacific Islander	--	19	1643	--	95	99	--	511	519	--	21	23	--	5	13	--	47	30	--	26	34
American Indian/Alaskan Native	--	11	4351	--	100	99	--	469	472	--	82	68	--	9	16	--	9	13	--	0	4
White	NC	677	34819	NC	98	99	NC	495	505	NC	34	27	NC	21	20	NC	35	31	NC	10	22
Students with Disabilities	NC	111	6507	NC	100	100	NC	453	456	NC	89	83	NC	9	9	NC	2	6	NC	0	2
Students without Disabilities	NC	804	59427	NC	97	100	NC	498	494	NC	30	41	NC	22	19	NC	36	25	NC	12	16
Limited English Proficient Students	--	21	6793	--	100	100	--	475	464	--	62	79	--	19	11	--	14	8	--	5	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	NC	182	18745				NC	477	475	NC	54	64	NC	20	16	NC	23	15	NC	3	5
Non-Economically Disadvantaged	NC	733	47182				NC	497	499	NC	33	35	NC	21	19	NC	34	27	NC	12	19

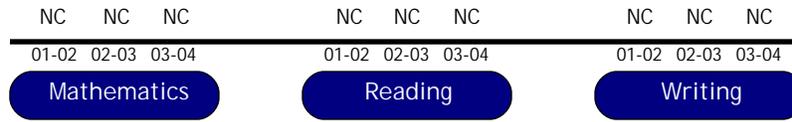
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	943	68162	NC	99	100	NC	509	509	NC	18	18	NC	21	24	NC	54	51	NC	7	8
All Students (Prior Year)	NC	771	56700	NC	89	89	NC	513	512	NC	11	15	NC	22	23	NC	60	52	NC	7	10
Female	NC	454	33509	NC	99	100	NC	519	513	NC	10	15	NC	19	23	NC	61	52	NC	10	9
Male	NC	486	34521	NC	98	100	NC	501	505	NC	24	20	NC	23	24	NC	49	49	NC	5	7
African American	--	24	3163	--	89	99	--	495	497	--	14	22	--	36	30	--	50	46	--	0	3
Hispanic	NC	188	22624	NC	98	100	NC	499	487	NC	22	32	NC	29	31	NC	43	35	NC	6	2
Asian/Pacific Islander	--	20	1666	--	100	100	--	520	523	--	14	11	--	14	17	--	57	60	--	14	12
American Indian/Alaskan Native	--	11	4592	--	100	100	--	482	484	--	25	32	--	50	37	--	25	30	--	0	1
White	NC	695	35727	NC	99	100	NC	513	526	NC	16	7	NC	18	17	NC	58	64	NC	8	12
Students with Disabilities	NC	115	6845	NC	100	100	NC	463	468	NC	60	53	NC	23	29	NC	17	18	NC	0	1
Students without Disabilities	NC	828	61317	NC	98	100	NC	518	512	NC	9	15	NC	21	23	NC	62	53	NC	9	8
Limited English Proficient Students	--	23	7152	--	100	100	--	472	464	--	36	57	--	45	31	--	18	12	--	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	NC	199	19528				NC	492	487	NC	26	31	NC	33	32	NC	37	34	NC	4	2
Non-Economically Disadvantaged	NC	744	48595				NC	515	518	NC	15	13	NC	17	20	NC	60	57	NC	9	10

