

**AIMS Intervention and Dropout
Prevention Program
2008 - 2009 Performance Audit**

July 2009



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Acknowledgements

The authors of this report, Steven Wind, PhD, and Claire Brown, EdD, express their appreciation for the efforts of Maxine Daly, Robert Coccagna, Sandra Skelton, and Shannon Tucker at the Arizona Department of Education, and the staff of the thirty-nine AIMS Intervention and Dropout Prevention Programs (AIMS IDP) in providing the rich information that is summarized in this report.

We also acknowledge the contributions of the LeCroy & Milligan Associates, Inc. evaluation staff to the report: Olga Valenzuela, BA., and Kerry Milligan, MSSW. The data management team, Veronica Urcadez and Eloina Cardenas, skillfully managed the databases and student and staff surveys.

Suggested Citation:

LeCroy & Milligan Associates, Inc. (2009). *AIMS Intervention and Dropout Prevention Program: 2008-2009 Performance Audit*. Tucson, AZ: LeCroy & Milligan Associates, Inc.



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Executive Summary

The AIMS Intervention and Dropout Prevention (AIMS IDP) Program was established in April 2000 with the enactment of A.R.S. §15-809 by the Arizona Legislature. The program has two major goals, defined by the statute:

- To increase the graduation rate of Arizona's at-risk youth by providing academic support, often through remediation and tutoring, to help students meet Arizona Academic Standards, and
- To prepare Arizona's at-risk youth to become productive members of society after leaving school, through instruction in Arizona workplace skills, as well as leadership and civic duty, and then provide follow-up activities and tracking for program participants and graduates.

Since 2003, the Arizona Department of Education has contracted with LeCroy & Milligan Associates of Tucson, Arizona to conduct an annual program performance audit of the Arizona AIMS Intervention and Dropout Prevention Project. The purpose of this audit is to review operations and service delivery across the 39 program sites for 2008-09, answering questions such as: Are the intended services being delivered to the intended persons? Who participates in the program? What, in general, are programs doing to increase AIMS scores and prevent students from dropping out of high school, and what do the indicators of effectiveness, such as graduation rate, suggest about the program's success?

It is important for readers to keep in mind that the scope of this audit is to describe and summarize the outcomes and implementation of the AIMS IDP Program in terms of key indicators *mandated by the state legislation*. Other important questions related to the *process* and *quality* of implementation, such as the nature and types of programs, characteristics of different student experiences, and innovations with different intervention models are explored more deeply in the AIMS IDP Dropout Prevention Toolkit, developed and conducted annually since 2006-07 by LeCroy & Milligan Associates.¹ The Toolkit can be found at [http://www.ade.state.az.us/AIMS Intervention/Dropout Prevention Toolkit](http://www.ade.state.az.us/AIMS%20Intervention/Dropout%20Prevention%20Toolkit).

¹ See LeCroy & Milligan Associates, Inc. (November 2007). *AIMS Intervention and Dropout Prevention Program: 2006-2007 Performance Audit*. Tucson, AZ.



Data for this audit report were provided by individual programs in their annual report to the Arizona Department of Education in May of 2009. LeCroy & Milligan Associates provided technical assistance to projects in collecting and reporting data on the indicators required by the State Legislature. In earlier years of the program data were reported for thirteen indicators, Indicators A-M. The requirement for reporting data for Indicator I (average increase in percentile rank scores of participants on Stanford 9/Terra Nova) was later dropped. Due to reduced funding this year, data from Indicators E-G (Attendance Data, Credits Earned, and GPA) and L-M (Post-secondary Activities and Full-time Post-secondary Activities) are not included in this report. Also as a result of reduced funding, the report does not include qualitative information about how the projects implemented recognized best practices for dropout prevention. However, evidence about how projects are implementing such practices, highlighting both project strengths and challenges, is provided in the Toolkit. It should also be noted that because the spring AIMS Mathematics test scores were not received by the schools in time for the writing of this report, these data are incomplete. Finally, funding limitations have also precluded collecting data through student surveys regarding student perceptions of the impact of dropout prevention projects.

Because of the wide variation in projects in terms of size, scope, funding, services, and geographical impact, the reader should keep in mind that the following summaries of data across all programs in the State do not accurately reflect the richness of each grantee's program. We refer the reader to Appendix A for detailed profiles of each grantee in terms of specific program characteristics and data for the applicable indicators.

Funding Overview

In fiscal year 2004-05, the program had a \$515,007 budget that funded five grantees. There was a large increase in allocations in 2005-06 to \$5,296,489, with an increase in the number of grantees from 5 to 41. Funding dipped slightly in 2006-07, with 40 grantees receiving \$5,246,489. Twenty grantees lost their funding allocations at the end of 2006-07 and twenty newly competing grantees were awarded those funds. In 2007-08, 39 grantees received a total of \$5,448,000.



The same grantees received \$5,418,000 in funding in 2008-09.

Student Population Served

The AIMS IDP Program served approximately 15,985 students during 2008–2009, including 1,741 students classified as English language learners (11%) and 1,325 classified as Special Education students (8%). Approximately 93% percent of all students met the inclusion criteria for at-risk students set by the Arizona Department of Education.

- Gender representation was evenly divided at 50% male and 50% female.
- Students served were ethnically diverse: 47% Hispanic/Latino; 33% White; 9% African American; 8% Native American; 2% Asian American; and 1% mixed or other ethnicity.
- 98% of the students participating in the program were in grades 9-12 and 2% were in grades 7-8.

Effectiveness of the AIMS IDP Program

The following indicators describe aspects of program effectiveness for 2008-2009:

- Of the 15,985 students who participated in the AIMS IDP Program, 86% completed it. The definition of “completed” is determined by individual program; most programs defined “completed” as passed AIMS, caught up on needed credits, re-enrolled in the following year, graduated, or received a GED.
- Of the 15,985 students who participated in the program, 61% re-enrolled in school for the following year, 18% graduated from high school or earned a GED, and 13% moved or transferred to another school.
- Of the students taking the AIMS test during 2008-09,
 - 65% passed the AIMS Reading component
 - 64% passed the AIMS Writing component
 - 56% passed the AIMS Math component²
- On average, each student attended about 165 hours of programming. Of that, each student received about 140 hours of academic support, including academic remediation and one-on-one tutoring.

² AIMS Mathematics test scores from the spring 2009 testing were not available for this report.



- On average, students in grades 7-12 participated in 5 hours of community service and 13 hours of workplace skills development through job shadowing, internships and other work-related activities.

Evidence of Program Effectiveness

According to reports from all the projects, about 93% of the students participating in the AIMS IDP program across the state were identified as being at-risk in terms of at least one of the following indicators: failing grades, low scores on the AIMS tests, deficient credits for grade level, limited English proficiency, economically disadvantaged, disciplinary problems, or other criteria specified by Arizona Department of Education. Although we do not know what the educational outcome for these students would have been without the program, we do know that 2,846 high school and follow-up students participating in the program who could have become dropouts graduated. Students across the projects received, on average, 147 hours of one-on-one academic support, tutoring, and instruction preparing for the AIMS test. The majority of students in the program scored 'Meets' or 'Exceeds' the standard on the AIMS tests the first time they took it (72% in reading, 70% in writing and 62% in math). Numerous students who had previously not passed some portion of the AIMS test increased their scores to 'Meets' or 'Exceeds': 47% increased in reading, 47% in writing, and 43% in math. For both first-time and repeat test takers pass rates increased over the previous year for most of the exams.

For many students, the special attention they received through program activities meant completing high school and being able to move towards employment and higher education. The students in 7th through 11th grade gained a stronger academic foundation and received extra support in many areas related to learning that will help them stay in school and graduate. Many students demonstrated a greater attachment to school thanks to the program and to the personal attention and extra support the program funded. Through their persistence and dedication, school staff involved in the program throughout the state demonstrated a commitment to improving the educational outcomes for students most at risk of dropping out.



Introduction and Background

With some experts putting the national dropout rate at 22-25% and rates being even higher rates for minority and low-income populations, the dropout issue is of great concern to educators, legislators, and the public at large.³ A recent prominent study went so far as to characterize the situation as an “epidemic.”⁴ The high personal and societal costs of dropping out are universally recognized. Individuals who drop out are more likely to earn less, experience unemployment, and have more health problems than high school graduates. For society, a high dropout rate means lower tax revenues, more spent on public assistance, and increased crime.⁵ Although the strongest risk factor for dropping out is poor academic performance, other risk factors include: repeating a grade, speaking English as a second language, having high absence rates, being low-income, and becoming pregnant.⁶

In an effort to lower dropout rates in Arizona, the Arizona Legislature enacted Arizona Revised Statute (A.R.S.) §15-809 in April 2000, establishing the AIMS Intervention and Dropout Prevention Program. A.R.S. §15-809 allocates funding for program implementation to public or private service providers having documented success with dropout prevention services for the student population served and student support and participation to meet statutory requirements. A.R.S. §15-809 delegates management of the program to the Arizona Department of Education. The Arizona Department of Education developed application procedures, selection criteria, and performance standards for service providers.

A.R.S. §15-809 also mandates an annual audit of the AIMS Intervention and Dropout Prevention Program (AIMS IDP). Since 2003, Arizona Department of Education has contracted with LeCroy & Milligan Associates, Inc. to prepare a performance audit report. The purpose of this audit is to review operations and

³ Tyler, John H., and Lofstrom, Magnus. "Finishing high school: alternative pathways and dropout recovery. (Report). ." *The Future of Children.* 19.1 (Spring 2009): 77(27).

⁴ Bridgeland, John M., DiIulio Jr., John J., and Morison, Karen Burke. "The Silent Epidemic: Perspectives of High School Dropouts," Report by Civic Enterprises (2006).

⁵ Tyler, John H., and Lofstrom, Magnus. "Finishing high school: alternative pathways and dropout recovery. (Report). ." *The Future of Children.* 19.1 (Spring 2009): 77(27).

⁶ Woods, E. Gregory. "Reducing the Dropout Rate." School Improvement Research Series. Northwest Regional Education, Portland, Oregon. <http://www.nwrel.org/archive/sirs/9/c017.html> 17. Retrieved June 27, 2009.



service delivery across the 39 program sites for 2008-09, answering questions such as: Are the intended services being delivered to the intended persons? Who participates in the program? What, in general, are programs doing to increase AIMS scores and prevent students from dropping out of high school, and what do the indicators of effectiveness, such as graduation rate, suggest about the program's success?

It is important for readers to keep in mind that the scope of this audit is to describe and summarize the implementation of the AIMS IDP Program in terms of key indicators *mandated by the state legislation*. Other important questions related to the *process* and *quality* of implementation, such as the nature and types of programs, characteristics of different student experiences, and innovations with different intervention models are explored more deeply in the AIMS IDP Dropout Prevention Toolkit, developed and conducted annually since 2006-07 by LeCroy & Milligan Associates, Inc. The Toolkit can be found at <http://www.ade.state.az.us/> **AIMS Intervention/Dropout Prevention Toolkit**.

Within this report, the word "program" is used to refer to the entire AIMS Intervention and Dropout Prevention program. "Project" refers to the individual grantees that implement the services. The audit report covers a broad variety of projects, many operating in traditional school settings and others operating in non-school or non-traditional settings. Most projects serve 9th to 12th graders but some serve 7th and 8th graders, either exclusively or in addition to the higher grades.

This audit report is organized into the following sections:

- An overview of the AIMS Intervention and Dropout Prevention Program Statutory Requirements
- Description of Arizona AIMS IDP Program and projects for FY 2008-2009.
- Methods of data collection and analysis
- A reporting of the audit data and results organized by the Arizona Department of Education's Program Indicators (Exhibits 2 -8)
- Key findings
- Project profiles - a review by project of the grant allocation for 2008-09 with a description of the project and the results on the Arizona Department



of Education's schedule of indicators (Appendix A).

AIMS Intervention and Dropout Prevention Program Statutory Requirements

A.R.S. §15-809 stipulates that funded service providers comply with the following program requirements⁷:

Student Population Served

- At-risk students in grades 7 through 12
- Students who are most likely to drop out of high school without graduating and who have a documented record of academic, personal, or vocational barriers to success in high school and the workplace.

Programming

- At least nine consecutive months of academic support, including tutoring and remediation, to ensure that the students meet academic standards adopted by the state board of education
- Comprehensive instruction on Arizona workplace skills standards adopted by the state board of education
- Instruction on leadership and civic duty.

Requirements

- Participating students in grades 9-12 must earn credits toward graduation from high school
- Participating students shall perform volunteer activities or community service or shall be employed during summer vacation
- Students shall continue to participate in the program for twelve months after graduation from high school during which the service provider gives follow-up assistance designed to assist the student's transition to postsecondary education, vocational or job training, military service, or employment.

⁷ Arizona Revised Statute §15-809. (2005). Retrieved October 20, 2005 from <http://www.azleg.state.az.us/FormatDocument.asp?inDoc=/ars/15/00809.htm&Title=15&DocType=ARS>



Arizona Department of Education Requirements

A.R.S. §15-809 delegates responsibility for the AIMS Intervention and Dropout Prevention (IDP) Program to the Arizona Department of Education. The Arizona Department of Education has established a set of minimum performance standards for service providers that incorporates all the statutory requirements listed in the legislation. In 2007-08, The Arizona Department of Education disbursed funds through a competitive peer review process. The A.R.S. §15-809 states that the grantee is responsible for submitting to the Arizona Department of Education an *Annual Progress Report* that documents progress on project goals including program activities, student participation, evidence of intervention success, and project expenditures. The program's RFGA allows evidence of program effectiveness to be provided through qualitative and quantitative measures.

The Arizona Department of Education's RFGA included a schedule of Indicators A-M for each project's annual report. For this report, only Indicators A-D and H, J, and K are reported on due to state budget limitations narrowing the timeline and scope of the evaluation. Data and details for each indicator are found on the referenced pages of this report.

Performance Indicators	Report Page
A. The number of students who participated in the program, including the number who started and the percentage of participants who completed	Page 16
B. The demographics of students participating in the program, including ethnicity and gender	Page 18
C. The percentage of students who qualified for inclusion in the program by each measurable criterion for defining at-risk students described above and any additional criteria used by the grantee to determine need for the intervention	Page 20
D. Evidence of student participation in the program, including days/hours of attendance, community service hours, and/or hours in internships, job shadowing, visiting workplaces and so forth	Page 22



Performance Indicators	Report Page
H. The percentage of participants who scored “Meets” or “Exceeds” the Standard on each component of the test or who increased AIMS scores from “Falls Far Below” and “Approaches” the Standard to “Meets” or “Exceeds” the Standard on each component of the test (math, reading, and writing) and the number who passed all three components	Page 26
J. Participant status in school at the end of the intervention (e.g., promoted to next grade, retained at same grade, graduated, GED, moved/transferred, protracted illness, dropped out, expelled, and incarcerated)	Page 28
K. The percentage of participants who graduate from high school or obtain a GED on or within twelve months after the scheduled graduation date for the student’s classmates	Page 31

Due to the shortened evaluations timelines, the other performance indicators that are not reported on this year include:

- E. Evidence of school attendance
- F. Average number of credits
- G. Increase in grade point average
- L. Percentage of students who graduate, get a GED, and begin postsecondary education, vocational or job training, or military service
- M. Percentage of participants who are enrolled full-time in a postsecondary, vocational, or training program, employed full-time, or on active military duty

The requirement to report on Indicator I, the average increase in percentile rank scorings on the Stanford 9/Terra Nova, was previously eliminated.



Program Service Providers for 2008-09

The Arizona Department of Education awarded approximately \$5.4 million in grants to 39 service providers in the 2008-09 academic year. Twenty of the programs have been funded for 2 years, while the remaining 19 have been funded for 3 or more years. Three grantees (Arizona Call-A-Teen Youth Resources' *Youth Excel Project*, Jobs for Arizona Graduates, and Mesa Unified School District's *OnTrack*) have received funds since 2003-04. Exhibit 1 provides a list of all grantees.

Exhibit 1. 2008-09 AIMS Intervention and Dropout Prevention Program Grantees

	Grantee District/Organization	Project Name	Funded Since
1	Academy with Community Partners Inc.	Education for Today, Hope for Tomorrow	2007-08
2	Agua Fria Union High School	Agua Fria UHSD #216 IDP Program	2005-06
3	AIBT Non-Profit Charter High School - Phoenix	Meet and Complete	2005-06
4	Amphitheater Unified District	Project ETC (Empowering, Teaching and Connecting)	2007-08
5	Arizona Agribusiness & Equine Center, Inc.	AIMS IDP Program	2005-06
6	Arizona Call-A-Teen Youth Resources, Inc.	Arizona Call-A-Teen Youth Resources, Inc. Youth Excel Program	2003-04
7	Arizona Board of Regents-NAU	Arizona GEAR UP / NAU	2005-06
8	Cave Creek Unified District	Cactus Shadows HS	2005-06
9	Chino Valley Unified District	"Cougar Academic Team - Ultra"	
10	Coconino Career Center	Coconino County Career Center Independent Learning Center	2005-06
11	Coconino County Regional Accommodation SD #99	Coconino County Regional Accommodation SD #99	2005-06
12	Douglas Unified District	D-Pass (Drop-Out Prevention, AIMS & School Success)	2007-08
13	Dysart Unified School District	Dysart EXPRESS (Excellence Promoted through Rigorous Education leading to Successful Students)	2007-08
14	Dysart Unified School District	Success Academy	2007-08
15	EDGE School Inc. The	Edge High School; Edge School, Inc.	2007-08
16	Excalibur Charter School Inc.	Aims Intervention and Dropout Prevention	2007-08
17	Flagstaff Unified School District:	The Wings Academy at Flagstaff High School	2007-08

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	Grantee District/Organization	Project Name	Funded Since
18	Gila County Regional School	Gila County Regional School District	2007-08
19	Glendale Union High School District	Career Exploration	2007-08
20	Indian Oasis-Baboquivari Unified District	Baboquivari Middle/High School	2005-06
21	Jobs For Arizona's Graduates, Inc.	Jobs for Arizona's Graduates (JAG)	2003-04
22	Kingman Unified School District #20	AIMS IDP Program	2005-06
23	Mayer Unified School District	Success For Life	2007-08
24	Mesa Unified District #4	OnTrack	2003-04
25	Mohave Accelerated Learning Center	Academic Excellence and Career Success Program	2005-06
26	Nogales Unified District	NUSD AIMS Intervention & Dropout Prevention Program	2007-08
27	Northern Arizona Academy for Career Development, Inc.	Northern Arizona Academy	2007-08
28	Page Unified District	Page Intervention/Dropout Program	2005-06
29	Pima County Board of Supervisors	Pima Vocational High School	2007-08
30	Pinnacle Education - Tempe, Inc.	Pinnacle Virtual High School	2007-08
31	Primavera Technical Learning Center	Primavera Workforce Connections Program (PC)	2005-06
32	Scottsdale Unified District	Project C.O.R.E.	2005-06
33	Sierra Vista Unified District	Buena High School Alternative Learning Center	2005-06
34	South Pointe Public Charter	S.T.A.R.S. (Students Tackling AIMS & Reaching Success)	2007-08
35	Sunnyside Unified District	S.T.A.R. Academic Center	2005-06
36	Tucson Small School Project	City High School	2007-08
37	Tucson Unified District	Project REACH	2007-08
38	Valley of the Sun YMCA	YMCA i-Learn High School Dropout Recovery Program	2007-08
39	Yavapai Accommodation School (YCHS)	JAG "Hang In There" HIT Program	2007-08



Variation in Approaches, Setting and Activities across Service Providers

One of the most outstanding features across the 39 service providers is the range of educational approaches, activities, and settings. Although all projects have clearly stated goals that address critical needs of students who are at risk of dropping out of high school and/or lack meaningful guidance and opportunities in the school-to-work transition, many approaches are being employed to address student needs. The projects are also extremely varied in scope. There are:

- 11 multisite district projects
- 9 projects in single charter schools
- 8 projects in district high schools
- 3 projects in charter schools operating multiple sites
- 3 projects in district alternative schools
- 3 projects operated by independent service providers
- 2 statewide multisite projects affiliated with a national organization (Jobs for Arizona's Graduates and GEAR UP).

