

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	N/A
2003-04	Performing
2002-03	Alternative School

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

High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Lynne Prouty
 Schedule : 07:30 AM to 03:30 PM
 Grades : 7-12
 2005 Enrollment : 10
 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. They will strengthen decision-making skills necessary for success at their home school.

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, 2004 School Year Student Enrollment : 7
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 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
- Ü Service Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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

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	--	1094	78250	--	100	99	--	552	548	--	15	21	--	18	18	--	57	48	--	10	13
All Students (Prior Year)	NC	1091	75001	NC	99	99	NC	470	468	NC	33	37	NC	40	36	NC	17	16	NC	10	10
Female	--	533	38071	--	100	99	--	554	549	--	12	20	--	18	19	--	60	49	--	9	12
Male	--	559	40126	--	99	99	--	550	547	--	17	23	--	19	17	--	53	46	--	11	14
African American	--	30	4058	--	94	99	--	515	523	--	32	32	--	18	22	--	46	41	--	4	5
Hispanic	--	268	29129	--	100	99	--	540	527	--	22	32	--	22	23	--	50	40	--	7	6
Asian/Pacific Islander	--	12	1747	--	92	100	--	574	589	--	8	9	--	8	9	--	75	50	--	8	32
American Indian/Alaskan Native	--	25	4996	--	100	100	--	515	518	--	18	36	--	27	25	--	50	36	--	5	4
White	--	759	38320	--	99	99	--	559	568	--	12	12	--	17	14	--	59	55	--	12	19
Students with Disabilities	--	151	9329	--	100	100	--	468	454	--	50	64	--	28	18	--	20	16	--	1	2
Students without Disabilities	--	943	68996	--	99	99	--	565	561	--	9	16	--	17	18	--	62	52	--	11	14
Limited English Proficient Students	--	38	10133	--	100	100	--	416	488	--	43	45	--	28	25	--	30	28	--	0	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	--	306	33388	--	92	94	--	539	530	--	26	32	--	22	22	--	47	40	--	5	5
Non-Economically Disadvantaged	--	788	44937	--	100	100	--	558	561	--	10	13	--	17	15	--	61	54	--	12	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	--	1091	78302	--	0	99	--	516	512	--	8	11	--	24	25	--	62	57	--	6	7
All Students (Prior Year)	NC	1086	74918	NC	99	99	NC	502	497	NC	26	32	NC	20	19	NC	38	35	NC	15	15
Female	--	531	38082	--	0	99	--	523	518	--	5	8	--	21	24	--	68	61	--	6	7
Male	--	559	40166	--	0	99	--	509	507	--	11	14	--	27	26	--	56	54	--	7	6
African American	--	30	4064	--	0	100	--	490	498	--	14	14	--	32	29	--	54	54	--	0	3
Hispanic	--	265	29152	--	0	99	--	506	492	--	10	17	--	26	34	--	59	46	--	5	2
Asian/Pacific Islander	--	12	1746	--	0	100	--	538	542	--	0	5	--	17	13	--	75	66	--	8	16
American Indian/Alaskan Native	--	25	4993	--	0	100	--	485	484	--	18	19	--	14	38	--	68	42	--	0	1
White	--	759	38347	--	0	99	--	520	531	--	6	5	--	24	17	--	63	68	--	7	10
Students with Disabilities	--	151	9353	--	0	100	--	437	429	--	31	40	--	44	38	--	24	22	--	1	1
Students without Disabilities	--	940	69024	--	0	99	--	528	524	--	4	7	--	21	23	--	68	62	--	7	7
Limited English Proficient Students	--	38	10140	--	0	100	--	387	451	--	20	28	--	48	43	--	31	29	--	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	--	304	33398	--	0	94	--	502	495	--	15	18	--	33	35	--	50	46	--	2	2
Non-Economically Disadvantaged	--	787	44979	--	0	100	--	521	525	--	5	6	--	21	18	--	67	66	--	8	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	--	1088	78094	--	99	99	--	558	545	--	1	3	--	12	18	--	85	77	--	1	2
All Students (Prior Year)	NC	1091	74503	NC	99	99	NC	501	491	NC	7	9	NC	31	32	NC	52	51	NC	10	8
Female	--	531	38025	--	99	99	--	571	558	--	0	2	--	7	13	--	92	82	--	1	2
Male	--	556	40013	--	99	99	--	545	534	--	3	5	--	18	23	--	78	71	--	1	1
African American	--	30	4037	--	94	99	--	529	532	--	0	4	--	29	22	--	71	73	--	0	1
Hispanic	--	264	29068	--	100	99	--	549	523	--	2	5	--	17	27	--	80	67	--	1	1
Asian/Pacific Islander	--	12	1743	--	92	100	--	575	577	--	0	2	--	0	9	--	100	82	--	0	8
American Indian/Alaskan Native	--	25	4981	--	100	100	--	536	526	--	5	4	--	14	25	--	82	70	--	0	0
White	--	757	38265	--	99	99	--	563	564	--	1	2	--	10	11	--	87	84	--	2	3
Students with Disabilities	--	150	9275	--	100	100	--	470	444	--	6	14	--	44	46	--	49	39	--	1	1
Students without Disabilities	--	938	68892	--	99	98	--	572	559	--	1	2	--	7	14	--	90	82	--	1	2
Limited English Proficient Students	--	38	10084	--	100	100	--	423	474	--	4	10	--	38	39	--	57	50	--	2	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	--	302	33296	--	91	94	--	550	527	--	2	5	--	17	27	--	80	67	--	0	0
Non-Economically Disadvantaged	--	786	44871	--	100	100	--	561	559	--	1	2	--	11	12	--	87	84	--	2	3

