

# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

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

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

### 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.

## No Child Left Behind

### Adequate Yearly Progress (b)

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

### 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 Overview

Principal/Administrator : Ms. Lynne Prouty  
Schedule : 07:30 AM to 03:30 PM  
Grades : 7-12  
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, 2005 School Year Student Enrollment : 7  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 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
- Ü Team-Building

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

7th 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	--	1039	78546	--	96	97	--	552	543	--	8	15	--	17	18	--	61	52	--	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	543	38645	--	96	98	--	553	545	--	7	13	--	15	18	--	65	54	--	14	15
Male	--	495	39792	--	95	97	--	551	542	--	8	17	--	19	17	--	57	50	--	16	15
African American	--	34	4205	--	87	97	--	544	524	--	9	22	--	21	22	--	53	49	--	18	7
Hispanic	--	264	31177	--	97	97	--	544	524	--	11	22	--	20	23	--	58	48	--	11	7
Asian/Pacific Islander	--	24	1940	--	100	99	--	569	580	--	4	5	--	8	9	--	58	53	--	29	33
American Indian/Alaskan Native	--	13	4689	--	81	95	--	535	515	--	23	28	--	23	25	--	46	43	--	8	4
White	--	704	36450	--	96	97	--	555	563	--	6	7	--	15	12	--	63	57	--	16	23
Students with Disabilities	--	117	8093	--	75	82	--	505	489	--	31	50	--	35	24	--	30	23	--	4	2
Students without Disabilities	--	922	70453	--	99	100	--	558	549	--	5	11	--	14	17	--	65	56	--	16	16
Limited English Proficient Students	--	28	9323	--	90	94	--	506	491	--	32	47	--	32	28	--	36	24	--	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	--	276	34694	--	91	96	--	535	524	--	12	23	--	27	23	--	53	48	--	8	7
Non-Economically Disadvantaged	--	763	43852	--	98	99	--	558	559	--	6	10	--	13	13	--	64	56	--	17	22

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	--	1059	79045	--	98	98	--	521	512	--	5	10	--	22	25	--	65	58	--	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	552	38860	--	98	98	--	530	519	--	4	7	--	16	22	--	71	62	--	9	8
Male	--	506	40075	--	97	97	--	513	505	--	6	12	--	29	28	--	58	54	--	7	6
African American	--	36	4250	--	92	98	--	523	500	--	11	12	--	17	31	--	67	54	--	6	3
Hispanic	--	266	31314	--	97	98	--	511	493	--	8	16	--	26	34	--	61	48	--	5	2
Asian/Pacific Islander	--	24	1949	--	100	99	--	542	536	--	4	4	--	4	15	--	75	66	--	17	15
American Indian/Alaskan Native	--	15	4719	--	94	96	--	505	489	--	7	15	--	40	39	--	53	45	--	NA	2
White	--	718	36730	--	98	98	--	525	532	--	4	4	--	21	16	--	66	68	--	9	12
Students with Disabilities	--	135	8552	--	87	87	--	478	463	--	22	35	--	44	40	--	34	23	--	NA	1
Students without Disabilities	--	924	70493	--	100	100	--	528	517	--	2	7	--	19	24	--	69	62	--	9	8
Limited English Proficient Students	--	28	9355	--	90	95	--	454	456	--	32	37	--	54	48	--	14	15	--	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	--	284	34922	--	94	96	--	503	493	--	10	15	--	34	34	--	52	48	--	4	3
Non-Economically Disadvantaged	--	775	44123	--	99	99	--	528	527	--	3	6	--	18	18	--	70	66	--	9	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	--	1067	79657	--	98	99	--	575	566	--	2	3	--	5	8	--	91	87	--	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	557	39120	--	99	99	--	588	580	--	1	2	--	2	4	--	94	92	--	2	2
Male	--	509	40423	--	98	98	--	561	553	--	3	5	--	9	12	--	88	83	--	1	1
African American	--	39	4290	--	100	99	--	580	560	--	3	4	--	5	9	--	90	86	--	3	1
Hispanic	--	265	31642	--	97	99	--	571	552	--	2	5	--	6	11	--	92	84	--	1	0
Asian/Pacific Islander	--	24	1948	--	100	99	--	592	589	--	NA	1	--	NA	3	--	100	91	--	NA	4
American Indian/Alaskan Native	--	15	4760	--	94	97	--	565	547	--	7	5	--	7	14	--	87	81	--	NA	0
White	--	724	36929	--	99	99	--	576	579	--	2	2	--	5	5	--	91	91	--	2	2
Students with Disabilities	--	134	9069	--	86	92	--	519	508	--	7	11	--	28	30	--	63	58	--	1	1
Students without Disabilities	--	933	70588	--	100	100	--	583	573	--	1	2	--	2	5	--	95	91	--	2	1
Limited English Proficient Students	--	28	9521	--	90	96	--	531	507	--	7	13	--	7	24	--	86	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	--	290	35341	--	96	97	--	559	551	--	3	5	--	8	12	--	88	83	--	1	0
Non-Economically Disadvantaged	--	777	44316	--	99	100	--	581	578	--	1	2	--	5	5	--	92	90	--	2	2