Projects that operate across an entire school district and in multiple school settings, such as Agua Fria High School District or Mesa Unified School District, may have varying approaches across schools. Projects operating within a school may provide services to all students, when all the students are at risk. For example, both the Ronald C. Bauer High School and Pima Vocational High School serve students who are former dropouts. Some schools provide services within a school only to students who are at risk. These include Cave Creek Unified School District's project at Cactus Shadows High School and Scottsdale Unified District's Project C.O.R.E., which is structured as a school-within-a-school. Project GEAR UP, in contrast, has a statewide scope and operates in 14 schools.

Some projects operate in alternative or non-traditional school settings. Sierra Vista's Buena High Alternative Learning Center and the Sunnyside District's STAR Academic Center are two such projects. A small number of projects operate completely outside the school setting. The Valley of the Sun YMCA i-LEARN High School, which conducts classes at YMCA and neighborhood locations, is an example of this type of project. Two projects focus on technology through distance learning, Primavera Online High School and Coconino Career



Center.

One of the strengths of the AIMS IDP Program is the flexibility that allows the projects to tailor their approaches and activities to the needs of diverse students in a wide array of circumstances and environments. At the same time, the diversity of projects makes it difficult to summarize indicators across all programs in a meaningful way.



Methods of Data Collection and Analysis

The source of data for conducting the 2008–09 audit was the individual progress report submitted by each project to the Arizona Department of Education. A standardized progress report template for reporting program indicators and qualitative data was used to collect uniform information across all projects to facilitate the auditing process. Regional training workshops on the components of the progress report, with special focus on the data collection tables, were conducted by the evaluator in February of 2009 in Flagstaff, Phoenix, and Tucson to prepare the grantees for submitting their reports. At least one person from each of the 39 grantees for 2008-09 attended the training workshops. Grantee program staff received technical assistance, one-on-one training instructions, and materials for preparing the reports, as needed.

The progress reports consisted of a project description, progress on goals and objectives, data on AIMS achievement, reporting tables on the legislated program indicators, success stories, challenges, collaborative partners, and effective dropout prevention strategies used from the National Dropout Prevention Center’s list. Despite the standardized reporting process, some projects were challenged in getting complete and accurate data. Some projects did not receive AIMS Math score results until after the data submission deadline. A number of projects did not report the graduation outcomes for their students, which resulted in lower reported numbers of graduates this year. After checking each project’s progress report for data completeness and accuracy, LeCroy & Milligan Associates noted incomplete data elements and corrected data errors. The corrections are reflected in the summary tables and project profiles.

Data reporting was further affected by two other factors. First, defining students by cohort was difficult for some projects as student status based on credit hours can fluctuate within a school year, especially for alternative programs (use of freshman, sophomore, junior, senior rubric was chosen by the Arizona Department of Education for this report). Second, some of the indicators do not apply to all projects. For example, some projects may not show a graduation rate because they had no students eligible to graduate in this year.



To rectify some of these difficulties, as in previous years technical assistance and training were offered to the grantees. Although data for some indicators vary in completeness or applicability, much useful information was available. Data collection has improved as projects' duration of participation in the program has increased.



Program Indicators

This section of the report provides the results from the Program Indicators A-D and H, J and K in Exhibits 2-8 below. Each table summarizes the information for each indicator across all the projects to provide a statewide picture of the AIMS Intervention and Dropout Prevention Program. As in past years, statewide indicators are presented for high school and follow-up students as well as for junior high school (7th and 8th grade) students, based on the amendment to the legislation that allows for service provision in those grades (Exhibits 2-5 and 7). Other indicators (Exhibits 6 and 8) exclude 7th and 8th graders due to inapplicability. In discussions of data in the tables, numbers are rounded to the nearest whole percentage.

One caution about the summary exhibits: the exact numbers of participants in certain categories can vary from table to table due to small variations in reporting from category to category. In most cases, the data vary only slightly, such as by one percent.



Indicator A. Number of Student Participants

Indicator A is defined as, “The number of students who participated in the program, including the number who started and the percentage of participants who completed.” During the 2008-09 school year, 15,985 students participated in the AIMS Intervention and Dropout Prevention (IDP) Program. Data by grade level are presented in Exhibits 2a and 2b, and combined data for all students are presented in Exhibit 2c.

1. Participation

“Participants” were defined as those students who received at least some program support or instruction. Across all programs, in grades 7 – 12, 15,985 students were reported to have received some program support or instruction. Throughout the report, we use the number 15,985 from Exhibit 2c as the *total number of participants* as a basis for calculating subsequent indicators and ratios (with the caveat mentioned above). This number includes 386 7th and 8th grade students as well as 15,599 high school and follow-up students. The number of participants for each project is provided in their summary profile in Appendix A. It should be noted that the number of 7th and 8th grade students served is dramatically lower in 2008-09 as compared to the previous year (386 as compared to 2,306), while the number of high school and follow-up students has increased substantially (from 12,257 to 15,599). It is probable that a large proportion of these changes in numbers results from students moving up to from middle to high school.

2. Completion

Of the 15,985 students participating in the program, 13,826 (86%) were reported to have fulfilled the requirements for completion, with the completion rate being almost exactly the same for 7th and 8th graders and 9-12th graders. The completion rate for all students 2008-09 was 7% higher than that of 2007-08, while for high school students alone the increase was almost 10%. As was the case in last year’s reporting, the definition of “completed” was determined by each individual grantee for their students: their individual plan goal, catching up on credits, passing AIMS, graduation, or post-graduation placement. For example, one project identified program completers as students who finished high school and went on to postsecondary education, vocational training,



employment, or military service. Another project defined completion as passing a class and moving on to the next grade level. A third project identified completers as those students who earn credits through credit recapture. The most common definition of completion was continuing into the next grade level or earning a high school degree. Completion rates are reported for each project in the summary profiles in Appendix A.

Exhibit 2a. Junior High School Students Served in 2008-09

	7 th Graders	8 th Graders	Total
1. Number of students who participated	225	161	386
2. Number of participants who completed	204	128	332
3. Percent of students who completed	90.7%	79.5%	86.0%

Exhibit 2b. High School & Follow-up Students Served in 2008-09

	Freshmen	Sophomores	Juniors	Seniors	Follow-Up	Total
1. Number of students who participated	5,713	2,597	2,635	3,960	694	15,599
2. Number of participants who completed	5,073	2,254	2,276	3,281	610	13,494
3. Percent of students who completed	88.8%	86.8%	86.4%	82.9%	87.9%	86.5%

Exhibit 2c. All Students Served in 2008-09

	All Students Grades 7- 12
2. Number of students who participated	15,985
3. Number of participants who completed	13,826
4. Percent of students who completed	86.4%



Indicator B. Demographics of Students

Indicator B is defined as, “The demographics of students participating in the program.” Data by grade level are presented in Exhibits 3a and 3b, and combined data for all students are presented in Exhibit 3c.

1. Gender

In 2008-09, student participants were almost evenly divided by gender, with 51% male and 49% female.

2. Ethnicity

Regarding ethnicity, 47% were Hispanic, 33% White, 8% Native American, 9% African-American, 2% Asian and <1% other.

3. Grade Level

In 2004-05, A.R.S. §15-809 and the Arizona Department of Education required the program to serve at-risk students in grades 9 through 12. The statute was amended in 2005 to include 7th and 8th grade. Five projects include 7th and 8th graders, one serving 7th and 8th graders only. Some of the projects could more easily report a grade level for students than others; for example, students in alternative and on-line education programs are not easily classified in traditional grade levels.

Exhibit 3a. Junior High School Student Demographics 2008-2009

	7 th Graders		8 th Graders		Total	
	N	%	N	%	N	%
Gender						
Male	109	48.4%	89	55.3%	198	51.3%
Female	116	51.6%	72	44.7%	188	48.7%
Total by Gender	225	100%	161	100%	386	100%
Ethnicity						
White	58	25.8%	63	39.1%	121	31.3%
Hispanic/ Latino(a)	90	40.0%	56	34.8%	146	37.8%
African-American	60	26.7%	29	18.0%	89	23.1%
Native American	3	1.3%	1	0.6%	4	1.0%
Asian/ Pacific Islander	14	6.2%	7	4.3%	21	5.4%
Other	0	0%	5	3.1%	5	1.3%
Total by Ethnicity	225	100%	161	100%	386	100%

Note: Percentages do not total to 100% due to rounding.



Exhibit 3b. High School & Follow-up Student Demographics 2008-09

	Freshmen		Sophomores		Juniors		Seniors		Follow-up		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Male	2,946	51.7%	1,292	51.1%	1,234	47.4%	2,017	50.9%	289	44.0%	7,778	50.3%
Female	2,751	48.3%	1,238	48.9%	1,372	52.6%	1,943	49.1%	368	56.0%	7,672	49.7%
Total by Gender	5,697	100%	2,530	100%	2,606	100%	3,960	100%	657	100%	15,450	100%
Ethnicity												
White	1,935	36.1%	748	29.2%	827	31.4%	1,275	32.3%	250	38.1%	5,035	33.2%
Hispanic/ Latino(a)	2,480	46.3%	1,296	50.5%	1,256	47.7%	1,844	46.8%	284	43.3%	7,160	47.2%
African-American	437	8.1%	268	10.4%	272	10.3%	367	9.3%	29	4.4%	1,373	9.1%
Native American	366	6.8%	196	7.6%	215	8.2%	371	9.4%	68	10.4%	1,216	8.0%
Asian/ Pacific Islander	133	2.5%	47	1.8%	48	1.8%	60	1.5%	9	1.4%	297	2.0%
Other	11	0.2%	10	0.4%	15	0.6%	25	0.6%	16	2.4%	77	0.5%
Total by Ethnicity	5,362	100%	2,565	100%	2,633	100%	3,942	100%	656	100%	15,158	100%

Exhibit 3c. All Student Demographics 2008-09

	All Students	
	N	%
Gender		
Male	7,976	50.4%
Female	7,860	49.6%
Total by Gender	15,836	100%
Ethnicity		
White	5,156	33.2%
Hispanic/ Latino(a)	7,306	47.0%
African-American	1,462	9.4%
Native American	1,220	7.8%
Asian/ Pacific Islander	318	2.0%
Other	77	0.5%
Total by Ethnicity	14,422	100%

Note: Percentages do not total to 100% due to rounding.



Indicator C. Percentage of Students Who Qualified as “At Risk”

Indicator C is “the percentage of students who qualified for inclusion in the program by each measurable criterion for defining at-risk students described by ARS §15-809 and any additional criteria used by the grantee to determine need for the intervention.” The Arizona Department of Education set the following criteria for defining and documenting academic, personal, or vocational barriers:

- Handicapped/disabled
- Economically disadvantaged
- Limited English proficiency
- Disciplinary problems
- Pregnant or parenting
- Failing grades
- Deficient credits for grade level
- “Falls Far Below” or “Approaches” the standard on the AIMS
- Low Stanford 9 scores
- Over age for grade level
- Documented learning disabled

Each project documented the criteria for inclusion for all students. Data by grade level are presented in Exhibits 4a and 4b, and combined data for all students are presented in Exhibit 4c.

1. At-risk students

Of the 15,985 students participating in the program, 14,822 (93%) qualified as at-risk students.

2. Special education students and English language learners

The Arizona Department of Education expressed particular interest in knowing about two sub-populations of students: English language learners and special education students. Overall, 8% of the students participating in the program were special education students. Eleven percent of the students participating in the program were English language learners. These two categories are not mutually exclusive.



Exhibit 4a. Junior High School Students Who Qualified for Inclusion by At-risk Criterion 2008-09

	7 th Graders	8 th Graders	Total
Number of participants who qualify for inclusion under at-risk criterion	222	159	381
Total number of participants in program	225	161	386
Percent of participants who qualified for inclusion based on at-risk criterion	98.7%	98.8%	98.7%
Two of the at-risk categories			
Number (%) of participants who are special education	17 (7.6%)	20 (12.4%)	37 (9.6%)
Number (%) of participants who are English language-learners	56 (24.9%)	47 (29.2%)	103 (26.7%)

Exhibit 4b. High School & Follow-up Students Who Qualified for Inclusion by At-risk Criterion 2008-09

	Freshmen	Sophomores	Juniors	Seniors	Follow-Up	Total
Number of participants who qualify for inclusion under at-risk criterion	5,193	2,486	2,456	3,745	561	14,441
Total number of participants in program	5,713	2,597	2,635	3,960	694	15,599
Percent of participants who qualified for inclusion based on at-risk criterion	90.9%	95.7%	93.2%	94.6%	80.8%	92.6%
Two of the at-risk categories						
Number (%) of participants who are special education	400 (7.0%)	211 (8.1%)	217 (8.2%)	406 (10.3%)	54 (7.8%)	1,288 (8.2%)
Number (%) of participants who are English language-learners	596 (10.4%)	396 (15.2%)	274 (10.4%)	342 (8.6%)	30 (4.3%)	1,638 (10.5%)

Exhibit 4c. All Students Who Qualified for Inclusion by At-risk Criterion 2008-09

	All Students
Number of participants who qualify for inclusion under at-risk criterion	14,822
Total number of participants in program	15,985
Percent of participants who qualified for inclusion based on at-risk criterion	92.7%
Two of the at-risk categories	
Number (%) of participants who are special education	1,325 (8.3%)
Number (%) of participants who are English language-learners	1,741 (10.9%)



Indicator D. Evidence of Student Participation in the Program

Indicator D requires the projects to provide evidence of student participation in the program, including days/hours of attendance, community service hours, and workplace skills hours. In addition, statute A.R.S. §15-809 stipulates that the AIMS IDP Program provide at least nine consecutive months of academic support. Data by grade level are presented in Exhibits 5a and 5b, and combined data for all students are presented in Exhibit 5c.

Hours of Programming Received

Each project was required to provide proof of attendance as evidence of student participation by reporting the number of hours students attended each project component. A total of 2,526,755 hours of attendance were reported across all programs for students in grades 7 -12. This represents, on average, about 165 hours of attendance per participant for all project components. (See Exhibit 5c.)

Academic Support

To ensure that participating students meet the academic standards adopted by the State Board of Education, Statute A.R.S. §15-809 stipulates that the AIMS IDP Program provide at least nine consecutive months of academic support, including tutoring and classroom/academic remediation. Each of the projects that submitted reports provided narrative evidence that such academic support was available for the entire time that the program was in operation. In 2008-09, students participated in 2,251,760 hours of classroom/academic remediation and tutoring. This represents, on average, just over 147 hours of academic support per student. (See Exhibit 5c.)

Community Service Hours

Participation in the AIMS IDP Program provided opportunities for participants to develop leadership skills and perform services in the community. In 2008-09, AIMS IDP students completed 76,915 hours of community service. This averages to slightly more than 5 hours of community service per student. (See Exhibit 5c.)

Workplace Skills

In addition to academic support, each project is required to provide workplace



skills training, including internship, job shadowing, and opportunities for visiting workplaces. The total number of hours for all students in 2008-09 devoted to developing workplace skills was 198,079. This represents just under 13 hours per student. For some projects, this component was a central theme whereas for others it was a less central component. (See Exhibit 5c.)

Exhibit 5a. Junior High School Student Participation in the Program 2008-09

	7 th Graders	8 th Graders	Total Hours
Academic Support			
Classroom / academic remediation hours	9,493	8,401	17,894
One-on-one tutoring hours	142	209	351
Community Service			
Community service hours	490	381	871
Workplace Skills			
Job shadowing hours	0	0	0
Internship	0	0	0
Hours spent visiting workplaces	0	0	0
Other vocational hours	890	215	1,104
Total hours of participation			
	11,015	9,206	20,220
Total number of participants	225	161	386
Average number of hours per student	49	57	52

Note: Fractions of hours have been rounded off to the nearest hour.



Exhibit 5b. High School & Follow-up Student Participation in the Program 2008-09

	Freshmen	Sophomores	Juniors	Seniors	Total Hours
Academic Support					
Classroom / academic remediation hours	748,218	389,950	359,196	621,573	2,118,937
One-on-one tutoring hours	24,220	16,093	27,028	47,237	114,578
Community Service					
Community service hours	18,489	11,666	17,469	28,419	76,043
Workplace Skills					
Job shadowing hours	462	2,451	8,539	24,658	36,110
Internship	372	76	1,345	8,482	10,275
Hours spent visiting workplaces	779	1,006	1,503	2,431	5,719
Other vocational hours	28,241	15,574	32,661	68,396	144,872
Total hours of participation	820,781	436,816	447,741	801,196	2,506,534
Total number of participants	5,713	2,597	2,635	3,960	14,905
Average number of hours per student	144	168	170	202	168

Note: Fractions of hours have been rounded off to the nearest hour.

Exhibit 5c. Overall Student Participation in the Program 2008-09

	Total Hours for All Students	Average Number of Hours Per Student
Academic Support		
Classroom / academic remediation hours	2,136,831	139.7
One-on-one tutoring hours	114,929	7.5
Total number of academic support hours	2,251,760	147.2
Community Service		
Community service hours	76,914	5.0
Workplace Skills		
Job shadowing hours	36,109	2.4
Internship	10,275	0.7
Hours spent visiting workplaces	5,719	0.4
Other vocational hours	145,976	9.5
Total number of workplace skill hours	198,079	13.0
Total number hours of participation	2,526,753	165.2
Total number of participants in grades 7-12	15,291*	

Note: Fractions of hours have been rounded off to the nearest hour for all activities for "Total Hours for All Students." Fractions of hours have been maintained for "Average Number of Hours Per Student" to enable comparisons. *This number excludes follow-up participants.



Indicator H. AIMS Scores

Passing the high school AIMS tests in reading, writing and math (Arizona's Instrument to Measure Standards) is required in Arizona in order to graduate. Students take the tests in Grade 10 and can retake the tests in subsequent grades if they don't pass. One of the major activities of the AIMS IDP Program is to provide support for students to prepare them for passing AIMS and to provide extra resources for those who did not pass the first time. The students' AIMS scores are reported in Exhibit 6.

In 2008-09, among all the participating students who took the tests, 65% passed the reading test, 64% passed the writing test, and 56% passed the math test. Among the students who took the test only once, 72% passed reading, 70% passed writing and 62% passed math. Among students who had failed the tests the first time, 47% passed reading, 47% passed writing and 43% passed the math test the second time. Of the 5,533 students took all 3 components of the AIMS test, 1,851 passed all three test components.

Compared to 2007-08, these scores represent an increase of 6% in the proportion of students who passed the mathematics test (56% compared to 50%) and a 2% increase in the proportion of students who passed the writing test (64% compared to 62%). An equal percentage of students passed the reading test in 2007-08 and 2008-09 (65%).



Exhibit 6. Participant AIMS Scores 2008-09

Participants who have taken the AIMS once :	AIMS Test Component		
	Reading	Writing	Math
Number of participants with one AIMS score in...	4,076	3,984	2,934
Number of participants who scored Falls Far Below in...	235	168	700
Number of participants who scored Approaches in...	898	965	373
Number of participants who scored Meets or Exceeds in...	2,931	2,805	1,815
Percent of participants who scored Meets or Exceeds in...	71.9%	70.4%	61.9%
Participants who have taken the AIMS more than once :	AIMS Test Component		
	Reading	Writing	Math
Number of participants with more than one AIMS score in...	1,457	1,483	1,333
Number of participants who increased to Approaches in ...	155	141	157
Number of participants who increased to Meets or Exceeds in...	685	703	571
Percent of participants who scored Meets or Exceeds in...	47.0%	47.4%	42.8%
Participants who have taken the AIMS at all...	AIMS Test Component		
	Reading	Writing	Math
Number of participants who took AIMS at all...	5,533	5,467	4,267
Number of participants who scored Meets or Exceeds in...	3,616	3,508	2,386
Percent of all participants who took AIMS who scored Meets or Exceeds in...	65.4%	64.2%	55.9%
Number of participants who scored "Meets" or "Exceeds" in ALL three test components:	1,851		

Note: Because the spring 2009 AIMS Mathematics test scores were not received by the schools in time for the writing of this report, AIMS Math data are incomplete.