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

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	--	941	69846	--	98	100	--	699	699	--	17	21	--	11	11	--	60	49	--	13	18
All Students (Prior Year)	NC	915	65934	NC	98	100	NC	493	492	NC	37	43	NC	21	18	NC	32	24	NC	10	15
Female	--	458	34328	--	98	99	--	705	702	--	14	19	--	10	12	--	63	51	--	12	18
Male	--	483	35509	--	97	100	--	693	696	--	19	23	--	11	11	--	56	48	--	14	18
African American	--	25	3535	--	89	100	--	687	677	--	29	31	--	17	15	--	54	46	--	0	8
Hispanic	--	197	23363	--	97	100	--	686	680	--	22	32	--	16	16	--	56	45	--	5	7
Asian/Pacific Islander	--	25	1742	--	96	99	--	716	733	--	9	8	--	4	7	--	70	46	--	17	38
American Indian/Alaskan Native	--	13	4785	--	81	100	--	645	671	--	31	39	--	15	17	--	38	39	--	15	5
White	--	681	36421	--	99	99	--	703	714	--	15	12	--	9	8	--	61	54	--	15	26
Students with Disabilities	--	118	7690	--	97	100	--	618	593	--	53	64	--	18	14	--	27	21	--	2	2
Students without Disabilities	--	823	62220	--	98	99	--	710	712	--	12	16	--	10	11	--	64	53	--	15	20
Limited English Proficient Students	--	26	5834	--	100	100	--	552	612	--	31	46	--	24	20	--	40	31	--	5	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	--	196	21421	--	90	92	--	689	686	--	26	35	--	13	15	--	55	43	--	6	7
Non-Economically Disadvantaged	--	745	48489	--	100	100	--	701	704	--	14	15	--	10	10	--	61	52	--	15	23