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

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	1010	78400	NC	96	97	NC	565	554	NC	13	21	NC	17	19	NC	57	47	NC	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	497	38686	NC	97	98	NC	565	554	NC	12	20	NC	19	20	NC	57	49	NC	12	12
Male	NC	513	39636	NC	95	96	NC	564	554	NC	15	23	NC	15	18	NC	57	46	NC	13	13
African American	NC	42	4193	NC	95	97	NC	556	533	NC	12	32	NC	26	23	NC	52	40	NC	10	5
Hispanic	NC	242	30732	NC	97	97	NC	549	534	NC	23	31	NC	21	24	NC	47	40	NC	10	5
Asian/Pacific Islander	--	23	1827	--	100	99	--	570	594	--	4	8	--	26	12	--	57	49	--	13	31
American Indian/Alaskan Native	--	16	4536	--	94	95	--	572	528	--	19	35	--	NA	25	--	56	37	--	25	4
White	NC	687	37038	NC	96	97	NC	571	575	NC	10	11	NC	15	14	NC	60	56	NC	14	19
Students with Disabilities	--	95	7840	--	73	81	--	526	498	--	36	60	--	18	18	--	44	20	--	2	2
Students without Disabilities	NC	915	70560	NC	99	99	NC	568	560	NC	11	17	NC	17	19	NC	58	50	NC	14	14
Limited English Proficient Students	NC	23	8956	NC	96	95	NC	505	502	NC	74	56	NC	4	25	NC	22	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	NC	240	33014	NC	92	95	NC	548	534	NC	21	31	NC	21	24	NC	50	40	NC	7	5
Non-Economically Disadvantaged	NC	770	45386	NC	97	99	NC	570	569	NC	11	15	NC	16	15	NC	59	52	NC	15	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	NC	1040	79179	NC	99	98	NC	531	519	NC	5	11	NC	22	27	NC	68	58	NC	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	509	38974	NC	99	99	NC	537	524	NC	3	8	NC	19	25	NC	71	61	NC	7	5
Male	NC	530	40124	NC	98	97	NC	524	513	NC	8	13	NC	24	28	NC	65	54	NC	4	4
African American	NC	43	4243	NC	98	98	NC	523	506	NC	2	14	NC	33	32	NC	60	51	NC	5	3
Hispanic	NC	247	30987	NC	99	98	NC	517	498	NC	7	17	NC	30	36	NC	60	45	NC	3	1
Asian/Pacific Islander	--	23	1832	--	100	99	--	531	543	--	NA	4	--	30	17	--	65	69	--	4	10
American Indian/Alaskan Native	--	17	4573	--	100	96	--	523	494	--	12	16	--	18	41	--	71	42	--	NA	1
White	NC	710	37467	NC	99	98	NC	536	539	NC	5	5	NC	18	17	NC	71	70	NC	6	8
Students with Disabilities	--	126	8567	--	97	88	--	483	467	--	26	39	--	37	38	--	37	22	--	NA	1
Students without Disabilities	NC	914	70612	NC	99	99	NC	536	524	NC	2	7	NC	20	25	NC	72	62	NC	6	5
Limited English Proficient Students	NC	26	9013	NC	100	95	NC	469	461	NC	38	40	NC	46	48	NC	15	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	NC	252	33345	NC	97	96	NC	514	499	NC	10	17	NC	32	36	NC	57	46	NC	2	1
Non-Economically Disadvantaged	NC	788	45834	NC	100	99	NC	536	533	NC	4	7	NC	18	19	NC	71	67	NC	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	1043	79734	100	99	99	NA	567	554	NA	2	3	NA	12	19	NA	86	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	508	39243	NC	99	99	NC	579	568	NC	1	2	NC	6	12	NC	93	85	NC	0	1
Male	NC	534	40413	NC	99	98	NC	556	541	NC	3	4	NC	17	26	NC	80	70	NC	0	0
African American	NC	43	4285	NC	98	99	NC	570	548	NC	NA	3	NC	14	22	NC	86	74	NC	NA	0
Hispanic	NC	249	31254	NC	100	99	NC	561	539	NC	2	5	NC	14	25	NC	84	70	NC	0	0
Asian/Pacific Islander	--	23	1837	--	100	99	--	577	579	--	NA	1	--	17	9	--	78	87	--	4	2
American Indian/Alaskan Native	--	16	4613	--	94	97	--	567	535	--	NA	4	--	25	29	--	75	67	--	NA	0
White	NC	712	37668	NC	99	99	NC	569	569	NC	2	1	NC	10	13	NC	87	85	NC	0	1
Students with Disabilities	NC	125	8943	NC	96	92	NC	513	495	NC	11	11	NC	37	51	NC	52	38	NC	NA	1
Students without Disabilities	NC	918	70791	NC	100	100	NC	573	561	NC	1	2	NC	8	15	NC	91	83	NC	0	0
Limited English Proficient Students	NC	26	9138	NC	100	97	NC	502	492	NC	12	13	NC	46	46	NC	42	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	NC	250	33718	NC	96	97	NC	559	538	NC	3	5	NC	15	26	NC	82	69	NC	NA	0
Non-Economically Disadvantaged	NC	793	46016	NC	100	100	NC	570	567	NC	2	2	NC	11	14	NC	87	84	NC	0	1