Indicator J. Participant Status in School at End of Intervention

Indicator J reports information about participant status in school *at the end of the intervention*. Projects were asked to report on students who “re-enrolled in school, graduated, obtained GED, moved/transferred, had a protracted illness, dropped out, were expelled, and were incarcerated.” Graduation and GED indicators do not apply to participants in grades 7 and 8. Status information by grade is presented in Exhibits 7a and 7b, and combined information on all students is presented in Exhibit 7c.

Among 7th and 8th graders, 63% re-enrolled in school and 9% moved or transferred. Among high school students, 61% re-enrolled, 18% graduated and 13% moved or transferred. The remaining 8% had another type of status at the end of the program.

Exhibit 7a. Junior High School Student Status at End of the 2008-09 School Year

	7 th Graders		8 th Graders		Totals	
	N	%	N	%	N	%
Participants who re-enrolled in school	154	68.4%	90	55.9%	244	63.2%
Participants who moved/transferred	15	6.7%	19	11.8%	34	8.8%
Participants with a protracted illness	0	0%	0	0%	0	0%
Participants who were expelled	0	0%	0	0%	0	0%
Participants who were incarcerated	0	0%	0	0%	0	0%
Participants with other type of status	0	0%	0	0%	0	0%
Participants whose status is unknown	0	0%	0	0%	0	0%
Participants for whom status data are reported	169	75.1%	109	67.7%	278	72.0%
Participants for whom status data are not reported	56	24.9%	52	32.3%	108	28.0%
Total number of participants in the program	225		161		386	



Exhibit 7b. High School & Follow-up Student Status at End of the 2008-09 School Year

	Freshmen		Sophomores		Juniors		Seniors		Follow Up		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Participants who re-enrolled in school	4,501	78.8%	2,078	80.0%	1,944	73.8%	1002	25.3%			9,525	61.1%
Participants who graduated	489	8.6%	2	0.1%	68	2.6%	1,601	40.4%	643	92.7%	2,803	18.0%
Participants who achieved GED	1	0%	1	0.0%	7	0.3%	27	0.7%	7	1.0%	43	0.3%
Participants who moved/transferred	486	8.5%	342	13.2%	440	16.7%	750	18.9%	11	1.6%	2,029	13.0%
Participants with a protracted illness	19	0.3%	6	0.2%	2	0.1%	5	0.1%	1	0.1%	33	0.2%
Participants who were expelled	12	0.2%	6	0.2%	6	0.2%	11	0.3%	0	0.0%	35	0.2%
Participants who were incarcerated	10	0.2%	6	0.2%	8	0.3%	8	0.2%	1	0.1%	33	0.2%
Participants with other type of status	31	0.5%	38	1.5%	39	1.5%	177	4.5%	11	1.6%	296	1.9%
Participants whose status is unknown	59	1.0%	46	1.8%	55	2.1%	93	2.3%	2	0.3%	255	1.6%
Participants for whom status data are reported	5,608	98.2%	2,525	97.2%	2,569	97.5%	3,674	92.8%	676	97.4%	15,052	96.5%
Participants for whom status data are not reported	105	1.8%	72	2.8%	66	2.5%	286	7.2%	18	2.6%	547	3.5%
Total number of participants in the program	5,713		2,597		2,635		3,960		694		15,599	



Among all students participating in the program, approximately 61% reenrolled in school, 18% graduated, and 13% moved or transferred.

Exhibit 7c. Overall Student Status at End of the 2008-09 School Year

	Totals	
	N	%
Participants who re-enrolled in school	9,769	61.1%
Participants who graduated	2,803	17.5%
Participants who achieved GED	43	0.3%
Participants who moved/transferred	2,063	12.9%
Participants with a protracted illness	33	0.2%
Participants who were expelled	35	0.2%
Participants who were incarcerated	33	0.2%
Participants with other type of status	296	1.9%
Participants whose status is unknown	255	1.6%
Participants for whom status data are reported	15,330	95.9%
Participants for whom status data are not reported	655	4.1%
Total number of participants in the program	15,985	



Indicator K. Graduation from High School

Indicator K asks grantees to report the “percentage of participants who graduate from high school or obtain a GED *on or within twelve months* after the scheduled graduation date for the students’ classmates.” Data are presented in Exhibit 8.

During 2008-09, 3,281 seniors completed the program, and of those, 1,220 or 44% graduated on or within 12 months of the scheduled graduation date for their classmates. Among the seniors who completed the program, 23 or less than 1% received a GED within 12 months of their scheduled graduation date.

Of the follow-up students – those who completed their senior year the previous year – 79% graduated within twelve months of their scheduled graduation date and 2% received a GED. In total, 45% of the seniors and follow-up students who completed the program graduated or received a GED within 12 months of their scheduled graduation date.

Exhibit 8. Seniors & Follow-up Students Who Graduated from High School or Obtained a GED on or within Twelve Months of their Scheduled Graduation Date 2008-09

Of graduating seniors or “follow-up” participants ...	Seniors		Follow-up		Totals	
	N	%	N	%	N	%
Number of participants graduated on or within 12 months of scheduled graduation date	1,220	37.2%	483	79.2%	1,703	43.8%
Number of participants received a GED within 12 months of scheduled graduation date	23	0.7%	9	1.5%	32	0.8%
Sum of number of seniors and “follow-up” participants from above – this is the number of participants that graduated/received a GED	1,243	37.9%	492	80.7%	1,735	44.6%
Total number of participants completing the program	3,281		610		3,891	



Key Findings

- A greater proportion of students served by the program passed the AIMS tests in 2008-09 as compared to 2007-08. For students taking AIMS for the first time, pass rates increased for all three tests. For those who had taken them before, pass rates increased for Writing and Math. Altogether, approximately 1,922 high school and follow-up students who could have become dropouts graduated.
- 93% of the students participating in the AIMS IDP program across the state were identified as being at-risk in terms of at least one of the following indicators: failing grades, low scores on the AIMS tests, deficient credits for grade level, limited English proficiency, economically disadvantaged, disciplinary problems, or other criteria specified by Arizona Department of Education. This is an increase of 7% from the previous year. Data from the project profiles and Toolkit survey suggest that as more at-risk students served by the projects have succeeded in graduating and going on to university or employment, demand for enrollment has increased.
- Students across the projects received, on average, 147 hours of one-on-one academic support, tutoring, and instruction to prepare for the AIMS tests. In comparison, students received 184 hours in academic support in 2007-08. It is notable that the number of academic support hours provided to seniors dropped by almost a third between 2007-08 and 2008-09, from 301 hours to 202 hours. It is not clear whether this is due to changes in project components, funding constraints, decreased need, or other factors.
- 45% of the 3,891 seniors and follow-up students who completed the program graduated or received a GED within 12 months of their graduation date. This compares to 68% of the same two groups who graduated or received a GED within 12 months of their graduation date in the 2007-08. It is not clear whether the graduation rate change resulted from differences in characteristics of the cohorts, programmatic changes, or other factors.
- The percentage of all students who completed the program increased by 7% between 2007-08 and 2008-09, from 79% to 86%. For high school students, the increase was almost 10% for the same period.
- In 2008-09, students in the program spent 20% fewer hours on activities



related to developing workplace skills than they did in the previous year (13 hours as compared to 16.3 hours).



References

Arizona Revised Statute §15-809. (2005). Retrieved October 20, 2005 from <http://www.azleg.state.az.us/FormatDocument.asp?inDoc=/ars/15/00809.htm&Title=15&DocType=ARS>

LeCroy & Milligan Associates, Inc. (November 2007). *AIMS Intervention and Dropout Prevention Program: 2006–2007 Performance Audit*. Tucson, AZ.



Appendix A. Provider Profiles

The 39 sites in the 2008-2009 AIMS Intervention and Dropout Prevention program funded by the ADE represent a wide diversity of program designs, services provided, and student populations served.

A full description and comparative analysis of these sites is beyond the scope of this audit. The following site profiles give readers an “at a glance” perspective on the range and variation of programs. This includes a brief description of the program goals, activities and Legislative Indicators

A-M. These profiles may not include a complete list of all sites, goals, activities, and partners. For programs offering services to students in grades 7-8 as well as 9-12, we provide a separate profile page for each level. Readers interested in more information about a particular project can obtain the full report from the Arizona Department of Education office⁸.

These profiles should *not* be used to compare across projects, for two major reasons:

- The 39 programs have different goals and activities to serve different types of students.
- Projects have been operating for different numbers of years, and several coordinate several different programs with the AIMS Intervention and Dropout Prevention funds.

⁸ Arizona Department of Education, Innovative and Exemplary Programs, 1535 W. Jefferson, Bin 21, Phoenix, AZ 85007



1 Academy with Community Partners Inc.: Education for Today, Hope for Tomorrow		Years receiving ADE funds: 4
<p>Academy with Community Partners is a small, North Central Accredited charter high school designed to address the needs of an at-risk population in central Mesa. The target population for the Academy includes several groups: students who fail to pass the AIMS test in Math, Reading or Writing; students who are highly motivated to retake the AIMS test to move to “exceeds the standards”; those who did not graduate with their cohort group; and students at risk of dropping out (with risk factors such as limited English skills, pregnancy or parenting, disability, failing grades, or economic disadvantage.)</p>		Number of students participated (A) 95 Percent completed 87%
Major Goal(s) & Objectives <p>Increase student achievement in reading, writing and mathematics Increase the number of students graduating with their cohort group Increase community awareness by encouraging students to volunteer.</p>		Participant Demographics (B)* 53% Male 47% Female 32% White 57% Hispanic/Latina/o 5% African American 0 % Asian/Pacific Islander 6% Native American 0% Other 17% Freshman 27% Sophomore 31% Junior 25% Senior 0% Follow-up
Main Activities <p>The school offers Service Learning, School to Work, Life Connection, Career Exploration Program, and academic remediation classes and activities that fit closely with the academic intervention, workplace skills and drop-out prevention components of this program.</p> <p>Interventions include these classes, tutoring through community partners, computer-based learning (A+ program), tutoring and leadership training through the Mesa YMCA, Concordia Elementary and Mesa Arts Academy, community service, and service learning opportunities. Life Connection class, for students who find themselves in adult circumstances, focuses on making good choices and building self-esteem. Guest speakers in the School to Work program expose students to the world of work, with a special emphasis on non-traditional careers.</p> <p>English and math courses are aimed at helping students, who are below grade level, improve their skills to better their AIMS scores. Class sizes are small and allow teacher one-on-one time individual students. This helps to assess students’ strengths and weaknesses and address them appropriately.</p> <p>An Education and Career Action Plan (ECAP) and attributes checklist will become an integral part of every student’s portfolio this year. Counselors assist students with financial aid and scholarship applications for higher education opportunities.</p>		Qualified for inclusion as “at-risk” (C)* 11% Special Education 15% English Language Learners Average hours of participation (D)* 86 hours per student 28 hours of academic/tutoring 8 hours community service 50 hours workplace skills instruction AIMS Achievement (H)* 45 took Reading, 76% met/exceeded 45 took Writing, 64% met/exceeded 43 took Math, 70% met/exceeded 27 met/exceeded ALL components
Sites Academy with Community Partners	Partners Mesa Arts Academy Concordia Charter School Mesa YMCA School to Work and Career Exploration Partners (11)	Status of all students at end of program year (J)* 61% Re-enrolled 35% Graduated or received GED 4% Moved, illness, other 0% Status unknown Seniors and follow-up students only (K)* 43% Graduated 0% Received GED

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category.



<p>2 Agua Fria Union High School District #216</p> <p>The Agua Fria program is comprised of many interlinking components. Students are identified as “at risk” at three points: incoming freshmen who failed one or more portions of the 8th grade AIMS, freshmen who failed two or more classes in the first semester, and sophomores not passing one or more portions of the AIMS. Students entering the four participating high schools are encouraged to attend a 13-day bridge program, Summer Success, which offers intensive education in reading and math. The summer program also provides English language instruction to English Language Learners (ELL).</p> <p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Ease incoming freshman students’ transition into high school. Provide a personal learning plan and support team for at-risk students. Provide academic assistance in areas needed through interventions. Reduce the dropout rate. Increase the number of students passing AIMS, their GPAs, and attendance. Provide vocational training and community service. <p>Main Activities</p> <p>Specialized interventions for students based on various classifications: Level I targets students who failed one or more portions of their 8th grade AIMS and/or who were recommended by guidance staff of their middle school; Level II targets students who failed two or more classes during the first semester of their freshman year; and Level III targets sophomores who do not pass one or more portions of the AIMS.</p> <p>Interventions include mentoring and tutoring, computer-based learning (A+ program), summer school, credit recovery, AIMS preparation courses, community service, vocational training, and service learning. Additional support is provided to students classified as English Language Learners.</p> <p>All students have a personal learning plan or a personal plan of progress that determines mandatory and suggested interventions. Students must meet weekly with a support team comprised of a guidance counselor, an advisory teacher, and a parent/guardian. Student progress is monitored continually.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 2,711</p> <p>Percent completed 98%</p> <p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 53% Male 47% Female 41% White 43% Hispanic/Latina/o 11% African American 4% Asian/Pacific Islander 2% Native American 0% Other 60% Freshman 21% Sophomore 11% Junior 7% Senior 0% Follow-up <p>Qualified for inclusion as “at-risk” (C)*</p> <ul style="list-style-type: none"> 8% Special Education 15% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 217 hours per student 201 hours of academic/tutoring 4 hours community service 12 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> 716 took Reading, 60% met/exceeded 638 took Writing, 59% met/exceeded 825 took Math, 45% met/exceeded 148 met/exceeded ALL components
<p>Sites</p> <ul style="list-style-type: none"> Agua Fria High School Desert Edge High School Millennium High School Verrado High School 	<p>Partners</p> <ul style="list-style-type: none"> Teach with America Grow Network Local businesses in Goodyear, Litchfield Park, Avondale and Buckeye Litchfield and Avondale Elementary Schools 	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 97% Re-enrolled 0% Graduated or received GED 3% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 0% Graduated NA% Received GED

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category.



3 AIBT Ronald C. Bauer High School, Meet and Complete Program		Years receiving ADE funds: 4
<p>The Ronald C. Bauer High School is located in a high-poverty area of urban Phoenix, Arizona. The students (about 200) are 14-20 years of age, the majority live at or below the poverty level, and many have previously dropped out of high school or found that a traditional high school education has not worked for them. In 2005-06, the school began a CTE program focusing on medical careers and added ninth and tenth grades. The ADE grant helped them to transition into the CTE program. The school's philosophy is connecting a diploma with a career and future earnings. Their focus is to help students think about their careers, not just taking classes or getting a diploma, and on developing employability skills.</p>		Number of students participated (A) 108 Percent completed 100%
<p>Major Goal(s) & Objectives</p> <p>Increase number of students meeting standards on the AIMS test in all areas. Increase Freshman Terra Nova scores. Decrease withdrawals from high school & improve graduation rates. Decrease absence rates. Increase number of credits toward graduation. Improve GPAs without lowering expectations or performance objectives. Track students into other high schools, post-secondary education, military service, or viable careers. Improve students' attitudes toward school & change attitudes towards standardized testing.</p>		<p>Participant Demographics(B) *</p> <p>47% Male 53% Female</p> <p>11% White 72% Hispanic/Latina/o 15% African American 0% Asian/Pacific Islander 2% Native American 0% Other</p> <p>8% Freshman 26% Sophomore 32% Junior 33% Senior 0% Follow-up</p>
<p>Main Activities</p> <p>Tutoring & AIMS preparation classes, including classes targeting students who were not English-proficient.</p> <p>Use of High Point series from Hampton Brown to improve reading comprehension skills with LEP students.</p> <p>Individual Education Plans for each student.</p> <p>RCB Leadership Power Day community service event & development of a personal action plan for each student.</p> <p>Participation in Health Occupations Students of America (HOSA).</p> <p>Medical careers courses.</p> <p>Vocational education.</p>		<p>Qualified for inclusion as "at-risk" (C)*</p> <p>7% Special Education 14% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>116 hours per student 4 hours of academic/tutoring 2 hours community service 110 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>88 took Reading, 57% met/exceeded 88 took Writing, 57% met/exceeded 65 took Math, 23% met/exceeded 21 met/exceeded ALL components</p>
<p>Sites</p> <p>Ronald C. Bauer High School</p>	<p>Partners</p> <p>ADE Career Technical Education Integrated Education Services International Institute of the Americas Ethel Bauer School of Nursing</p>	<p>Status of all students at end of program year (J)*</p> <p>76% Re-enrolled 14% Graduated or received GED 10% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>36% Graduated 0% Received GED</p>

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4 Amphitheater Unified District: Project ETC (Empowering, Teaching and Connecting) (Grades 7-8)		Years receiving ADE funds: 2
<p>Project ETC is a program targeting high-risk seventh and eighth grade students in two middle schools. Students are selected based on guidance counselor referral, previous retention or near-retention and AIMS scores. Most students had failed multiple classes, had AIMS scores below the standard, and are economically disadvantaged. In addition to the ETC after school programs and links with academic support during the day, students are encouraged to attend other structured clubs and tutoring programs offered on site before and after school and during the summer.</p>		Number of students participated (A) 75 Percent completed 64%
Major Goal(s) & Objectives Reduce academic failure Increase the number of students passing AIMS Address factors related to school dropout, such as substance use, disengagement from school, gangs and lack of family resources.		Participant Demographics (B)* 40% Male 60% Female 24% White 56% Hispanic/Latina/o 13% African American 0% Asian/Pacific Islander 0% Native American 7% Other 53% 7 th Grade 47% 8 th Grade
Main Activities <p>Students meet in small groups with a designated teacher after school each week to receive academic help, life skills instruction, workplace exploration and accountability. A social worker also meets with students individually and provides coordination with daytime teachers and parents, as well as appropriate referrals to outside resources. Each student cohort contains between three and nine students.</p> <p>The Keepin' It REAL curriculum and Tiger Woods' Start Something activities are used to teach life skills and workplace skills including communication, community involvement and career exploration. . Community volunteers provide mentoring and tutoring. Students have created community service projects of their own design.</p> <p>The program is augmented by La Cima Middle School's 21st Century Community Learning Center, ACHIEVE, which offers students tutoring and homework help, computerized tutoring, internet access and use of school materials.</p> <p>Students in the program develop a Personal Learning Plan with a social workers and teacher. Plans are reviewed and adjusted weekly with the cohort teacher and monthly with the social worker. Each week, students' classroom teachers rate their behavior, effort and approximate class grade and share the reports with the ETC teacher.</p>		Qualified for inclusion as "at-risk" (C)* 16% Special Education 28% English Language Learners Average hours of participation (D)* 45 hours per student 26 hours of academic/tutoring 4 hours community service 15 hours workplace skills instruction Distribution of Students at end of program year (J)* 89% Re-enrolled 8% Moved, illness, other 0% Status unknown
Sites La Cima Middle School Amphitheater Middle School	Partners Community volunteers Local businesses	