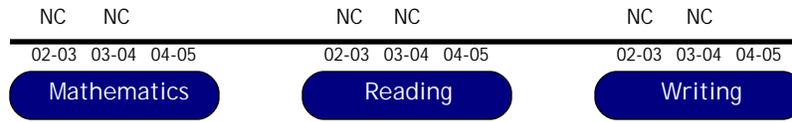
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	960	71311	--	99	100	--	704	694	--	5	7	--	15	21	--	72	63	--	9	9
All Students (Prior Year)	NC	943	68162	NC	99	100	NC	509	509	NC	18	18	NC	21	24	NC	54	51	NC	7	8
Female	--	466	34899	--	100	100	--	713	700	--	3	5	--	12	19	--	75	66	--	10	10
Male	--	494	36430	--	99	100	--	695	688	--	7	9	--	17	22	--	68	61	--	8	8
African American	--	26	3573	--	93	100	--	683	676	--	17	9	--	13	26	--	71	60	--	0	4
Hispanic	--	203	24056	--	100	100	--	688	672	--	9	13	--	18	31	--	68	53	--	4	3
Asian/Pacific Islander	--	25	1731	--	100	98	--	708	717	--	0	3	--	25	13	--	71	68	--	4	16
American Indian/Alaskan Native	--	14	5110	--	88	100	--	652	661	--	14	14	--	29	38	--	50	46	--	7	2
White	--	692	36841	--	100	99	--	710	713	--	3	3	--	13	12	--	73	72	--	10	13
Students with Disabilities	--	124	8021	--	100	100	--	613	590	--	21	27	--	42	42	--	36	29	--	1	1
Students without Disabilities	--	836	63379	--	99	100	--	717	707	--	3	5	--	11	18	--	77	68	--	10	10
Limited English Proficient Students	--	36	6402	--	100	100	--	544	596	--	9	25	--	44	44	--	47	30	--	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	--	208	22243	--	93	93	--	692	677	--	10	14	--	20	32	--	67	51	--	3	3
Non-Economically Disadvantaged	--	752	49157	--	100	100	--	707	702	--	4	4	--	13	16	--	73	69	--	10	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	--	957	70868	--	99	100	--	705	688	--	3	5	--	12	23	--	69	63	--	16	9
All Students (Prior Year)	NC	935	67629	NC	98	100	NC	533	524	NC	19	22	NC	17	16	NC	61	59	NC	3	3
Female	--	463	34710	--	99	99	--	720	697	--	1	3	--	8	19	--	70	66	--	21	12
Male	--	494	36176	--	99	100	--	692	678	--	5	7	--	16	27	--	68	59	--	11	7
African American	--	25	3557	--	89	99	--	704	675	--	4	7	--	13	25	--	78	62	--	4	6
Hispanic	--	206	23868	--	100	100	--	692	670	--	8	9	--	13	33	--	67	55	--	12	4
Asian/Pacific Islander	--	25	1732	--	100	98	--	713	713	--	4	2	--	8	12	--	75	64	--	13	22
American Indian/Alaskan Native	--	14	5001	--	88	100	--	638	661	--	7	9	--	29	41	--	64	48	--	0	2
White	--	687	36710	--	99	99	--	711	702	--	2	2	--	11	15	--	69	69	--	18	13
Students with Disabilities	--	125	7900	--	100	100	--	602	580	--	23	22	--	39	49	--	37	28	--	1	1
Students without Disabilities	--	832	63054	--	98	99	--	721	701	--	1	3	--	8	20	--	74	67	--	18	10
Limited English Proficient Students	--	36	6308	--	100	100	--	548	591	--	12	19	--	28	47	--	56	33	--	5	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	--	206	21994	--	92	92	--	694	673	--	9	10	--	15	36	--	68	52	--	8	3
Non-Economically Disadvantaged	--	751	48960	--	100	100	--	708	694	--	2	3	--	11	18	--	69	67	--	18	12

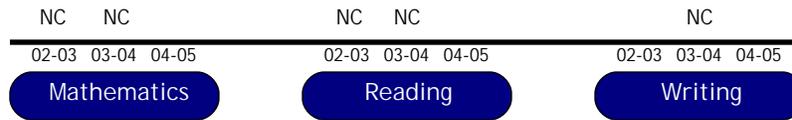
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	NC	NC	62	51	NC	NC	NA	54	--	--	55	50
	Language	NC	NC	63	54	NC	NC	59	58	--	--	57	52
	Mathematics	NC	NC	64	58	NC	NC	63	62	--	--	55	50
8	Reading	NC	NC	61	53	NC	NC	NA	55	NC	NC	54	51
	Language	NC	NC	57	49	NC	NC	56	52	NC	NC	52	50
	Mathematics	NC	NC	61	58	NC	NC	65	61	NC	NC	57	53
9	Reading	NC	NC	41	41	--	--	NA	42	NC	NC	55	51
	Language	NC	NC	41	42	--	--	42	42	NC	NC	52	50
	Mathematics	NC	NC	63	60	--	--	63	63	NC	NC	54	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

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

Council Duties

- Ü Strategic Plan Revision
- Ü Community Partnerships
- Ü School-to-Work Partnerships
- Ü Safe Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	.00
Other Professional Staff	.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	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	72%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Network Instruction

Extracurricular Activities

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

Social Services

- Ü Counseling Services
- Ü Job Placement Services
- Ü Service Learning Projects
- Ü Lunch Program
- Ü Conflict Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Another Chance at Education provided education for 36 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 24 students successfully return to their home school. Three students promoted from middle school to high school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	226	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	38	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	61	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	33	NA	NA	79

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

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, multi-cultural perspectives, teen-agers and the law, and Victim Witness visited last year.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	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."

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.