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	NC	943	71130	NC	90	95	NC	708	701	NC	12	23	NC	12	13	NC	64	51	NC	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	486	35465	NC	92	96	NC	707	702	NC	12	21	NC	13	13	NC	65	53	NC	10	13
Male	--	457	35648	--	88	94	--	710	701	--	12	24	--	11	12	--	63	50	--	13	14
African American	--	22	3868	--	81	95	--	698	686	--	18	33	--	14	17	--	64	45	--	5	6
Hispanic	--	220	25103	--	90	95	--	697	685	--	18	34	--	19	16	--	58	45	--	5	5
Asian/Pacific Islander	--	19	1805	--	83	98	--	724	731	--	5	9	--	11	7	--	63	50	--	21	34
American Indian/Alaskan Native	--	11	4241	--	79	90	--	690	679	--	36	39	--	9	19	--	55	39	--	NA	3
White	NC	670	36075	NC	91	95	NC	712	715	NC	10	12	NC	10	9	NC	67	58	NC	13	21
Students with Disabilities	--	58	5862	--	50	71	--	662	658	--	47	63	--	22	15	--	29	20	--	2	2
Students without Disabilities	NC	885	65268	NC	95	98	NC	711	705	NC	10	19	NC	12	12	NC	67	54	NC	12	15
Limited English Proficient Students	--	18	4859	--	86	93	--	675	662	--	22	64	--	33	15	--	44	20	--	NA	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	--	178	22957	--	85	93	--	695	685	--	21	34	--	16	17	--	56	44	--	7	5
Non-Economically Disadvantaged	NC	765	48173	NC	91	96	NC	711	709	NC	10	17	NC	12	11	NC	66	55	NC	12	18