5 Arizona Agribusiness & Equine Center Inc. AIMS IDP Program		Years receiving ADE funds: 4
<p>The Center serves primarily low-income teens and young adults who are at risk of not completing high school or who have documented academic, personal, or vocational barriers to school and workplace success. All sophomores meet with the school counselor and a South Mountain Community College advisor to develop an education and career plan. Students then meet regularly with the school counselor to monitor their progress and make any necessary changes. Students are involved in various community outreach and leadership activities, and each must complete an annual agricultural experience and guided project.</p>		Number of students participated (A) 275 Percent completed 100%
<p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Reduce dropout rate of new and currently enrolled students. Increase students' AIMS scores. Provide internships, summer jobs and hands-on work experiences. Conduct effective professional development activities for teachers. Conduct community service activities. Help students develop leadership skills and sense of civic duty. Increase number of students graduating from high school with AA degree. Successfully transition students into a four-year college and/or workplace. <p>Main Activities</p> <ul style="list-style-type: none"> Academic and AIMS intervention activities in math, science, reading and other core subjects for all students. Enable students to earn college credits or AA degree while in high school. Comprehensive training in Arizona workplace skills and readiness. Internships and employment opportunities. Follow-up to ensure students continue their academic or career track. Community service activities to develop leadership skills and sense of civic pride and duty. Hands-on experience through the science lab, job shadowing, working with local employers, and the equine program. 		<p>Participant Demographics(B) *</p> <ul style="list-style-type: none"> 39% Male 61% Female 6% White 73% Hispanic/Latina/o 18% African American 4% Asian/Pacific Islander 0% Native American 0% Other 55% Freshman 39% Sophomore 5% Junior 0% Senior 0% Follow-up <p>Qualified for inclusion as "at-risk" (C) *</p> <ul style="list-style-type: none"> 6% Special Education 7% English Language Learners <p>Average hours of participation (D) *</p> <ul style="list-style-type: none"> 77 hours per student 75 hours of academic/tutoring 2 hours community service <1 hours workplace skills instruction <p>AIMS Achievement (H) *</p> <ul style="list-style-type: none"> 101 took Reading, 84% met/exceeded 95 took Writing, 91% met/exceeded 112 took Math, 68% met/exceeded 149 met/exceeded ALL components
<p>Sites</p> <p>Varies by activity & partner</p>	<p>Selected Partners (20 total)</p> <ul style="list-style-type: none"> Parents Maricopa Community Colleges Arizona State University Cities of Phoenix & Levine US & AZ Dept. of Agriculture Phoenix Zoo St. Mary's Food Bank Alliance TG Barr Elementary School 	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 84% Re-enrolled 6% Graduated or received GED 10% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 83% Graduated 0% Received GED

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<p>6 Arizona Call-a-Teen Youth Resources, Inc. Youth Excel Project</p> <p>The Youth Excel Project (YEP) began in the school year 2002 – 2003. YEP youth have multiple barriers to success in both academics and the workforce. The original project operated at two alternative schools: The ACYR Center of Excellence (CoE), and the Continuing Education Academy, the alternative campus of the Tolleson Unified School district. 2005-2006 was the first year that YEP focused solely on students at CoE in an effort to address trends such as a high absentee rate and increases in disciplinary referrals, vandalism, and gang activity. Program strategies include a project-based learning approach designed to 1) incorporate content area learning, workplace and leadership skills in a student project; 2) support the age-appropriate skills that are critical to survival and healthy development; 3) engage students as central actors in their own development. In 2007-2008 Project-Based Learning was implemented fully in YEP led classes. Students identified issues and created a curriculum for studying the questions.</p> <p>Major Goal(s) & Objectives</p> <p>Raise graduation rates for at-risk students by working to increase AIMS scores, GPAs, and attendance rates.</p> <p>Main Activities</p> <p>One-on-one or small group tutoring. Individualized Learning Groups and Project-Based Learning. Community service. Work experiences. Effective connections with a competent, caring adult.</p>		<p>Years receiving ADE funds: 6</p> <p>Number of students participated (A) 70 Percent completed 36%</p> <p>Participant Demographics(B) *</p> <p>43% Male 57% Female</p> <p>3% White 87% Hispanic/Latina/o 9% African American 0% Asian/Pacific Islander 0% Native American 2% Other</p> <p>10% Freshman 17% Sophomore 30% Junior 31% Senior 11% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>11% Special Education 17% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>133 hours per student 36 hours of academic/tutoring 11 hours community service 86 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>52 took Reading, 52% met/exceeded 52 took Writing, 52% met/exceeded 40 took Math, 40% met/exceeded 16 met/exceeded ALL components</p> <p>Status of all students at end of program year (J)*</p> <p>40% Re-enrolled 36% Graduated or received GED 24% Moved, illness, other 0% Status unknown</p> <p>Juniors, Seniors and follow-up students only (K)*</p> <p>73% Graduated 0% Received GED</p>
<p>Sites</p> <p>ACYR Center of Excellence</p>	<p>Partners</p> <p>Center of Excellence High School City of Phoenix Workforce Investment Act Phoenix Youth At Risk Maricopa Youth Alliance</p>	

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<p>7b AZ Board of Regents. NAU GEAR UP (Grades 9-12)</p> <p>The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UnP) is a 6-year research-based dropout prevention and college access program. School-based Site Coordinators and other local district staff provide services to students. The program provides academic support that is systematic and continuous, using a cohort model to introduce students beginning in 7th grade and following through graduation. Funds from this program were used to serve students at two high schools and to track previous program participants from nine additional schools.</p> <p>Major Goal(s) & Objective(s)</p> <p>To increase significantly the number of students from stay in school and are prepared to enter and succeed in post-secondary education, training, or employment.</p> <p>The program has six measurable performance objectives, with a comprehensive plan for data gathering, analysis, and evaluation.</p> <p>Tracking of post-secondary students, returning seniors, and dropouts.</p> <p>Main Activities</p> <p>GEAR UP provides a range of strategies, activities, and programs, including community support, family involvement, mentoring/tutoring, community service, after school programs, professional development for teachers and administrators, career and technical education, and educational technology. These include the following:</p> <ul style="list-style-type: none"> AIMS preparation workshops Development of Personal Learning Plans PSAT, ACT, and SAT preparation workshops Career, leadership, and skill building workshops Job shadowing, career exploration, and workplace skills development College visits and Post-secondary Education Planning Sessions, including information on financial aid and scholarships. 		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 2,101</p> <p>Percent completed 90%</p> <p>Participant Demographics(B) *</p> <ul style="list-style-type: none"> 49% Male 51% Female 20% White 67% Hispanic/Latina/o 3% African American 1% Asian/Pacific Islander 9% Native American 0% Other 86% Freshman 4% Sophomore 5% Junior 5% Senior 0% Follow-up <p>Qualified for inclusion as “at-risk” (C)*</p> <ul style="list-style-type: none"> 3% Special Education 5% English Language Learners <p>Average hours of participation (D) *</p> <ul style="list-style-type: none"> 6 hours per student 4 hours of academic/tutoring 1 hours community service 2 hours workplace skills instruction <p>AIMS Achievement (H) *</p> <ul style="list-style-type: none"> 195 took Reading, 76% met/exceeded 194 took Writing, 77% met/exceeded 194 took Math, 80% met/exceeded 143 met/exceeded ALL components
<p>Sites</p> <ul style="list-style-type: none"> Carl Hayden High School (Phoenix) Cibola High School (Yuma) Coolidge High School (Coolidge) Globe High School (Globe) Kofa High School (Yuma) Miami High School (Miami) Sinagua High School (Flagstaff) Yuma High School (Yuma) 	<p>Selected Partners (17 total)</p> <ul style="list-style-type: none"> Arizona Department of Education U.S. Department of Education AZ College Scholarship Foundation AZ Commission for Postsecondary Education Arizona State University Big Brothers/Big Sisters of Flagstaff Pima County Health Department New York Times Knowledge Network Virginia G. Piper Charitable Trust 	<p>Distribution of students at end of program year (J)*</p> <ul style="list-style-type: none"> 80% Re-enrolled 0% Graduated or received GED 19% Moved, illness, other 1% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> NA% Graduated NA% Received GED



8 Cave Creek Unified School District: Cactus Shadows High School Falcon Success for Students Program		Years receiving ADE funds: 4
<p>The Cave Creek AIMS/Dropout Prevention program targets students in one or more of the following areas: failed more than 2 academic classes in their first semester; 12th grade students in jeopardy of withdrawing or not graduating; 9th grade students who failed first semester Algebra or English; students who have challenges including academic, high absenteeism, substance abuse, discipline concerns; students with low AIMS or Terra Nova scores; ELL and special education students; students who are deficient in credits for grade placement; and students with barriers to school completion because of pregnancy and parenting, problems with substance use and psycho-social issues. Students are self-identified or identified by a guidance counselor. Cactus Shadows uses the Jobs for Arizona’s Graduates (JAG) to support students meeting these criteria.</p>		Number of students participated (A) 30 Percent completed 93%
<p>Major Goal(s) & Objectives Meet the needs of each student so that he or she can successfully pass the AIMS, pass all classes, and graduate from high school with the skills to be successful either in the workforce or at a post-secondary institution.</p> <p>Main Activities Creation of a safe environment through group dynamics and Circle of Trust team cohesiveness activities in the daily JAG curriculum. Implementation of competency-based JAG curriculum: employability skills training, career association, community service, guidance counseling, academic remediation, work based learning and field trips/guest speakers. AIMS tutoring and workshop activities. Community Service projects and participation in a JAG Leadership Conference. Home visits, family dinners, and family assistance with communication and crisis management. Coordination in tutoring and field trips with the schools International Baccalaureate program Partnership with International Baccalaureate program for fundraising and campus leadership Integration of personal goal setting plans within the family structure; regular parent involvement and communication</p>		<p>Participant Demographics(B) * 60% Male 40% Female 43% White 47% Hispanic/Latina/o 7% African American 0% Asian/Pacific Islander 0% Native American 3% Other 17% Freshman 23% Sophomore 27% Junior 27% Senior 7% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)* 23% Special Education 27% English Language Learners</p> <p>Average hours of participation (D) * 165 hours per student 117 hours of academic/tutoring 38 hours community service 10 hours workplace skills instruction</p> <p>AIMS Achievement (H) * 25 took Reading, 84% met/exceeded 23 took Writing, 83% met/exceeded 16 took Math, 88% met/exceeded 22 met/exceeded ALL components</p>
<p>Sites Cactus Shadows High School</p>	<p>Partners ACE SUCCEED at Paradise Valley Community College JAG Arizona Scottsdale Healthcare MOJO Pie Company</p>	<p>Status of all students at end of program year (J)* 60% Re-enrolled 33% Graduated or received GED 7% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)* ND% Graduated ND% Received GED</p>

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9a Chino Valley Unified School District: Cougar Academic Team - Ultra (Grades 7-8) The Chino Valley USD has adopted a multi-dimensional approach involving all teachers and students in the middle and high schools as well as targeting at-risk students (those who have low AIMS, those who are over-age for grade level, students who are credit deficient, and those with attendance problems.) Major Goal(s) & Objectives Decrease the drop-out rate to less than 2%. Reduce discipline infractions. Appropriately place all students in the learning environment that best meets their individual needs. Improve student daily attendance to 95%. Improve our teaching skills to best meet the needs of our learners. Main Activities In addition to academic remediation and tutoring, the Jump Start summer transition program has been designed for students who would otherwise be retained in the 8 th grade, to improve reading and math skills and facilitate a smooth transition to high school. The IMF (Interventions for Middle School) allows over age middle school students the option of attending school with the Bridges students at the high school. Vertical alignment of curriculum with middle school and high school staff has been initiated.		Years receiving ADE funds: 2
		Number of students participated (A) 12 Percent completed 83%
		Participant Demographics(B) * 75% Male 25% Female 67% White 33% Hispanic/Latina/o 0% African American 0% Asian/Pacific Islander 0% Native American 0% Other 25% 7 th Grade 75% 8 th Grade
		Qualified for inclusion as "at-risk" (C)* 8% Special Education 0% English Language Learners Average hours of participation (D) * 5 hours per student 5 hours of academic/tutoring 0 hours community service 0 hours workplace skills instruction Status of all students at end of program year (J)* 75% Re-enrolled 25% Moved, illness, other 0% Status unknown
Sites Heritage Middle School Chino Valley High School	Partners Hope Foundation	

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category.



9b Chino Valley Unified District: Cougar Academic Team – Ultra (Grades 9-12)		Years receiving ADE funds: 1
<p>The Chino Valley District is phasing in changes in the high school daily schedule to personalize the school environment for all students. A school within a school has been created to reach at-risk students, including those who have not passed AIMS, who are over-age for grade level, students who are credit deficient, and those with attendance problems. The district has also adopted a modified all-year calendar with built in intersession courses for extension of learning.</p>		Number of students participated (A) 102 Percent completed 91%
<p>Major Goal(s) & Objectives</p> <p>Increase the graduation rate to greater than 95%. Decrease the drop-out rate to less than 2%. Facilitate smooth transitions to post-secondary opportunities such as military service, workplace, college, and continuing training and education. Reduce discipline infractions. Appropriately place all students in the learning environment that best meets their individual needs. Improve student daily attendance to 95%. Improve teaching skills to best meet the needs of learners.</p>		<p>Participant Demographics (B)*</p> <p>57% Male 43% Female 69% White 26% Hispanic/Latina/o 3% African American 0% Asian/Pacific Islander 3% Native American 0% Other</p> <p>5% Freshman 9% Sophomore 28% Junior 58% Senior 0% Follow-up</p>
<p>Main Activities</p> <p>For sophomores, a twenty-five minute advisor/advisee period has been established during the regular school day, when small groups of students interact with teachers using character education designed around the Stephen Covey Curriculum 7 Habits of Highly Effective Teens, reviewing individual academic progress and setting AIMS and academic goals. A forty-hour service learning component was added to the graduation requirements as part of the Cougar Pride Program and continues until graduation.</p> <p>Components of the school within a school include tutoring and Interventions in Regular Ed (IRE) that permits students to use technology based learning tools during the day or in extended hours, focusing on credit recovery. The Bridges program, with its own staff, is designed to allow for meeting graduation requirements through participation in this one program. Through a local agency, weekly counseling is available to at-risk students to facilitate emotional and social stability to attain academic success.</p>		<p>Qualified for inclusion as “at-risk” (C)*</p> <p>29% Special Education 2% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>389 hours per student 304 hours of academic/tutoring 12 hours community service 72 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>97 took Reading, 67% met/exceeded 97 took Writing, 59% met/exceeded 88 took Math, 50% met/exceeded 41 met/exceeded ALL components</p>
<p>Sites</p> <p>Chino Valley High School</p>	<p>Partners</p> <p>Hope Foundation</p>	<p>Status of all students at end of program year (J)*</p> <p>48% Re-enrolled 37% Graduated or received GED 15% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>ND% Graduated ND% Received GED</p>

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<p>10 Coconino Career Center Independent Learning Center</p> <p>The Independent Learning Center is a dropout prevention and employment program that has been in operation since 1995. It provides an alternative setting for students to complete the credits required to graduate from high school. The ILC is a non-traditional environment that consists of 10 computers equipped with <i>Nova Net</i> computer-based instruction and a positive environment in which students learn at their own pace to complete credits toward graduation. While completing credits, students stay enrolled at their home high school and attend classes at the ILC. The students that the ILC serves are those identified by their counselors as being at-risk of dropping out of high school or not graduating on time. Recruitment occurs through high schools and bi-annual community outreach, and there is often a waiting list to enter the program.</p> <p>Major Goal(s) & Objectives</p> <p>The driving goals of the ILC are dropout prevention, AIMS intervention, and credit recovery, with an emphasis on workplace and life management skills.</p> <p>Main Activities</p> <p>Development of Individual Service Strategy (ISS) for each student in collaboration with a teacher and a Career Coach. Continual monitoring of progress on the goals outlined in the ISS.</p> <p>Attendance monitoring with a Learning Contract,</p> <p>Monthly meeting with a Career Coach, and Progress Reports from a teacher every six weeks.</p> <p>Online and offline courses, including AIMS preparation courses.</p> <p>Eight-week elective course, Life and Work Management Skills, based on the Arizona Workplace Skills Standards.</p> <p>Paid and unpaid internships.</p> <p>Various activities to complement coursework, including community service, career planning, team building, leadership development, and afternoon workshops.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 54 Percent completed 98%</p> <p>Participant Demographics(B) *</p> <p>44% Male 56% Female</p> <p>39% White 29% Hispanic/Latina/o 10% African American 4% Asian/Pacific Islander 18% Native American 0% Other</p> <p>0% Freshman 4% Sophomore 26% Junior 17% Senior 54% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)*</p> <p>15% Special Education 0% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>1074 hours per student 497 hours of academic/tutoring 17 hours community service 560 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>26 took Reading, 77% met/exceeded 26 took Writing, 89% met/exceeded 26 took Math, 77% met/exceeded 19 met/exceeded ALL components</p>
<p>Sites</p> <p>Coconino Career Center, Independent Learning Center</p>	<p>Selected Partners (11 total)</p> <p>Flagstaff Unified School District Qwest Foundation Northern Arizona University Coconino Community College Coconino County Juvenile Services Youth in Action AmeriCorps Workforce Investment Board Youth Council</p>	<p>Status of all students at end of program year (J)*</p> <p>38% Re-enrolled 55% Graduated or received GED 0% Moved, illness, other 7% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>53% Graduated 5% Received GED</p>

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<p>11 Coconino County Regional Accommodation School District #99</p> <p>Coconino County Regional Accommodation School District (CCRASD) is a dropout recovery program providing an alternative path to a high school diploma for students who are unlikely to continue education in a traditional high school setting. The program utilizes established techniques to accommodate student needs, including curriculum that supports both social and academic development. The program serves at-risk youth who meet various academic and socio-economic criteria such as dropping out of school, failing grades, deficient credits, low AIMS scores, economic disadvantage, limited English proficiency, pregnant or parenting, learning disabled, disciplinary problems, and substance abuse. A strategic nine-week block schedule allows students the opportunity to recapture lost credit.</p> <p>Major Goal(s) & Objective(s)</p> <p>Facilitate transition services, including career and educational guidance through collaboration with community businesses and post-secondary educational institutions.</p> <p>Improve retention through monitoring of students' attendance, academic progress and potential risk factors.</p> <p>Provide remediation and intervention while integrating workplace skills and community service opportunities into classroom instruction.</p> <p>Main Activities</p> <p>Small team-taught classes with integrated standards-based curricula.</p> <p>Individualized instruction and alternative education.</p> <p>Incorporation of prevention and intervention strategies into daily classroom activities.</p> <p>Tutoring and AIMS preparation.</p> <p>Provide career and academic counseling, social service referrals and transition services.</p> <p>Collaboration with community organizations for service learning and leadership development.</p> <p>Various employment-related activities, including an on-the-job training class for employed students, guest speakers and job placement assistance.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 201</p> <p>Percent completed 91%</p> <p>Participant Demographics (B)*</p> <p>61% Male 39% Female</p> <p>24% White 12% Hispanic/Latina/o 5% African American 0% Asian/Pacific Islander 59% Native American 0% Other</p> <p>1% Freshman 5% Sophomore 22% Junior 72% Senior 0% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)*</p> <p>17% Special Education 4% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>520 hours per student 405 hours academic/tutoring 2 hours community service 114 hours workplace skills</p> <p>AIMS Achievement (H)*</p> <p>190 took Reading, 52% met/exceeded 188 took Writing, 56% met/exceeded 178 took Math, 56% met/exceeded 89 met/exceeded ALL components</p>
<p>Sites</p> <p>Tse'Yaato' Accommodation High School (Page)</p> <p>Ponderosa Accommodation High School (Flagstaff)</p>	<p>Selected Partners (35 total)</p> <p>Boyer Metal Wal-Mart Page Supply Martin Surveyors Arizona State University Northern Arizona University Coconino Community College Flagstaff Chamber of Commerce U.S. Army & Marine Corp</p>	<p>Status of all students at end of program year (J)*</p> <p>31% Re-enrolled 53% Graduated or received GED 17% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>ND% Graduated ND% Received GED</p>