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	935	67629	NC	98	100	NC	533	524	NC	19	22	NC	17	16	NC	61	59	NC	3	3
All Students (Prior Year)	--	741	55090	--	85	87	--	488	479	--	11	16	--	12	13	--	78	70	--	0	0
Female	NC	454	33347	NC	99	100	NC	553	537	NC	11	17	NC	14	15	NC	71	64	NC	4	4
Male	NC	478	34151	NC	97	99	NC	514	512	NC	26	27	NC	19	18	NC	52	54	NC	2	2
African American	--	24	3150	--	89	99	--	530	515	--	26	24	--	17	19	--	52	56	--	4	2
Hispanic	NC	187	22313	NC	97	100	NC	517	493	NC	24	34	NC	22	19	NC	51	46	NC	3	1
Asian/Pacific Islander	--	20	1659	--	100	100	--	575	564	--	0	11	--	10	12	--	80	68	--	10	9
American Indian/Alaskan Native	--	10	4528	--	91	99	--	459	492	--	50	35	--	30	21	--	20	42	--	0	1
White	NC	688	35593	NC	98	99	NC	537	547	NC	17	13	NC	15	14	NC	65	69	NC	3	4
Students with Disabilities	NC	109	6712	NC	98	100	NC	451	445	NC	62	61	NC	21	18	NC	17	21	NC	0	0
Students without Disabilities	NC	826	60917	NC	98	100	NC	542	530	NC	14	19	NC	16	16	NC	67	61	NC	3	3
Limited English Proficient Students	--	23	6994	--	100	100	--	461	442	--	57	58	--	4	18	--	39	23	--	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	NC	196	19310				NC	504	489	NC	29	35	NC	23	20	NC	47	44	NC	1	1
Non-Economically Disadvantaged	NC	739	48278				NC	540	538	NC	16	17	NC	15	15	NC	65	65	NC	4	4

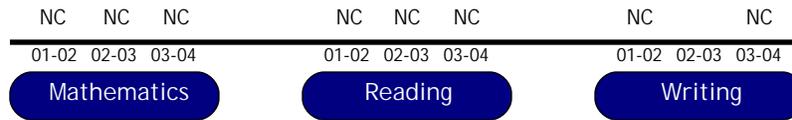
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	NC	NC	61	48	NC	NC	62	51	NC	NC	NA	54
	Language	NC	NC	64	51	NC	NC	63	54	NC	NC	59	58
	Mathematics	NC	NC	58	54	NC	NC	64	58	NC	NC	63	62
8	Reading	NC	NC	59	49	NC	NC	61	53	NC	NC	NA	55
	Language	NC	NC	57	46	NC	NC	57	49	NC	NC	56	52
	Mathematics	NC	NC	61	54	NC	NC	61	58	NC	NC	65	61
9	Reading	NC	NC	42	37	NC	NC	41	41	--	--	NA	42
	Language	NC	NC	42	38	NC	NC	41	42	--	--	42	42
	Mathematics	NC	NC	58	56	NC	NC	63	60	--	--	63	63

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
2 School Administrator(s)	<input type="checkbox"/> Strategic Plan Revision
2 Non-certified Employee(s)	<input type="checkbox"/> Community Partnerships
2 Teacher(s)	<input type="checkbox"/> School-to-Work Partnerships
2 Parent(s)	<input type="checkbox"/> Safe Environment
3 Community Member(s)	
1 Student(s)	

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	0
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Computer Lab with Network Instruction

Extracurricular Activities

- Student Council
- Service Learning
- Community Service
- Work Experience

Social Services

- Counseling Services
- Job Placement Services
- Service Learning Projects
- Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Another Chance at Education provided education for 30 different students last year. These students were placed at Another Chance at Education from middle schools or high schools in the district due to being on long-term suspension status.

- ü Another Chance at Education had 13 students successfully return to their home school. One student received his high school diploma from Another Chance at Education; three promoted from middle school to high school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	0			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	NC	NC
Grades 7-8	--	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ACE has designed focus groups to help students deal with current teenage issues. Our Town agency provides 'A Lighter Path' program which takes students through exercises designed to foster teamwork. Pima Youth Patnership provides Abstinence Only training. The Safe Schools Officer teaches class twice a week with an emphasis on law-related education. Guest speakers on substance abuse, animal cruelty, gun safety, teen depression and suicide visited the site last year.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Lynne Prouty	(520) 682-1014
Transportation Policy	Don Powers	(520) 682-4707
Community Resources	Carolyn Dumler	(520) 682-4802
School Nutrition Programs	Dan Contorno	(520) 682-4749
Parent Organization	Lynne Prouty	(520) 682-1014
Student Health/Nurse	Judi Crawford	(520) 682-4770

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.