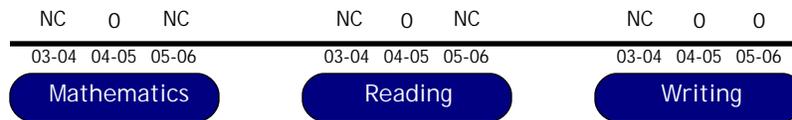
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1028	73018	NC	97	97	NC	715	703	NC	2	6	NC	14	23	NC	74	64	NC	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	518	36181	NC	96	97	NC	720	708	NC	1	4	NC	13	21	NC	74	65	NC	12	9
Male	--	510	36816	--	97	96	--	710	699	--	4	7	--	16	24	--	73	62	--	7	7
African American	--	26	3976	--	96	96	--	701	689	--	NA	8	--	27	29	--	73	59	--	NA	3
Hispanic	--	243	25801	--	98	96	--	701	683	--	2	10	--	23	34	--	70	53	--	5	3
Asian/Pacific Islander	--	23	1812	--	100	98	--	715	722	--	9	3	--	4	15	--	78	66	--	9	16
American Indian/Alaskan Native	--	14	4389	--	93	93	--	705	675	--	NA	9	--	29	42	--	71	47	--	NA	1
White	NC	722	37024	NC	96	97	NC	720	721	NC	2	2	NC	11	12	NC	75	73	NC	12	13
Students with Disabilities	--	99	7170	--	84	85	--	655	654	--	14	23	--	52	47	--	34	29	--	NA	1
Students without Disabilities	NC	929	65848	NC	98	98	NC	720	708	NC	1	4	NC	10	20	NC	78	67	NC	10	9
Limited English Proficient Students	--	20	5099	--	95	95	--	657	641	--	NA	29	--	70	59	--	30	12	--	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	--	205	23912	--	94	94	--	697	681	--	5	10	--	24	36	--	67	52	--	4	2
Non-Economically Disadvantaged	NC	823	49106	NC	97	98	NC	719	714	NC	2	4	NC	12	16	NC	76	69	NC	11	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	NC	1015	72810	NC	95	96	NC	695	685	NC	3	6	NC	20	30	NC	70	58	NC	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	517	36111	NC	96	97	NC	706	695	NC	2	4	NC	14	23	NC	76	65	NC	9	8
Male	--	498	36678	--	95	95	--	684	674	--	5	9	--	27	36	--	64	52	--	4	3
African American	--	26	3962	--	96	96	--	697	675	--	NA	8	--	15	33	--	77	55	--	8	3
Hispanic	--	239	25735	--	96	96	--	684	669	--	5	10	--	30	41	--	63	48	--	2	2
Asian/Pacific Islander	--	21	1809	--	91	97	--	712	704	--	NA	4	--	5	19	--	90	65	--	5	13
American Indian/Alaskan Native	--	14	4370	--	93	92	--	702	670	--	NA	9	--	29	39	--	57	50	--	14	2
White	NC	715	36915	NC	95	97	NC	698	697	NC	3	3	NC	17	21	NC	72	67	NC	8	8
Students with Disabilities	--	86	7071	--	73	84	--	627	634	--	24	24	--	42	53	--	30	21	--	3	1
Students without Disabilities	NC	929	65739	NC	98	98	NC	700	689	NC	1	4	NC	18	27	NC	74	62	NC	7	6
Limited English Proficient Students	--	19	5046	--	90	94	--	639	621	--	21	31	--	47	56	--	32	12	--	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	--	202	23814	--	93	94	--	680	667	--	6	10	--	33	41	--	56	47	--	4	2
Non-Economically Disadvantaged	NC	813	48996	NC	96	97	NC	699	693	NC	2	4	NC	17	24	NC	74	64	NC	7	7

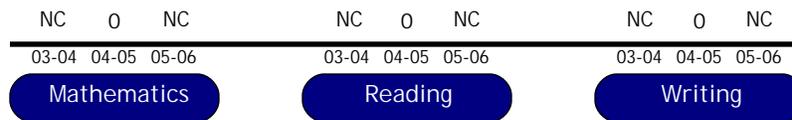
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 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
7	Reading	NC	NC	NA	54	--	--	55	50	--	--	59	54
	Language	NC	NC	59	58	--	--	57	52	--	--	65	58
	Mathematics	NC	NC	63	62	--	--	55	50	--	--	58	54
8	Reading	NC	NC	NA	55	NC	NC	54	51	91	80	65	58
	Language	NC	NC	56	52	NC	NC	52	50	91	75	61	56
	Mathematics	NC	NC	65	61	NC	NC	57	53	NC	NC	65	58
9	Reading	--	--	NA	42	NC	NC	55	51	NC	NC	56	52
	Language	--	--	42	42	NC	NC	52	50	NC	NC	50	50
	Mathematics	--	--	63	63	NC	NC	54	50	NC	NC	56	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 2 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	.50	Teacher	.50
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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 Team-building

Social Services

- Ü Counseling Services
- Ü Law-Related Education
- Ü Service Learning Projects
- Ü Lunch Program
- Ü Conflict Mediation

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Another Chance at Education provided education for 37 different students this year. These students were placed at ACE from middle schools or high schools in the district to being on long-term suspension or expulsion status.
  
- ü Another Chance at Education had 14 students successfully return to their home school. One graduated from high school, and 7 promoted from middle school to high school. Eleven students are continuing at ACE for the 2006-07 school year.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	91	95	94	95
Promotion Rate <sup>5</sup>	50	89	88	73
Graduation Rate <sup>6</sup>	0	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 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	Sstephanie Hillig	(520) 682-4773
Transportation Policy	Don Powers	(520) 682-4707
Community Resources	Carolyn Dumler	(520) 682-4802
School Nutrition Programs	James Remete	(520) 682-4737
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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## 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](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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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.