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<p>12 Douglas Unified District D-Pass (Drop-Out Prevention, AIMS and School Success)</p> <p>The D-Pass project includes an alternative school, the D-Pass Day School, which opened in the fall of 2007, as well as an after school Credit Recovery program. Students are identified in several ways: incoming freshmen who failed one or more portions of the 8th grade AIMS; students who failed one or more courses during the school year; seniors who have not passed all areas of AIMS; seniors at risk of not graduating on-time; and students with a record with the County Probation Department wishing to complete their high school education. Students may self-select or be recommended by parents, counselors, administrators, teachers and juvenile probation officers. The credit recovery class has a maximum of 24 students completing the work on an individual basis. (Delete: “the Day School is open only to those with court involvement)</p> <p>Major Goal(s) & Objectives</p> <p>Assist seniors to graduate on-time through credit recovery. Provide seniors who have not passed all areas of AIMS with interventions to assist them in their academic learning. Enable struggling students with a record in the Cochise County Juvenile Probation Office to complete their high school education. Identify incoming freshman with low 8th grade AIMS scores for intervention. Provide flexible summer school credit recovery opportunities to students who failed one or more courses during the year.</p> <p>Main Activities</p> <p>Computer-based courses (PLATO courseware) with elements of traditional instruction such as essays and reports form the core of the course recovery program, along with AIMS tutoring. Students are closely monitored and assisted daily by staff. Delete: Partner Colors of Success presents an eight session jobs readiness skills course to Day School students. Two Colors of Success counselors assist students with transitions to the workplace or higher education.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 167 Percent completed 84%</p> <p>Participant Demographics (B)*</p> <p>51% Male 49% Female 1% White 98% Hispanic/Latina/o 0% African American 1% Asian/Pacific Islander 0% Native American 0% Other</p> <p>2% Freshman 11% Sophomore 13% Junior 35% Senior 39% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>4% Special Education 15% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>425 hours per student 425 hours of academic/tutoring 0 hours community service 0 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>114 took Reading, 89% met/exceeded 114 took Writing, 92% met/exceeded 106 took Math, 80% met/exceeded 85 met/exceeded ALL components</p>
<p>Sites</p> <p>Douglas High School</p>	<p>Partners</p> <p>Colors of Success, Inc. - DELETE</p>	<p>Status of all students at end of program year (J)*</p> <p>25% Re-enrolled 67% Graduated or received GED 8% Moved, illness, other <1% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>54% Graduated 0% Received GED</p>

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<p>13 Dysart Unified School District: EXPRESS</p> <p>Dysart Express has evolved in a three-pronged attack on AIMS Intervention and Drop Out Prevention. Prong one, identify students caught in the middle with little to no ties to school and demonstrating underperformance academically. Support those students by an AVID elective (Advancement Via Individual Determination) in which they get enriched activities in Writing, Inquiry, Reading and Collaboration. Prong two, math coaching and intervention to support students identified as at-risk in failing math and potentially not successful in meeting AIMS math standards. Provide those students with specific intervention support and provide their teachers with mastery strategies to support learning. Prong three, identify students behind in credits and not meeting AIMS standards. Provide those students with credit recovery and counseling support to get them back on track.</p> <p>Major Goal(s) & Objectives</p> <p>90% of students will score “Exceeds” on reading, writing and AIMS tests by their senior year of high school.</p> <p>20% of students will earn an honors credit by their senior year in high school.</p> <p>95% of students will receive A’s and B’s in their core freshman and sophomore classes.</p> <p>90% of students will be in an extra-curricular or co-curricular activity by their junior year.</p> <p>60% of students will take a leadership role in an extra- or co-curricular activity by their senior year.</p> <p>Main Activities</p> <p>Dysart Express focuses intervention and support in core classes, through a Freshman Academy with its own English, Social Studies and Math teachers, who work as a team with a counselor, science teacher, assistant principal and instructional coach to coordinate curriculum, create integrated units, identify students in need of intervention, and assist these students. Academic skills and workplace skills (communication, listening, computation, data analysis, critical thinking, collaboration, career exploration, college exploration and use of technology) are at the center of the AVID program where teachers loop with the students through high school. Additional tutoring and mentoring is available in AVID and after school. A+ supports credit recovery and counseling for students not on track. Students establish career and college goals and develop personal six-year action plans. The school has implemented advisory periods to enhance student/student and student/teacher communication.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 145</p> <p>Percent completed 91%</p> <p>Participant Demographics (B)*</p> <p>50% Male 50% Female</p> <p>20% White 57% Hispanic/Latina/o 12% African American 4% Asian/Pacific Islander 3% Native American 4% Other</p> <p>18% Freshman 20% Sophomore 20% Junior 42% Senior NA% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>6% Special Education 11% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>44 hours per student 44 hours of academic/tutoring 0 hours community service <1 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>107 took Reading, 79% met/exceeded 107 took Writing, 80% met/exceeded 83 took Math, 88% met/exceeded 62 met/exceeded ALL components</p> <p>Status of all students at end of program year (J)*</p> <p>49% Re-enrolled 42% Graduated or received GED 9% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>ND% Graduated ND% Received GED</p>
<p>Sites</p> <p>Dysart High School</p>	<p>Partners</p> <p>GEAR UP, 21st Century Unitown/Anytown</p>	

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<p>14 Dysart Unified School District: Success Academy (Grade 9 & 10)</p> <p>Dysart USD created the Success Academy as small core learning communities for freshmen at Willow Canyon and Valley Vista High Schools. Students are selected through referrals by their 8th grade teachers as being at risk for dropping out. Criteria included failing AIMS or any 8th grade class, high number of absences or office referrals, economic disadvantage, or scores in the bottom quartile of the AZAC test.</p> <p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Involve students at risk in small learning communities to help them succeed in academic areas. Match students with adult and student mentors and counselors. Increase attendance and decrease the disciplinary referrals for Academy students. Ease the transition to high school through a summer Freshman Transition program. Involve all students in extracurricular activities or community service. Create ‘smart classrooms’ with state of the art technology. Involve parents through a Parent University. <p>Main Activities</p> <p>The schools created small learning communities by locating Success Academy classrooms next door to each other within each school, where teachers have been able to create their own schedules to meet the needs of students and to assemble a library for their students. Following a Bridges program for students who failed 8th grade math or English classes and Freshman Transition summer program, students join the Success Academy and develop a six-year plan with their counselor.</p> <p>Interventions include personalized reading; computer programs for additional math, English and writing; mentoring, counseling and after school tutoring; “smart classrooms” with technology training and consistent application; workplace skills development and career exploration through the FROSH Focus class (for all 9th graders); and community involvement through extracurricular activities and community service. An Honors by Choice option allows students to earn honors credit in English math, social studies and science.</p> <p>Parents are involved through weekly progress reports, which must be signed and returned to school. In addition, the program presents parent forums, sends ‘good news’ cards home describing positive student behavior and achievements, and is developing parent activities, such as Parent University activities.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 588</p> <p>Percent completed 93%</p> <p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 54% Male 46% Female 43% White 40% Hispanic/Latina/o 13% African American 2% Asian/Pacific Islander 1% Native American 2% Other 86% Freshman 14% Sophomores 0% Juniors 0% Seniors <p>Qualified for inclusion as “at-risk” (C)*</p> <ul style="list-style-type: none"> 11% Special Education 10% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 234 hours per student 233 hours of academic/tutoring 1 hour community service 0 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> ND took Reading, ND% met/exceeded ND took Writing, ND% met/exceeded ND took Math, ND% met/exceeded ND met/exceeded ALL components <p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 92% Re-enrolled 8% Moved, illness, other <1% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> NA% Graduated NA% Received GED
<p>Sites</p> <p>Willow Canyon High School Valley Vista High School</p>	<p>Partners</p> <p>None mentioned</p>	

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<p>15 The EDGE High School</p> <p>EDGE High School’s program targets freshman and seniors, while providing activities for all students at risk for dropping out of the charter high school. School data indicate that 9th graders are four times more likely to drop out than students in other grades. Participants in the program are 14 to 21 years old and fall into two categories: freshman plus students from other cohorts with less than 5 high school credits, and seniors without diploma or GED, meeting 1 or more measurable criterion for at-risk students described in ARS 15-809. In all, 55 students were selected for the program, with 37 others taking part in one or more activities.</p> <p>Major Goal(s) & Objectives</p> <p>Assist all freshmen to make adequate progress toward mastering state standards and advancing to the next grade level.</p> <p>Assure that all seniors pass all sections of the AIMS.</p> <p>Assist at-risk student to graduate.</p> <p>Main Activities</p> <p>A Freshman Academy was designed to give 9th graders a more structured, differentiated learning experience using curricula with character development and career focus. Students receive specific instruction in goal setting and study skills.</p> <p>For seniors, credit recovery is the primary strategy, including opportunities during school breaks and vacations, accelerated courses and testing –out options, and a College Bridge Program where students earn concurrent credit for Community College classes.</p> <p>Interventions include mentoring and tutoring, peer tutoring, AIMS preparation courses, basic skills remediation, and individualized instruction, with supplemental materials to address the needs of English learners. A transition specialist tracks and trouble-shoots attendance issues, develops Personalized Learning Plans for each student, coordinates Workplace and Civic Education, and is responsible for follow- up activities.</p> <p>Students were involved in job shadowing, and participated in a series of 18 presentations by local businesses. One student served as an intern at the University of Arizona Human Genome Laboratory, and 4 students completed JTED courses.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 55</p> <p>Percent completed 82%</p> <p>Participant Demographics (B)*</p> <p>35% Male 66% Female 31% White 55% Hispanic/Latina/o 7% African American 0% Asian/Pacific Islander 7% Native American 0% Other</p> <p>31% Freshman 7% Sophomore 27% Junior 35% Senior 0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p><1% Special Education 0% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>72 hours per student 54 hours of academic/tutoring 9 hours community service 10 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>41 took Reading, 85% met/exceeded 41 took Writing, 85% met/exceeded 34 took Math, 53% met/exceeded 18 met/exceeded ALL components</p>
<p>Sites</p> <p>EDGE High School Himmel Park</p>	<p>Partners</p> <p>Patio Pools, Inc. Pima Community College The Bridge Program Tucson Electric Power Tucson Medical Center University Medical Center University of Arizona</p>	<p>Status of all students at end of program year (J)*</p> <p>53% Re-enrolled 13% Graduated or received GED 34% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>16% Graduated 0% Received GED</p>

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category.



<p>16a Excalibur Charter School Inc. AIMS IDP Prevention (Grades 7-8) Avalon Elementary School is a K-8 charter school, with 7th and 8th grade classes selected for the AIMS IDP Prevention intervention. Particular attention is focused on students not meeting the standard on any AIMS test, students more than one year behind on credits, pregnant or parenting students, those with learning or other disabilities or having 504 education plans, and students with disciplinary records.</p> <p>Major Goal(s) & Objective(s) Assisting students to achieve grade level academic proficiency prior to secondary school. Decrease student withdrawals. Facilitate the development of long term goals for students to motivate them through graduation. Give students basic career research and employment skills.</p> <p>Main Activities All students receive comprehensive assessment of individual academic level, skills, learning styles, followed by the development of a Personal Learning Plan and Career and Training Portfolio. The program collaborates with English and Math teachers to implement a remediation plan for each student. All students attend Life and Workplace Skills and Career Planning and Exploration classes</p>		<p>Years receiving ADE funds: 2</p>
		<p>Number of students participated (A) 68 Percent completed 77%</p>
		<p>Participant Demographics(B) * 44% Male 56%Female 68% White 31% Hispanic/Latina/o 2% African American 0% Asian/Pacific Islander 0% Native American 0% Other 53% 7th Grade 47% 8th Grade</p>
		<p>Qualified for inclusion as “at-risk” (C)* 18% Special Education 3% English Language Learners</p> <p>Average hours of participation (D) * 126 hours per student 122 hours of academic/tutoring 4 hours community service 0 hours workplace skills instruction</p>
<p>Sites Avalon School (K-8)</p>	<p>Partners East Valley Institute of Technology K12 Virtual High School K.E.M Martial Arts Academy Washington Mutual Bank</p>	<p>Status of all students at end of program year (J)* 74% Re-enrolled 26% Moved, illness, other 0% Status unknown</p>

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<p>16b Excalibur Charter School, Inc. AIMS IDP Prevention (Grades 9-12)</p> <p>Excalibur High School is a small charter schools whose students all participate in the AIMS IDP Prevention program. Particular attention is given to students not meeting the standard on any AIMS test, students more than one year behind on credits, pregnant or parenting students, students with learning or other disabilities or having 504 education plans, and students with disciplinary records.</p> <p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Increase the number of students meeting standards on the AIMS tests. Decrease student withdrawals. Improve graduation rates. Increase credit progress toward graduation. Improve students' attitudes and enthusiasm toward academic achievement. <p>Main Activities</p> <p>All students receive comprehensive assessment of individual academic level, skills, learning styles, followed by the development of a Personal Learning Plan and Career and Training Portfolio. The program collaborates with English and math teachers to implement a remediation plan for each student. AIMS preparation classes are supplemented with individual tutoring sessions for juniors and seniors and computerized resources, including web-based tutorial Study Island, Bridges Transitions, and in-house Larsen Math Tutorial.</p> <p>All students attend Life and Workplace Skills and Career Planning and Exploration classes. In a semester-long project, student teams researched and developed a model business. A career week included daily competitions in resume writing, job interviewing and presenting a unique and different business idea, with a final field trip to East Valley Technical Institute. Graduating students received transition counseling to employment, vocational programs, the military or college. Regional colleges and military recruiters make presentations at the school.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 70</p> <p>Percent completed 86%</p> <p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 51% Male 49% Female 74% White 22% Hispanic/Latina/o 1% African American 0% Asian/Pacific Islander 3% Native American 0% Other 20% Freshman 30% Sophomore 28% Junior 23% Senior 0% Follow-up <p>Qualified for inclusion as "at-risk" (C)*</p> <ul style="list-style-type: none"> 14% Special Education 0% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 117 hours per student 89 hours of academic/tutoring 21 hours community service 8 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> 42 took Reading, 69% met/exceeded 43 took Writing, 44% met/exceeded 32 took Math, 47% met/exceeded 10 met/exceeded ALL components
<p>Sites</p> <p>Excalibur High School</p>	<p>Partners</p> <p>East Valley Institute of Technology K12 Virtual High School K.E.M Martial Arts Academy Washington Mutual Bank</p>	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 37% Re-enrolled 26% Graduated or received GED 37% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> ND% Graduated ND% Received GED

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17 Flagstaff Unified School District: The Wings Academy at Flagstaff High School (Grade 9)		Years receiving ADE funds: 2
<p>The Wings Academy serves 9th grade students with the following risk factors for dropping out of school: poor attendance patterns, low academic performance, weak achievement on standardized tests, speaking English as a second language, disciplinary and social problems in school, vocational barriers to success, and teacher referrals from the middle school. In addition, parents may choose the Academy during registration.</p>		Number of students participated (A) 76 Percent completed 93%
Major Goal(s) & Objective(s)		Participant Demographics(B) * 54% Male 46% Female 43% White 19% Hispanic/Latina/o 3% African American 1% Asian/Pacific Islander 34% Native American 0% Other 100% Freshmen 0% Sophomores 0% Juniors 0% Seniors
<p>Divert the failure syndrome for freshmen students by redesigning 9th grade.</p> <p>Retain the integrity of the freshman class through promotion and completion of all introductory high school course work.</p>		Qualified for inclusion as "at-risk" (C)* 43% Special Education 0% English Language Learners
Main Activities		Average hours of participation (D) * 935 hours per student 852 hours of academic/tutoring 75 hours community service 7 hours workplace skills instruction
<p>The Academy embeds three core courses into the first three hours of the school day, so that these freshman students work together on Math (Pre-Algebra), English and Projects in a small learning community within the larger high school. Projects include computer application skills, website creation and management, and completion of a campus project mini-grant application. A project-designated guidance counselor reviews records of each student, develops a four year plan (Career Education Action Plan) and student portfolio and discusses career options. Students are tutored two days per week within the class schedule, and additional tutoring is available after school. College campus and workplace visits, as well as guest speakers are included in the program, and the student work together on community service projects. At the end of the year, students will move into Algebra and English classes with their current teachers within the school's regular block schedule.</p> <p>A Summer Math Academy is available to 7th and 8th graders. Twenty-three 8th graders attended during the summer of 2007 and completed an average of 93 hours of class work, tutoring, community service and workplace visits.</p>		Status of all students at end of program year (J)* 84% Re-enrolled 16% Moved, illness, other 0% Status unknown
Sites	Partners	
Flagstaff High School	Kilani Dormitory The Family Resource Center Peers Program Flagstaff Chamber of Commerce Social Centric Northern Arizona University	

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18 Gila County Regional School District		Years receiving ADE funds: 2
<p>The Gila County Regional School District operates open enrollment alternative high school programs at the Globe Education Center and the Payson Education Center for Grades 9-12. Students targeted for these programs include those who have failed a grade or are deficient in credits for their grade level, those with low AIMS Test scores, economically disadvantaged students, students with disabilities or documented learning disabilities, pregnant and parenting students, those considered at-risk for dropping out of the traditional school setting, and students with limited English proficiency.</p> <p>A portion of those students attending the Globe Education Center participate in the AIMS Intervention and Dropout Prevention Grant funded Jobs for Arizona Graduates Program. Jobs for Arizona's Graduates (JAG) is a non-profit organized in 1990 that partners with school districts, the business community, the public sector, and other non-profits. JAG's mission is to help young people stay in school and acquire the academic, personal, leadership, and vocational skills they will need to be successful upon graduation. A program coordinator (JAG teacher) takes personal responsibility for, and is held accountable for, ensuring that program participants stay in school, graduate, and have a career and post secondary plan to enact after graduation. These program coordinators intervene with approximately 20 students per year, which allows them to individualize the services and curriculum program that students receive. Follow-up services continue for 12 months after graduation.</p>		Number of students participated (A) 23 Percent completed 57%
<p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Improve school attendance, grades, AIMS scores, and graduation rates. Reduce disciplinary issues. Participate in community and self-betterment projects and activities. Graduate from high school or return for the following year of school. Secure quality employment and/or enroll in a post-secondary institution. <p>Main Activities</p> <ul style="list-style-type: none"> Instruction in up to 81 academic, workplace and life skills competencies. Academic and AIMS remediation and support, including working with Coordinators to develop Individual Graduation Plans. Community outreach to further students' leadership and vocational skills. School-to-Career Transition program, employment support, internship and volunteer opportunities, and summer school programs Post-graduation support, including assistance in securing quality employment and/or post-secondary educational enrollment. Additional follow-up support for graduates includes career counseling, job search assistance, tutoring for college coursework, and personal mentoring. 		<p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 57% Male 43% Female 52% White 26% Hispanic/Latina/o 0% African American 0% Asian/Pacific Islander 22% Native American 0% Other 30% Freshman 30% Sophomore 26% Junior 13% Senior 0% Follow-up <p>Qualified for inclusion as "at-risk" (C)*</p> <ul style="list-style-type: none"> 9% Special Education 0% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 106 hours per student 70 hours of academic/tutoring 18 hours community service 17 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> 12 took Reading, 25% met/exceeded 12 took Writing, 17% met/exceeded 10 took Math, 20% met/exceeded 2 met/exceeded ALL components
<p>Sites</p> <p>Globe Education Center Payson Education Center -DELETE</p>	<p>Partners</p> <p>Lions Club International Governor's Office for Children, Women and Families Gila County Juvenile Detention Education Program</p>	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 59% Re-enrolled 0% Graduated or received GED 41% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> ND% Graduated ND% Received GED

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category



<p>19 Glendale Union High School District: Career Exploration</p> <p>The Career Explorations Program at the Glendale Union High School District was designed to improve the academic success of at-risk students so that they graduate and become contributing members of society. The two groups originally targeted for this intervention were at-risk students in the School Within a School programs at Moon Valley and Sunnyslope High Schools, and incoming freshmen at Sunnyslope High School. Two additional School Within a School locations were added for the 08-09 school year: Apollo High School and Thunderbird High School. The Assistant Principal for Discipline and Attendance at each school determines student eligibility based on attendance, behavior, pregnancy or parenting obligations, illness, incarceration, recent arrival in Arizona or the district, family crisis, failing grades, or total credits below grade level. Incoming freshmen were selected for this program in order to determine the long-term effects of motivating students toward career paths in their first year of high school.</p> <p>Major Goal(s) & Objectives Help freshmen and School Within a School students acquire the skills necessary to successfully navigate life choices and employment, while exploring a variety of post-secondary program options.</p> <p>Main Activities The main components of the program include the use of Bridges software and other technologies, continued implementation of a Career Foundations course for freshmen and student involvement in planning and participating in service learning activities. Teachers work with students developing Personal Learning Plans (PLP) and electronic portfolios. The freshmen Career Foundations course uses teacher-developed curriculum that focuses on work and career related activities to improve reading, writing, and mathematics skills. Freshmen researched and planned service learning projects as well as participated in service learning activities.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 575 Percent completed 79%</p> <p>Participant Demographics (B)* 55% Male 45% Female 45% White 44% Hispanic/Latina/o 5% African American 2% Asian/Pacific Islander 4% Native American 0% Other 77% Freshman 2% Sophomore 5% Junior 17% Senior 0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)* 3% Special Education 2% English Language Learners</p> <p>Average hours of participation (D)* 90 hours per student 77 hours of academic/tutoring 10 hours community service 3 hours workplace skills instruction</p> <p>AIMS Achievement (H)* 54 took Reading, 76% met/exceeded 57 took Writing, 82% met/exceeded 48 took Math, 69% met/exceeded 29 met/exceeded ALL components</p>
<p>Sites Apollo High School Moon Valley High School, “Oasis Program” Sunnyslope High School Thunderbird High School</p>	<p>Partners Local businesses near the school</p>	<p>Status of students at end of program year (J)* 69% Re-enrolled 11% Graduated or received GED 16% Moved, illness, other 4% Status unknown</p> <p>Seniors and follow-up students only (K)* 57% Graduated 5% Received GED</p>

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<p>20b Indian Oasis Baboquivari High School (Grades 9-12)</p> <p>The program focuses on academic intervention as related to career and technical education and leadership development. The focus is to establish and develop career and technical education goals as well as leadership opportunities through exposure to career conferences, workshops and internships as well as leadership opportunities to increase motivation in academic completion. For academic achievement, we offer tutoring assistance for current classes, tutoring to improve AIMS scores, and credit recovery. Baboquivari High School is located in a remote rural area on the Tohono O’odham Native American Reservation. The program utilizes a research-based, best practices academic tutoring component focusing on math, reading and writing skills that are aligned with State standards for each grade level. Employment and educational opportunities are extremely limited and the program believes that exposing students to opportunities elsewhere would inspire and motivate them to finish high school and make post-secondary plans, while staying committed to giving back to the community through leadership and responsibility. Students attend from 22 village communities.</p> <p>Major Goal(s) & Objective(s)</p> <p>Link academic progress and career and technical educational development to motivate students to attend school and actively participate, rather than dropout.</p> <p>Expand leadership opportunities.</p> <p>Increase academic achievement as measured by coursework completed, credits earned or recovered as well as increase AIMS scores.</p> <p>Main Activities</p> <p>Field trips to address career and technical educational goals, including trips to post-secondary institutions offering advanced career and technical educational programs as well as visits to workplaces.</p> <p>Embedded instruction on workplace readiness skills.</p> <p>Leaderships and civic responsibility skill development.</p> <p>Service learning projects.</p> <p>Academic tutoring aligned with state standards and AIMS.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 205</p> <p>Percent completed 98%</p> <p>Participant Demographics(B) *</p> <p>47% Male</p> <p>53% Female</p> <p>0% White</p> <p>0% Hispanic/Latina/o</p> <p>0% African American</p> <p>1% Asian/Pacific Islander</p> <p>99% Native American</p> <p>0% Other</p> <p>15% Freshman</p> <p>15% Sophomore</p> <p>21% Junior</p> <p>26% Senior</p> <p>23% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>13% Special Education</p> <p>1% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>158 hours per student</p> <p>36 hours of academic/tutoring</p> <p>0 hours community service</p> <p>2 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>167 took Reading, 54% met/exceeded</p> <p>168 took Writing, 56% met/exceeded</p> <p>150 took Math, 37% met/exceeded</p> <p>48 met/exceeded ALL components</p>
<p>Sites</p> <p>Baboquivari High School District</p>	<p>Partners</p> <p>Numerous components of the Tohono O’odham Nation including: the Cultural Museum; the Utility Authority; the Behavioral Health Unit; the Education Department; the Scholarship Department; Employment and Training Program Pima Community College</p>	<p>Status of all students at end of program year (J)*</p> <p>56% Re-enrolled</p> <p>40% Graduated or received GED</p> <p>4% Moved, illness, other</p> <p>0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>87% Graduated</p> <p>2% Received GED</p>

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21 Jobs for Arizona's Graduates, Inc. -- JAG (Grades 9-12)		Years receiving ADE funds: 6
<p>Jobs for Arizona's Graduates (JAG) is a non-profit since 1990 that partners with school districts, the business community, the public sector, and other non-profits. JAG's mission is to help young people stay in school and to acquire the academic, personal, leadership, and vocational skills they will need to be successful upon graduation. A program coordinator (JAG teacher) takes personal responsibility for, and is held accountable for, ensuring that program participants stay in school, graduate, and have a career and post secondary plan to enact after graduation. These program coordinators intervene with approximately 40 students per year, which allows them to individualize the services and curriculum program that students receive. Follow-up services continue for 12 months after graduation.</p>		Number of students participated (A) 1,112 Percent completed 95%
Major Goal(s) & Objectives Improve school attendance, grades, AIMS scores, and graduation rates. Reduce disciplinary issues. Participate in community and self-betterment projects and activities. Graduate from high school or return for following year of school. Secure quality employment and/or enroll in a post-secondary institution.		Participant Demographics(B) * 40% Male 60% Female 16% White 67% Hispanic/Latina/o 8% African American 1% Asian/Pacific Islander 3% Native American 5% Other 7% Freshman 14% Sophomore 22% Junior 32% Senior 25% Follow-up
Main Activities Instruction on up to 81 academic, workplace and life skills competencies. Academic and AIMS remediation and support, including working with coordinators to develop Individual Graduation Plans. Community outreach to further students' leadership and vocational skills. Opportunity Awareness (Multi-year dropout prevention program). Aspire (City of Phoenix WIA Case Management Intervention). School-to-Career Transition program, employment support, internship and volunteer opportunities, and summer school programs. Post-graduation support, including assistance in securing quality employment and/or post-secondary educational enrollment. Additional follow-up support for graduates includes career counseling, job search assistance, tutoring for college coursework, and personal mentoring.		Qualified for inclusion as "at-risk" (C)* 6% Special Education 8% English Language Learners Average hours of participation (D) * 138 hours per student 95 hours of academic/tutoring 36 hours community service 6 hours workplace skills instruction AIMS Achievement (H) * 270 took Reading, 67% met/exceeded 258 took Writing, 63% met/exceeded 132 took Math, 60% met/exceeded ND met/exceeded ALL components
Sites 20 programs at 14 high schools: Arcadia, Copper Canyon, Coronado, Desert View, La Joya, Marcos de Niza, Paradise Valley, Peoria, Santa Cruz Valley Union, Sunnyside, Sunrise Mountain, Tempe, Tolleson, and Westview	Partners Arizona College Scholarship Foundation Arizona Private School Association Cox Communications Junior Achievement Prudential Insurance Phoenix and Maricopa Workforce Connections Scottsdale Healthcare Valley of the Sun United Way USA Funds	Status of all students at end of program year (J)* 45% Re-enrolled 53% Graduated or received GED 2% Moved, illness, other <1% Status unknown Seniors and follow-up students only (K)* 93% Graduated 1% Received GED

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22 Kingman Unified School District #20 AIMS IDP Program		Years receiving ADE funds: 4
<p>The Kingman High School program was available for the full academic year and utilized a variety of teaching methods, including hands-on projects, integrated curricula, classroom instruction, fieldtrips, guest speakers, and courses emphasizing Arizona academic and workplace standards. Students were selected for the program based on several factors: low income, first generation college bound, excessive absenteeism, behavioral or academic problems, failing grades, failing all three AIMS subjects, and/or credit deficiency. The AIMS intervention dropout prevention program works cooperatively with the Positive Applied Learning Styles (PALS) program begun in 1996, and the Positive Alternatives for Student Success (PASS) program that has operated for 15 years. The program was remodeled in its second year to expand the number of students served and to broaden the scope of services provided to at-risk students.</p>		Number of students participated (A) 428 Percent completed 87%
<p>Major Goal(s) & Objective(s)</p> <p>Reduce the dropout rate, increase the number of students graduating and ensure that students have the necessary tools to be successful in all post-secondary educational options.</p> <p>Increase graduation rates, attendance rates, retention rates, grades, AIMS scores, post-secondary enrollment, and parent communication.</p> <p>Track student attendance, grades, and other performance measures.</p> <p>Main Activities</p> <p>Remediation workshops, student mentoring, tutoring, after school and summer credit recovery.</p> <p>Workplace skills instruction, job shadowing, and community service.</p> <p>Participation in the “Why Try?” curriculum, the I-CARE, PALS and PASS programs, student leadership conferences and competitions,</p> <p>Career planning, academic advisement, attendance checks, personal counseling, AIMS testing, and postsecondary education planning sessions.</p> <p>Visits to post-secondary institutions.</p> <p>Parental involvement workshops and communications.</p> <p>Professional development for counselors, teachers and program director.</p>		<p>Participant Demographics(B) *</p> <p>53% Male 47% Female</p> <p>79% White 16% Hispanic/Latina/o 1% African American 1% Asian/Pacific Islander 3% Native American <1% Other</p> <p>40% Freshman 31% Sophomore 16% Junior 13% Senior 0% Follow-up</p>
		<p>Qualified for inclusion as “at-risk” (C)*</p> <p>12% Special Education 3% English Language Learners</p>
		<p>Average hours of participation (D) *</p> <p>183 hours per student 179 hours of academic/tutoring 4 hours community service 0 hours workplace skills instruction</p>
		<p>AIMS Achievement (H) *</p> <p>111 took Reading, 70% met/exceeded 113 took Writing, 66% met/exceeded 132 took Math, 46% met/exceeded 32 met/exceeded ALL components</p>
<p>Sites</p> <p>Kingman High School and feeder districts including Meadview, Golden Valley, Truxton, Hackberry, Dolan Springs, Wikieup, Yucca, and Valentine</p>	<p>Selected Partners (18 total)</p> <p>Mohave Community College Arizona Central College Arizona State University Northern Arizona University Kingman Regional Medical Center Bureau of Land Management Cerbati Cliffs Animal Hospital Mohave County Sheriff’s Department</p>	<p>Status of all students at end of program year (J)*</p> <p>64% Re-enrolled 13% Graduated or received GED 9% Moved, illness, other 14% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>96% Graduated 2% Received GED</p>

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<p>23b Mayer Unified School District: Success For Life (Grades 9-12)</p> <p>Mayer Junior and Senior High School maintains an enrollment of some 260 students in the heart of rural Arizona. Students who did not pass the 10th Grade AIMS are strongly encouraged to attend the Success For Life. The Juvenile Probation Office also refers students to the program. In addition, teachers identify students who do not “fit into the crowd” as potential dropouts. The School District recruits actively through advertising, posters, fliers and meetings in the community. This alternate delivery system combines a credit recovery process and evening hours study sessions with teachers and with computerized learning tools. Two 7th and 8th graders participated in the program this year.</p> <p>Major Goal(s) & Objective(s) Prevent students from dropping out of High School</p> <p>Main Activities Student assessment and goal setting. Plato Pathways remediation self-paced tutorial program Direct instruction by two teachers Academic tutoring AIMS tutoring using the Ideal/Asset web site</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 62 Percent completed 81%</p> <p>Participant Demographics (B)* 66% Male 34% Female 84% White 11% Hispanic/Latina/o 3% African American 0% Asian/Pacific Islander 2% Native American 0% Other 24% Freshman 19% Sophomore 34% Junior 23% Senior 0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)* 21% Special Education 2% English Language Learners</p> <p>Average hours of participation (D)* 43 hours per student 43 hours of academic/tutoring 0 hours community service 0 hours workplace skills instruction</p> <p>AIMS Achievement (H)* 36 took Reading, 22% met/exceeded 36 took Writing, 25% met/exceeded 36 took Math, 8% met/exceeded 3 met/exceeded ALL components</p>
<p>Sites Mayer Junior and Senior High School</p>	<p>Partners Probation Office</p>	<p>Status of all students at end of program year (J)* 66% Re-enrolled 15% Graduated or received GED 19% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)* 64% Graduated 0% Received GED</p>

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<p>24a Mesa Unified School District #4: OnTrack (Grades 7-8)</p> <p>Mesa USD #4 is one of the largest school districts in Arizona with over 83,000 students. Before the start of each academic year, counselors at district high schools identify students who meet the criteria for participation in the OnTrack program, including students who are behind in credits, who have a GPA of 2.0 or less, or who have not passed the AIMS test. Students in 7th and 8th grade receive tutoring and online courses in math and reading to help improve their chances of passing AIMS and moving on to the next grade level.</p> <p>Major Goal(s) & Objective(s)</p> <p>Help students improve their chances of passing AIMS and moving on to the next grade level.</p> <p>Help students earn credits towards graduation, pass AIMS, improve their GPA and prepare them for the working world.</p> <p>Main Activities</p> <p>Tutoring and supplemental instruction in math and reading</p> <p>Other academic options include one on one tutoring and summer school.</p>		<p>Years receiving ADE funds: 6</p>
		<p>Number of students participated (A) 123</p> <p>Percent completed 100%</p> <p>Participant Demographics(B) *</p> <p>50% Male</p> <p>50% Female</p> <p>24% White</p> <p>61% Hispanic/Latina/o</p> <p>8% African American</p> <p>3% Asian/Pacific Islander</p> <p>3% Native American</p> <p>0% Other</p> <p>69% 7th Grade</p> <p>31% 8th Grade</p>
<p>Sites</p> <p>Powell Junior High</p> <p>Kino Junior High</p> <p>Taylor Junior High</p>		<p>Partners</p> <p>Riparian Preserve</p> <p>Native American Career Plan, Westwood</p> <p>Mesa Community College</p> <p>Arizona State University</p> <p>East Valley Institute of Technology</p> <p>Rotary Club of Gilbert</p> <p>Mesa Youth Placement</p> <p>United Food Bank</p> <p>Peer Tutoring</p> <p>Boeing Mentoring Program</p>
		<p>Qualified for inclusion as "at-risk" (C)*</p> <p>7% Special Education</p> <p>2% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>65 hours per student</p> <p>63 hours of academic/tutoring</p> <p>2 hours community service</p> <p><1 hours workplace skills instruction</p> <p>Status of all students at end of program year (J)*</p> <p>99% Re-enrolled</p> <p>1% Moved, illness, other</p> <p>0% Status unknown</p>

ND = No data or incomplete data. NA = Not applicable. * Percents based on numbers reported within each category.



24b Mesa Unified School District #4; OnTrack (Grades 9-12)		Years receiving ADE funds: 6
<p>Mesa USD #4 is one of the largest school district in Arizona with over 83,000 students. Before the start of each academic year, counselors at district high school identify students who meet the criteria for participation in the OnTrack program, including students who are behind in credits, who have a GPA of 2.0 or less, or who have not passed the AIMS test. High school students are offered tutoring, after school classes, direct instruction, correspondence courses, distance learning courses, and seminars on workplace skills and civic responsibility through community service. Students meet with a coordinator to complete a Personal Educational Plan that details their personal and academic goals and how many credits they need to graduate.</p> <p>OnTrack offered a series of new workshops for the 2008-2009 school year at East Valley Academy:</p> <p>Study Skills: Organization and Note Taking – Learn the techniques to study smarter</p> <p>Test Taking Strategies – Test preparation and how to handle test anxiety</p> <p>College to Career Coaching – Essential skills of interviewing, resume writing and life management skills</p> <p>Strategies for Success in Math – Techniques to be a successful math student and master the skills needed to meet the Arizona Academic Standards</p> <p>Thinking for Success – A critical and strategic approach to problem solving</p> <p>In addition, the program was expanded to include One-On-One Academic coaching. This included OnTrack staff and partnership with Mesa Community College students.</p>		Number of students participated (A) 404 Percent completed 100%
<p>Major Goal(s) & Objective(s)</p> <p>Help students earn credits towards graduation, pass AIMS, improve their GPA and prepare them for the working world.</p> <p>Main Activities</p> <p>Tutoring and direct instruction, including AIMS preparation.</p> <p>After school classes, correspondence and distance learning courses, with a scholarship fund for students choosing fee-based outside options.</p> <p>Open enrollment option for students throughout the school year.</p> <p>Evening credit recovery program.</p> <p>Seminars on workplace skills and civic responsibility.</p> <p>Community service with .5 credits awarded for completion of 156 hours and a \$150 voucher for a summer school course.</p> <p>Development of Personal Education Plans.</p>		<p>Participant Demographics(B) *</p> <p>56% Male 44% Female</p> <p>23% White 58% Hispanic/Latina/o 7% African American 2% Asian/Pacific Islander 10% Native American 0% Other</p> <p>3% Freshman 45% Sophomore 22% Junior 15% Senior 15% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>7% Special Education 15% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>83 hours per student 80 hours of academic/tutoring <1 hours community service 3 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>122 took Reading, 34% met/exceeded 118 took Writing, 36% met/exceeded ND took Math, ND% met/exceeded ND met/exceeded ALL components</p>
<p>Sites</p> <p>Dobson High School Mesa High School Red Mountain High School Riverview High School Westwood High School</p>	<p>Partners</p> <p>Riparian Preserve Native American Career Plan, Westwood Mesa Community College Arizona State University East Valley Institute of Technology Rotary Club of Gilbert Mesa Youth Placement United Food Bank Peer Tutoring Boeing Mentoring Program</p>	<p>Status of all students at end of program year (J)*</p> <p>78% Re-enrolled 21% Graduated or received GED 1% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>ND% Graduated ND% Received GED</p>

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25 Mohave Accelerated Learning Center: Academic Excellence and Career Success Program		Years receiving ADE funds: 4
<p>The center was created with the mission to use community partnerships, technology and gifted educators to provide a nurturing learning environment, which will empower young adults to identify their own unique strengths and talents to achieve academic excellence and success in life. The education approach guiding the program is to insure that students have friendly school hours, facilities for self-directed study, educational and career opportunities, and one-on-one teacher support. The program serves students in grades 10-12, many of whom face a range of challenges due to poverty levels, transience, and unstable families that affect students' commitment to school. The Credit Recovery Program is now providing services for 9th graders who are credit deficient. In addition, students have improved their Grade Point Average from 2.5 to 3.0.</p>		Number of students participated (A) 266 Percent completed 63%
Major Goal(s) & Objective(s) Provide opportunities for students to make up or accelerate courses required for the high school diploma Prepare students to meet or exceed standards on the AIMS tests and do well on college entrance exams. Promote goal setting, career planning and character development.		Participant Demographics(B) * 50% Male 50% Female 69% White 25% Hispanic/Latina/o 3% African American 1% Asian/Pacific Islander 2% Native American 0% Other 14% Freshman 19% Sophomore 24% Junior 43% Senior 0% Follow-up
Main Activities Support in testing strategies, one-on-one tutoring and AIMS academic intervention course. Provide flexible school hours, additional tutoring blocks, E-curriculum and individualized instruction for AIMS. Credit Recovery Program that includes a certified teacher to tutor students Monday through Saturday. Work study, vocational training, counseling in career options, busing to the college for academic assessment, and funding for college-level coursework. Career training through part-time employment on campus in office work, landscaping, TV production, nutrition, hydroponics, and other fields. Life skills training, including resume writing, self-presentation, and support in completing applications. Community service activities. Discipline Committee and no tolerance drug policy.		Qualified for inclusion as "at-risk" (C)* <1% Special Education 2% English Language Learners Average hours of participation (D) * 25 hours per student 15 hours of academic/tutoring 2 hours community service 9 hours workplace skills instruction AIMS Achievement (H) * 60 took Reading, 73% met/exceeded 66 took Writing, 58% met/exceeded 32 took Math, 59% met/exceeded 52 met/exceeded ALL components
Sites Mohave Accelerated Learning Center	Partners Mohave Community College Arizona Youth Partnership Coalition for Bullhead City Virtual High School	Status of all students at end of program year (J)* 39% Re-enrolled 18% Graduated or received GED 30% Moved, illness, other 13% Status unknown Seniors and follow-up students only (K)* 32% Graduated 5% Received GED

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26 Nogales Unified School District AIMS IDP Program		Years receiving ADE funds: 2
<p>While addressing educational needs of all students in Nogales High School, the district IDP program focuses on the “bookends” of freshmen and seniors. Since 9th graders as a group fail more classes, have more discipline issues and fail to advance to the next grade in greater numbers than the other cohorts, the entire freshman class has been targeted for intervention in a preventive mode. Seniors were selected who had not passed one or more section of the AIMS, in a remediation component.</p>		Number of students participated (A) 153 Percent completed 100%
<p>Major Goal(s) & Objectives</p> <p>Make sure all freshmen are making adequate progress toward meeting standards and advancing to the next grade level.</p> <p>Assist seniors to pass sections of the AIMS that they have failed previously.</p> <p>Extend dropout prevention strategies to other students through adoption of appropriate materials for ELL and struggling students and through professional development to share best practices and research based strategies.</p> <p>Main Activities</p> <p>The program works with Gear-Up to provide 9th graders with individual counseling, group lessons (Freshmen Success and Freshmen Skills classes) and college visit field trips. These services will follow the Class of 2011 through their senior year as part of a separate grant to Gear-Up. Second period teachers help mentor students and track attendance and grades. Student activities are coordinated with other school services, including the Ignite mentoring program. A Summer Institute brings incoming freshman to campus for an intensive ten day reading, math and study skills academy, with a new life skills component.</p> <p>Extended time AIMS classes in reading writing and math were established for seniors, who attended during the day in lieu of free periods or non-essential electives and received elective credit. After school tutoring is also available. A School Improvement Team addressed absence and tardiness issues.</p> <p>Research-based supplementary materials for English learners and struggling students are being integrated into the freshman summer institute, regular classrooms, tutoring sessions and extended time AIMS classes.</p>		Participant Demographics (B)* 50% Male 50% Female 1% White 99% Hispanic/Latina/o 0% African American 0% Asian/Pacific Islander 0% Native American 0% Other 0% Freshman 54% Sophomore 0% Junior 46% Senior 0% Follow-up
<p>Sites</p>		Qualified for inclusion as “at-risk” (C)* 12% Special Education 60% English Language Learners Average hours of participation (D)* 34 hours per student 23 hours of academic/tutoring 6 hours community service 4 hours workplace skills instruction AIMS Achievement (H)* 97 took Reading, 23% met/exceeded 98 took Writing, 14% met/exceeded ND took Math, ND% met/exceeded ND met/exceeded ALL components
<p>Partners</p> <p>Gear-Up</p>	Status of all students at end of program year (J)* 92% Re-enrolled 0% Graduated or received GED 8% Moved, illness, other 0% Status unknown Seniors and follow-up students only (K)* 94% Graduated NA Received GED	

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<p>27 Northern Arizona Academy for Career Development, Inc.</p> <p>Northern Arizona Academy, a small, accredited charter high school, serves at risk youth in the Taylor and Winslow communities. Students include those with attendance problems, substance abuse problems, law enforcement involvement, learning or emotional disabilities, and course, grade, or testing failures. Economically disadvantaged students and students who are pregnant or parenting and those who are overage for their grade are also a focus of recruitment into the program.</p> <p>Major Goal(s) & Objectives</p> <p>Identify and provide the academic, social and emotional supports necessary for at-risk youth to achieve their goals for education, employment and life. Decrease drop-out by 5 percent each year at each campus. Increase individual GPA by .10 each year. Increase the credits earned to credits attempted ratio by 5% each year.</p> <p>Main Activities</p> <p>A student services advocate at each campus works with students, parents and teachers to develop an Individual Learning Plan (ILP) for each student. Interventions are developed taking into account the emotional, social and personal situation of each student. Through the plan, students have access to the resources of the school, which specialized in alternative education for at-risk students. Teachers provide differentiated instruction within the classroom, including one to one and small group tutoring. Credit recovery options are available through the Learning Lab (A+ system and Study Island AIMS preparation) and summer school, along with a quarter system schedule, that allows students to earn eight credits per year. Students participate in project-based activities, concurrent college enrollment, special interest classes, family counseling, a life skills curriculum, a work study program, and community service activities.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 226 Percent completed 85%</p> <p>Participant Demographics (B)* 56% Male 44% Female 35% White 17% Hispanic/Latina/o 4% African American 0% Asian/Pacific Islander 43% Native American 0% Other 12% Freshman 17% Sophomore 24% Junior 36% Senior 11% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)* 20% Special Education 0% English Language Learners</p> <p>Average hours of participation (D)* 579 hours per student 552 hours of academic/tutoring 8 hours community service 18 hours workplace skills instruction</p> <p>AIMS Achievement (H)* 173 took Reading, 62% met/exceeded 172 took Writing, 55% met/exceeded 144 took Math, 47% met/exceeded 52 met/exceeded ALL components</p>
<p>Sites</p> <p>Northern Arizona Academy</p>	<p>Partners</p> <p>Northern Arizona University Senior Corps program Snowflake/Taylor Head Start Northland Pioneer College Snowflake/Taylor Rotary Club City of Winslow Navajo County Court System Navajo County Health Department Community Counseling Centers</p>	<p>Status of all students at end of program year (J)* 39% Re-enrolled 30% Graduated or received GED 31% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)* 46% Graduated 1% Received GED</p>

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<p>28 Page Unified School District Intervention/Dropout Program</p> <p>The Page Dropout Prevention and AIMS intervention program began in August 2005, and is the product of the continual improvement of programs implemented in the district since 2002. The Dropout Prevention Coordinator, who also conducts frequent observations of the separate program elements to ensure that students are receiving appropriate support, reviews baseline data for each participating student. Students are selected for the program if they are a semester or two behind in credits needed to graduate with their cohort. This year students one or two courses behind were added to the group. Most of the pregnant and parenting students use a combination of Credit Recapture and Alternative School programs to stay connected to school. The majority of students in this program are Native American.</p> <p>Major Goal(s) & Objective(s)</p> <p>At least 75% of participating students will reenroll or graduate. Increase average number of credits accumulated for graduation by 5 credits. Increase in GPAs.</p> <p>At least 50% of students who have taken the AIMS more than once will score “Meets” or “Exceeds” on all three test components.</p> <p>Main Activities</p> <p>The AIMS IDP Credit Recapture Program is one of several dropout prevention programs at the high school while other components of Page High School’s dropout prevention efforts are district and federally funded. The labs are open during the school day and until 6 pm four days per week.</p> <p>The program is conducted in the Credit Recapture labs, using PLATO and APEX software with instructional support. Students develop a graduation plan with the DOP coordinator and counselor outlining credits to be earned each semester. Several of the students with strong math skills are chosen as tutors to students in the Alternative Education classroom.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 238 Percent completed 60%</p> <p>Participant Demographics(B) *</p> <p>62% Male 38% Female</p> <p>11% White 1% Hispanic/Latina/o <1% African American <1% Asian/Pacific Islander 88% Native American 0% Other</p> <p>24% Freshman 28% Sophomore 22% Junior 26% Senior 0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>4% Special Education 6% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>58 hours per student 58 hours of academic/tutoring 0 hours community service 0 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>ND took Reading, ND% met/exceeded ND took Writing, ND% met/exceeded ND took Math, ND% met/exceeded ND met/exceeded ALL components</p>
<p>Sites</p> <p>Page High School</p>	<p>Partners</p> <p>Programs are provided solely by the Page USD.</p>	<p>Status of all students at end of program year (J)*</p> <p>70% Re-enrolled 21% Graduated or received GED 8% Moved, illness, other 1% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>ND% Graduated ND% Received GED</p>

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<p>29 Pima County Board of Supervisors Pima Vocational High School</p> <p>Pima Vocational High School is a public charter school designed exclusively for 16 to 21 year old youth who have dropped out of at least one high school. The flexible, employment oriented program serves young people whose educational attainment falls below requirements to enter a GED program, who have been out of school and wish to obtain a high school diploma, and a sustainable job. Three locations, capped at 50 students each, offer maximum attention to students' educational needs. This project specifically targets students who are homeless and/or court-involved, as they have been the most vulnerable both to dropping out and to scoring below mastery level on the AIMS tests.</p> <p>Major Goal(s) & Objectives</p> <ul style="list-style-type: none"> Improve AIMS scores and raise graduation rates. Provide social support services to the 170 homeless and court involved, and at-risk students at Sweetwater, Kino, and Downtown Campuses. Teach new instruction techniques for core academic subjects to the entire faculty. Provide a comprehensive workplace training program incorporating the Arizona State workplace standards. Engage a minimum of 20 students in the community service component. Follow up 80% of students to assist with post secondary goal completion. <p>Main Activities</p> <p>This project has added individualized support services and mentoring to homeless and court-involved youth in the school. Data analysis has been organized so that staff, who already use student portfolios and personal development plans, now have timely access to information to help guide their ongoing work with students. The new community service component expands leadership opportunities to students who already receive on-the-job training at over 40 community agencies and businesses. Direct instruction classes have a maximum group size of 15, and teachers employ a variety of individualized strategies. Tutoring and computer program support are available. Follow-up for students who complete or drop out involves extensive personal contact</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 174</p> <p>Percent completed 94%</p> <p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 61% Male 39% Female 12% White 69% Hispanic/Latina/o 4% African American 1% Asian/Pacific Islander 15% Native American 0% Other 1% Freshman 6% Sophomore 25% Junior 68% Senior 0% Follow-up <p>Qualified for inclusion as "at-risk" (C)*</p> <ul style="list-style-type: none"> 24% Special Education 26% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 555 hours per student 527 hours of academic/tutoring 3 hours community service 28 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> 153 took Reading, 50% met/exceeded 148 took Writing, 45% met/exceeded 148 took Math, 34% met/exceeded 29 met/exceeded ALL components
<p>Sites</p> <p>Pima Vocational High School Campuses in Tucson:</p> <ul style="list-style-type: none"> Downtown Tucson Main Branch Sweetwater 	<p>Partners</p> <ul style="list-style-type: none"> Juvenile Court Child Protective Services Our Family Counseling Agency Pima County One-Stop DES Family Assistance 	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 59% Re-enrolled 18% Graduated or received GED 11% Moved, illness, other 12% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 14% Graduated 0% Received GED

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<p>30 Pinnacle Education – Tempe, Inc. Pinnacle Virtual High School</p> <p>Pinnacle Virtual High School is an accredited charter school serving students at six physical sites and through online learning. The school has ongoing enrollment, with students entering the school to meet their particular educational needs. The AIMS IDP program targets students at the physical sites. Students selected for the intervention program have failed one or more portions of the AIMS test, and the primary emphasis is on seniors.</p> <p>Major Goal(s) & Objectives</p> <p>Increase course completion rates across all subjects to 63%. Address individual student needs through Personalized Learning Plans. Improve student engagement and retention through site-based opportunities that introduce and promote student leadership and public service.</p> <p>Main Activities</p> <p>The focus of intervention is the Personalized Learning Plan, used weekly as a tool to guide student progress and decision making. Following assessment and the development of the PLP, staff create an academic intervention plan for each student. Academic remediation and instruction are enhanced by small group and individualized work and AIMS specific tutoring. A leadership development program in two locations and a student council in a third site offer a variety of activities for students. Students prepare for and enter the World of Work program, where they are placed in cooperative education placement and complete additional academic activities analyzing their work place and work activities.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 197 Percent completed 97%</p> <p>Participant Demographics (B)*</p> <p>50% Male 50% Female 19% White 50% Hispanic/Latina/o 15% African American 3% Asian/Pacific Islander 14% Native American 0% Other</p> <p>0% Freshman 12% Sophomore 39% Junior 50% Senior 0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>2% Special Education 16% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>55 hours per student 25 hours of academic/tutoring 2 hours community service 29 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>188 took Reading, 59% met/exceeded 182 took Writing, 63% met/exceeded 157 took Math, 24% met/exceeded 24 met/exceeded ALL components</p>
<p>Sites</p> <p>Pinnacle Charter School sites: Casa Grande Mesa Tempe East Tempe West Nogales</p>	<p>Partners</p> <p>None specified</p>	<p>Status of all students at end of program year (J)*</p> <p>55% Re-enrolled 18% Graduated or received GED 19% Moved, illness, other 8% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>28% Graduated 0% Received GED</p>

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<p>31 Primavera Online High School, Primavera Workforce Connections Project</p> <p>Primavera is an accredited, approved distance learning charter school program serving at-risk students throughout the state of Arizona in urban, suburban, and rural areas. Primavera operates on a year round schedule and is a Title I school with over 80% of the student population qualifying for the National Free and Reduced Lunch Program. Twenty percent of the student population have previously dropped out of school and have not attended public school for at least one year prior to enrollment. Primavera allows students who are currently enrolled in their local high schools to recover credits or accelerate their secondary experience. The school also serves students up to age 21 who have fallen far behind, are incarcerated, are pregnant or parenting, are disabled, have been expelled, display behavioral or social issues, are learning disabled, live in rural areas with few educational choices, are foster children seeking a stable high school program, are living on their own or homeless, are disadvantaged, or are seeking a more individualized instructional program.</p> <p>Major Goal(s) & Objective(s)</p> <p>At least 80% of targeted students will increase scores on AIMS test. Graduation rate for targeted students will increase to 80% by June 2007. Each student will complete a Workforce Connection Portfolio. At least 70% will follow their postsecondary plans and after one year will be enrolled in full time activity towards education, vocation, or military service.</p> <p>Main Activities</p> <p>Reading, writing, and mathematics remedial coursework. High school course credit recovery opportunities. Training in AZ standards-based workforce preparation skills. Preparation for postsecondary education, vocational or job training, military service, employment. Transition assistance and 12 months of follow-up to provide motivation, job development, referral, and GED completion if graduation is not an option. Workplace skills development, job shadowing, and career counseling.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 1732</p> <p>Percent completed 83%</p> <p>Participant Demographics(B) *</p> <p>44% Male 56% Female</p> <p>67% White 21% Hispanic/Latina/o 6% African American 2% Asian/Pacific Islander 3% Native American <1% Other</p> <p>4% Freshman 11% Sophomore 22% Junior 52% Senior 10% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)*</p> <p>9% Special Education 1% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>77 hours per student 65 hours of academic/tutoring 1 hours community service 10 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>761 took Reading, 83% met/exceeded 761 took Writing, 80% met/exceeded 952 took Math, 73% met/exceeded 370 met/exceeded ALL components</p>
<p>Sites</p> <p>Local internet access across Arizona</p>	<p>Partners</p> <p>Local YMCA chapters provide on-line classrooms, textbooks, and facility memberships. Paiute Neighborhood Center</p>	<p>Status of all students at end of program year (J)*</p> <p>44% Re-enrolled 15% Graduated or received GED 41% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>8% Graduated 0% Received GED</p>

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<p>32 Scottsdale Unified School District, Project C.O.R.E.</p> <p>Project C.O.R.E. (Coronado Offers Reading [Writing and Math] for Everyone) is a literacy-based program intended to create an environment for at-risk students at Coronado High School that will foster academic success and will provide ongoing support to students and families to eliminate barriers to completing high school. Although freshmen are the primary target group, the program also serves selected sophomores based on individual need and availability of resources.</p> <p>Major Goal(s) & Objective(s)</p> <p>Assist students to stay in school, meet and exceed the academic standards set forth by the state, and graduate from high school with the knowledge and skills needed for them to pursue higher education and/or advanced technical training.</p> <p>Main Activities</p> <p>Students enter a school within a school for their freshman year, followed by a monitored Personal Learning Plan for succeeding years. Intervention activities include the following:</p> <ul style="list-style-type: none"> Tutoring, mentoring, counseling and specialized support groups support groups, Individualized after-school tutoring by qualified teachers, Credit recovery opportunities, Intensive, credit-based reading instruction program, Electronic Writing Center, providing instruction in computer basics like Windows Operating System and Microsoft Office, Electives that meet Arizona Workplace Standards and that offer leadership skills and community service, Parental participation through Jump-Start. Provide speakers to help students develop appropriate life and career choices Phoenix Youth At-Risk Mentoring Business Partner Mentors Team Building Assemblies ASU Literature Interns ASU SmallLab Awards Assembly C.O.R.E. Career Day Field Trips (EVIT, ASU, Gateway Community College) 		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 285</p> <p>Percent completed 89%</p> <p>Participant Demographics(B) *</p> <ul style="list-style-type: none"> 59% Male 41% Female 32% White 60% Hispanic/Latina/o 5% African American 0% Asian/Pacific Islander 3% Native American 0% Other 38% Freshman 28% Sophomore 23% Junior 10% Senior NA% Follow-up <p>Qualified for inclusion as "at-risk" (C)*</p> <ul style="list-style-type: none"> 13% Special Education 25% English Language Learners <p>Average hours of participation (D) *</p> <ul style="list-style-type: none"> 951 hours per student 923 hours of academic/tutoring 2 hours community service 27 hours workplace skills instruction <p>AIMS Achievement (H) *</p> <ul style="list-style-type: none"> 165 took Reading, 68% met/exceeded 165 took Writing, 68% met/exceeded 87 took Math, 48% met/exceeded 34 met/exceeded ALL components
<p>Sites</p> <p>Coronado High School</p>	<p>Partners</p> <p>Supai Middle School (feeder school)</p> <p>Arizona State University</p> <p>Scottsdale Health Care</p> <p>McKinney-Vento Family Support</p> <p>Scottsdale Prevention Institute</p> <p>Bashas' Safeway, Fry's Food and Drug</p> <p>East Valley Institute of Technology</p> <p>Gateway Community College</p> <p>McKinney-Vento Family Support</p>	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 76% Re-enrolled 7% Graduated or received GED 16% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 76% Graduated 0% Received GED

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<p>33 Sierra Vista Unified School District, Buena High School Alternative Learning Center</p> <p>The Alternative Learning Center, located on the campus of Buena High School, has developed a number of interventions that focus on academic standards and encouraging students to complete high school. The program enrolls students who have dropped out of school, have demonstrated problems adjusting to a traditional classroom setting, scored poorly on the AIMS, are pregnant or parenting, or have been suspended or expelled. The program uses a variety of educational delivery methods, extensive counseling, supportive services, vocational opportunities, and tutoring/mentoring. The Alternative Learning Center has established partnerships within the community that will provide work-study for participating students. The Center is also working with Cochise College and the Cochise County Consortium Task Force to develop an early college program for high school students.</p> <p>Major Goal(s) & Objective(s)</p> <p>Reduce the number of students who drop out of high school prior to graduation. Improve AIMS achievement.</p> <p>Main Activities</p> <p>Individualized Educational Plan that is closely monitored to insure progress and success. Individualized curriculum for self-paced learning, with computerized resources. Tutoring and mentoring services for extra academic assistance. Non-traditional academic programs offered during the days and weekends. Freshman Academy providing one week of structured programs prior to the start of the school year. Academic Alternative Tech Program, initiated in response to student feedback, provides vocational instruction on weekday evenings and Saturdays. Community partnerships for workplace and employment skills/opportunities. Job readiness and job placement. Community College courses available with dual credit option.</p>		<p>Years receiving ADE funds: 4</p> <p>Number of students participated (A) 310 Percent completed 72%</p> <p>Participant Demographics(B) *</p> <p>48% Male 52% Female</p> <p>47% White 34% Hispanic/Latina/o 13% African American 4% Asian/Pacific Islander 2% Native American 0% Other</p> <p>2% Freshman 5% Sophomore 27% Junior 67% Senior 0% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)*</p> <p>12% Special Education 1% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>665 hours per student 665 hours of academic/tutoring 0 hour community service 101 hour workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>282ook Reading, 88% met/exceeded 283ook Writing, 86% met/exceeded 279ook Math, 75% met/exceeded 199 met/exceeded ALL components</p>
<p>Sites</p> <p>Buena High School, Alternative Learning Center</p>	<p>Partners</p> <p>Military contracting firms Cochise County Consortium Task Force Cochise College</p>	<p>Status of all students at end of program year (J)*</p> <p>29% Re-enrolled 53% Graduated or received GED 18% Moved, illness, other 0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>70% Graduated 0% Received GED</p>

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<p>34 South Pointe Public Charter S.T.A.R.S. (Students Tackling AIMS and Reaching Success)</p> <p>South Pointe High School is an accredited charter school whose mission is to serve young people for whom traditional schools have not been effective. Students enter the school through parental request, by teacher recommendation, and by review of transcripts, test scores, attendance records and results of a screening examination.</p> <p>Major Goal(s) & Objectives</p> <p>Increase by 5% the students meeting or exceeding standards in AIMS tests.</p> <p>Decrease by 3% the portion of seniors without sufficient credit to graduate.</p> <p>Main Activities</p> <p>The intervention activities consist of remediation courses, credit recovery, career and technical education classes and community service projects. The SPHS class schedule rotates every nine weeks. Identified students enroll in one nine-week remediation session, with three weeks each of intensive math, reading and writing, which are more intensive than mainstream core courses. Students may also accumulate credits by completing online A+ classes. Each S.T.A.R.S. student enrolls in a business class, which has a CTE focus and incorporates Future Business Leaders of American activities. All participants in the program are scheduled to perform 36 hours of community service.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 1057</p> <p>Percent completed 57%</p> <p>Participant Demographics (B)*</p> <p>50% Male</p> <p>50% Female</p> <p>4% White</p> <p>67% Hispanic/Latina/o</p> <p>28% African American</p> <p><1% Asian/Pacific Islander</p> <p>1% Native American</p> <p>0% Other</p> <p>21% Freshman</p> <p>26% Sophomore</p> <p>25% Junior</p> <p>29% Senior</p> <p>0% Follow-up</p> <p>Qualified for inclusion as “at-risk” (C)*</p> <p>5% Special Education</p> <p>16% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>28 hours per student</p> <p>26 hours of academic/tutoring</p> <p>2 hours community service</p> <p>0 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>521 took Reading, 45% met/exceeded</p> <p>486 took Writing, 46% met/exceeded</p> <p>322 took Math, 29% met/exceeded</p> <p>56 met/exceeded ALL components</p>
<p>Sites</p> <p>South Pointe High School</p>	<p>Partners</p> <p>Friendly House</p> <p>Arizona Call a Teen</p>	<p>Status of all students at end of program year (J)*</p> <p>56% Re-enrolled</p> <p>3% Graduated or received GED</p> <p>41% Moved, illness, other</p> <p>0% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>0% Graduated</p> <p>0% Received GED</p>

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35 Sunnyside Unified School District, STAR Academic High School		Years receiving ADE funds: 4
<p>STAR (Students Taking Alternative Roads) Academic High School is an ADE-approved alternative program serving as a school of choice for the two comprehensive high schools and four middle schools in the Sunnyside Unified School District (SUSD). SUSD is largely Hispanic and Native American, with high levels of poverty and street violence as well as high dropout rates and low academic success. STAR serves students who are behind in credits due to class failure and/or dropout by providing flexible structures to optimize access for students. Students include those who are homeless, pregnant, parenting, or working to support their families.</p>		Number of students participated (A) 454 Percent completed 93%
<p>Major Goal(s) & Objective(s)</p> <p>Assist students to make adequate yearly progress toward graduation and have specific postsecondary transition plans in place.</p> <p>Train and coach students in the Strength Building leadership program.</p> <p>Follow-up will be built into the structure of enrollment, withdrawal and graduation.</p>		<p>Participant Demographics(B) *</p> <p>55% Male 45% Female</p> <p>3% White 90% Hispanic/Latina/o 2% African American 0% Asian/Pacific Islander 5% Native American 0% Other</p> <p>1% Freshman 10% Sophomore 23% Junior 66% Senior 0% Follow-up</p>
<p>Main Activities</p> <p>Six intervention components include an alternative high school program, leadership training and coaching, service learning field experiences through CLASP, CAI and distance learning, ACE Middle School Alternative to Suspension leadership component, and extended day program for credit recovery. Various instructional approaches, including direct instruction, individualized self-paced learning, project based-learning, work-study, computer assisted instruction, and dual enrollment in postsecondary classes.</p> <p>The Alternative High school has a year round calendar with 30 additional days of instruction available. The evening program serves working students and those needing extra credits to graduate. Intensive three week intersession classes are open to STAR students only. Community service includes a major new water harvesting service learning project. Strengthbuilding Partners provides leadership training for high school and middle school students.</p>		<p>Qualified for inclusion as “at-risk” (C)*</p> <p>14% Special Education 25% English Language Learners</p> <p>Average hours of participation (D) *</p> <p>353 hours per student 345 hours of academic/tutoring 2 hours community service 5 hours workplace skills instruction</p> <p>AIMS Achievement (H) *</p> <p>118 took Reading, 83% met/exceeded 126 took Writing, 87% met/exceeded 73 took Math, 74% met/exceeded 76 met/exceeded ALL components</p>
<p>Sites</p> <p>STAR Academic Center</p>	<p>Partners</p> <p>Sunnyside & Desert View High Schools Strength Building Partners Southwest Conservation Corp. Transforming the Future for Arizona’s Youth (University of Arizona) Native American Department Learning Community Initiative Volunteer Center of Southern AZ</p>	<p>Status of all students at end of program year (J)*</p> <p>58% Re-enrolled 18% Graduated or received GED 19% Moved, illness, other 5% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>25% Graduated 3% Received GED</p>

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<p>36 Tucson Small School Project City High School</p> <p>City High School is a small alternative high school located in downtown Tucson. Students at risk of dropping out, including those not passing AIMS tests, are targeted for remediation and intervention counseling; however, all students participate in service learning and the advisory program, and will be followed up after graduation.</p> <p>Major Goal(s) & Objectives</p> <p>Improve students' mathematics skills with specific emphasis on data analysis.</p> <p>Improve students' reading with specific emphasis on analyzing text and evaluating/extending text.</p> <p>Develop student leadership skills through participation in service learning, City Works and Senior Internships.</p> <p>Maintain contact with graduates in order to help them navigate post-secondary options. Track students leaving the school for 12 months.</p> <p>Main Activities</p> <p>Math remediation through a yearlong course along with a grade-level math course. Reading and writing support through a yearlong course along with a grade-level English course.</p> <p>Individual work with an advisor to develop an academic portfolio of work and a Personalized Learning Plan (PLP). Students evaluate, revise and present their portfolio work.</p> <p>Service learning through City Works classes run by CHS with community-based organizations to produce authentic work that is valuable for the larger community.</p> <p>Mentored internships in community organizations for seniors and an internship seminar.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 266</p> <p>Percent completed 73%</p> <p>Participant Demographics (B)*</p> <p>50% Male 50% Female 57% White 29% Hispanic/Latina/o 4% African American 5% Asian/Pacific Islander 5% Native American 0% Other</p> <p>23% Freshman 25% Sophomore 23% Junior 14% Senior 15% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)*</p> <p>17% Special Education 0% English Language Learners</p> <p>Average hours of participation (D)*</p> <p>112 hours per student 54 hours of academic/tutoring 17 hours community service 41 hours workplace skills instruction</p> <p>AIMS Achievement (H)*</p> <p>178 took Reading, 86% met/exceeded 178 took Writing, 79% met/exceeded 113 took Math, 77% met/exceeded 87 met/exceeded ALL components</p>
<p>Sites</p> <p>City High School</p>	<p>Partners (sample)</p> <p>Tucson Pima Arts Council, Bicycle Intercity Community Arts and Salvage, Sculpture Resource Center, Southern AZ Humane Society, KXCI radio station, Downtown Tucsonan Magazine, Pan Left Video Collective, AZ-Sonora Desert Museum, Flandrau Science Center, Center for Creative Photography, AZ Theater Company, Clinica Amistad, Ironwood Tree Experience</p>	<p>Status of all students at end of program year (J)*</p> <p>48% Re-enrolled 25% Graduated or received GED 25% Moved, illness, other 2% Status unknown</p> <p>Seniors and follow-up students only (K)*</p> <p>86% Graduated 3% Received GED</p>

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<p>37a Tucson Unified School District Project REACH (Grades 7-8)</p> <p>The TUSD Project REACH was created as a mentoring program to help students with refugee status graduate from high school, pass the AIMS, and transition to higher education or sustainable employment. All students with refugee status are eligible for the project and are identified by the school district as at risk for dropping out because of economic disadvantage, limited English, failing grades, discipline problems, failing to meet standards on AIM, pregnancy and parenting, and overage for grade level. Project REACH mentors work with students and families to help them learn about the educational system and requirements, develop a personal learning plan and meet the challenges of staying in school and succeeding in a new culture. Mentors follow students in their home schools and monitors academic progress, attendance, discipline, referrals for academic support and tutoring and provide intervention and additional referrals when students encounter difficulties or are not making progress.</p> <p>Major Goal(s) & Objective(s) Students will learn English. Students will pass classes and make the transition to high school.</p> <p>Main Activities</p> <p>Development of a personal learning plan to help students and family understand the American education system, help students develop career and education goals, assure that courses are aligned with goals, and that students and parents understand essential school success strategies (attitudes, classroom performance, study skills and homework). Home visits are made to explain the personal learning plan.</p> <p>Monitor student placement in ELD classes and make referrals for tutoring as needed.</p> <p>Monitoring of grades and progress, with referrals for tutoring as appropriate.</p> <p>Peer mentoring to address a range of life skills questions, such as how to ride the bus and use bus passes.</p> <p>Direct assistance to families to help them understand and communicate with schools and agencies that work with their children.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 108 Percent completed 92%</p> <p>Participant Demographics(B) * 62% Male 38% Female 18% White 3% Hispanic/Latina/o 63% African American 16% Asian/Pacific Islander 0% Native American 0% Other 56% 7th Grade 44% 8th Grade</p> <p>Qualified for inclusion as “at-risk” (C)* 4% Special Education 71% English Language Learners</p> <p>Average hours of participation (D) * 2 hours per student 1 hours of academic/tutoring 1 hours community service 0 hours workplace skills instruction</p> <p>Status of all students at end of program year (J)* ND% re-enrolled ND% Moved, illness, other ND% Status unknown</p>
<p>Sites TUSD Star Center Serving all Middle Schools in the TUSD</p>	<p>Partners Refugee resettlement agencies Title I Refugee and Family Service International Rescue Committee Pima Community College Pima County Youth Summer Program University of Arizona</p>	

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37b Tucson Unified District Project REACH (Grades 9-12)		Years receiving ADE funds: 2
<p>The TUSD Project REACH was created as a mentoring program to help students with refugee status to graduate from high school, pass the AIMS, and transition to higher education or sustainable employment. Refugee students are identified by the school district as at risk for dropping out because of economic disadvantage, limited English, failing grades, discipline problems, failing to meet standards on AIM, or pregnancy and parenting. Project REACH works with students and families to help them learn about the educational system and requirements, develop a graduation plan and meet the challenges of staying in school and succeeding in a new culture. Mentors follow students in their home schools, monitor academic progress, and find referrals for academic support and tutoring.</p> <p>Major Goal(s) & Objectives Students will learn English Pass all required subjects, earn the credits to graduate, and transition to higher education Students will pass the AIMS tests</p> <p>Main Activities</p> <p>Development of a personal learning plan to help students and family understand the American education system, help students develop career and education goals.</p> <p>Monitor placement in ELD classes and make referrals to tutoring as needed. Direct assistance to families to help them understand and communicate with schools and agencies that work with their children.</p> <p>Monitoring of grades and progress, with referrals for tutoring, AIMS tutoring, Saturday math tutoring.</p> <p>Leadership training provided by University of Arizona Forum on Race at one high school.</p> <p>Freshmen Technical Applications for Business class for REACH students.</p> <p>After school Job Club program for refugee students based on Arizona Workplace Skill standards, with referrals and assistance to programs such as Pima County Summer Youth Program.</p> <p>Peer mentoring to address a range of life skills questions, such as how to ride the bus and use bus passes.</p>		Number of students participated (A) 313 Percent completed 94%
<p>Sites TUSD Star Center Serving all High Schools in TUSD</p> <p>Partners Refugee resettlement agencies Title I Refugee and Family Service International Rescue Committee Pima Community College Pima County Youth Summer Program University of Arizona</p>		<p>Participant Demographics (B)* 46% Male 54% Female 28% White 4% Hispanic/Latina/o 58% African American 10% Asian/Pacific Islander 0% Native American 0% Other</p> <p>28% Freshman 23% Sophomore 21% Junior 17% Senior 11% Follow-up</p> <p>Qualified for inclusion as "at-risk" (C)* 2% Special Education 66% English Language Learners</p> <p>Average hours of participation (D)* 6 hours per student 5 hours of academic/tutoring <1 hours community service <1 hours workplace skills instruction</p> <p>AIMS Achievement (H)* 164 took Reading, 23% met/exceeded 163 took Writing, 30% met/exceeded ND took Math, ND% met/exceeded ND met/exceeded ALL components</p> <p>Status of all students at end of program year (J)* ND% Re-enrolled ND% Graduated or received GED ND% Moved, illness, other ND% Status unknown</p> <p>Seniors and follow-up students only (K)* 79% Graduated 0% Received GED</p>

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38 Valley of the Sun YMCA, i-Learn Dropout Recovery Program		Years receiving ADE funds: 4
<p>The <i>i-Learn</i> program is an innovative program for at-risk high school youth in partnership with local school districts and Primavera Online High School. Students referred by local school districts and other community agencies throughout the Valley are required to stay in school and acquire the academic, personal, leadership and vocational skills they will need to be successful upon graduation. A post graduation requirement for students is to have a career and post secondary plan that will enable them to enter the workforce or an educational institution with necessary knowledge and skills. Classes are offered at six different YMCA and neighborhood locations. These locations are Chandler YMCA, Chris Town YMCA, Lincoln Family YMCA, Paiute Neighborhood Center, Southwest Valley YMCA, and Maryvale YMCA. Students proceed in a flexible environment that includes small class size and personal attention by a qualified classroom teacher. The instruction is designed to meet individual needs, includes block scheduled courses, tutoring, and a social work support system. There are approximately 200 students enrolled in the I-Learn program annually and follow-up services continue for 12 months after graduation.</p>		Number of students participated (A) 225 Percent completed 70%
<p>Major Goal(s) & Objective(s)</p> <ul style="list-style-type: none"> Achieving student credit hours. Boosting academic skills. Building character and leadership skills. Expose students to career and vocational opportunities. AIMS preparation. <p>Main Activities</p> <ul style="list-style-type: none"> Flexible and personalized mode of learning, including self-paced computer-based coursework for high school credit. AIMS preparation in reading, writing, and math. School year and summer classes in required subjects and in workplace skills and leadership skills. Job-related training, including instruction in career preparedness, communication, self-presentation, interviewing skills, and resume writing. Education in occupational options and assistance in job placement. Community outreach through workshops, field trips, and volunteering. 		<p>Participant Demographics(B) *</p> <ul style="list-style-type: none"> 66% Male 34% Female 31% White 54% Hispanic/Latina/o 10% African American 1% Asian/Pacific Islander 4% Native American 0% Other 9% Freshman 20% Sophomore 17% Junior 54% Senior 0% Follow-up
<p>Sites</p> <ul style="list-style-type: none"> Lincoln Family YMCA Southwest Valley YMCA Chris Town YMCA South Mountain YMCA Paiute Center YMCA Chandler YMCA 		<p>Qualified for inclusion as "at-risk" (C)*</p> <ul style="list-style-type: none"> 165% Special Education 12% English Language Learners <p>Average hours of participation (D) *</p> <ul style="list-style-type: none"> 235 hours per student 231 hours of academic/tutoring 1 hour community service 3 hour workplace skills instruction <p>AIMS Achievement (H) *</p> <ul style="list-style-type: none"> 138 took Reading, 60% met/exceeded 135 took Writing, 60% met/exceeded 123 took Math, 40% met/exceeded 42 met/exceeded ALL components <p>Partners</p> <ul style="list-style-type: none"> Primavera Online High School National Guard Chandler Planned Parenthood United Way ASPIRE <p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 50% Re-enrolled 10% Graduated or received GED 29% Moved, illness, other 11% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 10% Graduated 1% Received GED

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<p>39 Yavapai County High School JAG “Hang In There” Program</p> <p>Yavapai County High School is the only accommodation school in the 19 state accreditation region to receive accreditation. The school serves a 100% ‘at risk of dropout’ student population. YCHS accepts most students who have been expelled, long-term suspended, dropped due to lack of attendance or withdrawn for a variety of other reasons. All students chosen for the JAG program have documented academic, personal and vocational barriers to success in school and in life. The school chose Jobs for Arizona Graduates Program (JAG) curriculum for this dropout prevention initiative. Forty students, half of the student body, were selected to participate in the program. The school allows students to work independently in ‘open-entry open ’exit’ classes.</p> <p>Major Goal(s) & Objectives</p> <p>Students enrolled in the JAG HIT program will show an increase in academic skills</p> <ul style="list-style-type: none"> 60% will decrease their absences 60% will pass more classes than the previous year. 50% will increase their GPA. 70% of those eligible to improve AIMS scores will do so. 100% of seniors will pass all 3 sections of AIMS. 90% will graduate on time or within 12 months of graduation date. <p>Main Activities</p> <p>The program coordinator works with JAG students to develop an Individualized Graduation and Career Plan (IG/CP) during the first month of the school year.</p> <p>Students work independently in academic classes and are expected to earn 1.5 credits per quarter.</p> <p>The program coordinator provides class work, small group instruction and one-on-one tutoring, using the comprehensive JAG academic competency modules and workplace skills and career development curriculum.</p> <p>JAG students were responsible for prom; fundraising activities for charity; participation in Teen Maze; yearbook; shadowing of businesses; community service activities; job skill training.</p>		<p>Years receiving ADE funds: 2</p> <p>Number of students participated (A) 43</p> <p>Percent completed 79%</p> <p>Participant Demographics (B)*</p> <ul style="list-style-type: none"> 37% Male 63% Female 89% White 9% Hispanic/Latina/o 0% African American 2% Asian/Pacific Islander 0% Native American 0% Other 19% Freshman 28% Sophomore 19% Junior 23% Senior 12% Follow-up <p>Qualified for inclusion as “at-risk” (C)*</p> <ul style="list-style-type: none"> 26% Special Education 0% English Language Learners <p>Average hours of participation (D)*</p> <ul style="list-style-type: none"> 85 hours per student 75 hours of academic/tutoring 9 hours community service 1 hours workplace skills instruction <p>AIMS Achievement (H)*</p> <ul style="list-style-type: none"> 29 took Reading, 83% met/exceeded 30 took Writing, 67% met/exceeded 24 took Math, 88% met/exceeded 9 met/exceeded ALL components
<p>Sites</p> <p>Yavapai County Accommodation High School</p>	<p>Partners</p> <ul style="list-style-type: none"> Area Firefighters City of Prescott Friendly Pines Camp Leukemia & Lymphoma Society NorthStar Prescott Resort Town of Prescott Valley Yavapai College Youthcount 	<p>Status of all students at end of program year (J)*</p> <ul style="list-style-type: none"> 46% Re-enrolled 33% Graduated or received GED 21% Moved, illness, other 0% Status unknown <p>Seniors and follow-up students only (K)*</p> <ul style="list-style-type: none"> 93% Graduated 0% Received GED

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