

PERFORMANCE REPORT: 2017-18

ACES HIGH SCHOOL

A CES High School was established in 1985 to provide an academic option for high school students in the Mukilteo School District. It is a school of choice, although students also are often recommended by staff at the school district's other two high schools, Mariner and Kamiak. A creative, educated, and experienced staff works to provide a personalized educational environment with a focus on individualized instruction, high levels of learning achievement, and personal development. The school maintains a consistent enrollment in the range of 175 to 185 students in grades 10 through 12. ACES teachers build positive relationships with students while providing quality instruction and creating a classroom environment that promotes student achievement. Courses are available across all content areas plus a variety of electives in the areas of family and consumer science, business and tech-

nology, industrial technology, art, and yearbook. Plato, an online curriculum, is available for students needing an additional credit recovery opportunity. ACES High School completed the accreditation process in June 2014 and has been granted accredited status through 2020.

ABOUT OUR SCHOOL

ACES is located in a natural setting that is surrounded by a wetland. The facilities include an athletic field. An extensive remodel in 1997 created a campus that incorporates remodeled portables, a new gym and weight room, a technology center and library, construction trades facility, and administrative offices. Technology is used in each classroom to enhance learning opportunities. The majority of classrooms are equipped with a document camera and classrooms utilize interactive whiteboards (Activboards) to enhance instruction



and learning achievement. ACES now houses five Chromebook carts utilized in classrooms throughout every day. Our goal is for every classroom to integrate the most current technology into daily instruction in combination with other differentiated instructional options.

AT HOME

Research consistently shows that parent/family involvement is a necessary component of student school success. We encourage parents/families to be equal partners with ACES staff in the responsibility for educating their children. Parents/families can support their child's high school goals by ensuring consistent attendance, assisting with academic work, and informing school staff of pertinent information. ACES staff members continue to make a conscious effort to communicate with parents/families regarding student progress. Parents/families also are encouraged to track student progress on Qmlativ, the new student information system. ACES Open House in October is offered in the

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

Прилагаемый документ содержит важную информацию из школы вашего ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

첨부된 자료는 자녀의 학교에서 전달해 드리는 중요한 정보를 포함하고 있습니다. 본 정보를 가능한 한 빨리 읽어 주시기 바라며, 학부모를 위해 내용이 번역되어 있음을 알려드립니다. 감사합니다.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

format of arena-style conferences. Parents/families have the opportunity to meet with each one of their child's teachers. Many of the teachers also facilitate the conferences as student-led. The counselor has a conference station and is available to discuss current graduation requirements and student progress toward meeting them. Five years of parent conferences have been highly successful and will be repeated in the 2018-19 school year. Credit summary and other pertinent information is

also available from our counselor five days per week. We welcome the opportunity to consult with parents and guardians to support student success.

OUR IMPROVEMENT PLAN

ACES High School is continually moving forward with a focus on creating and sustaining an environment that promotes high levels of learning and academic achievement. Fifty-two students graduated from ACES in 2018, having met all state-mandated requirements. The ACES High School graduate will possess competencies in literacy, math, science, social studies, health and physical well-being, the arts, and career and technical education. A graduate will demonstrate evidence of self-directed behavior and has goals for the future. Students spend considerable time researching and creating their post-high-school plan. They meet with our career counselor, who assists them in their plans, and often participate in presentations and field trips to college campuses.

ACES students are exposed to responsible use of technology, making successful choices, and setting and achieving both long- and short-term goals. ACES provides a multitude of academic experiences that allow students to develop intellectually. ACES offers both AP Government and Art 3, an advanced art class for our highly artistic students. Cooperative work and other social development opportunities encourage effective communication, healthy relationships, and work and school success.

ACES teachers are experienced, talented, and adept at meeting the individual needs of our highly diverse

student population. Staff development focuses on a positive approach to behavior management as well as the current trends with instructional strategies and assessment practices. A school-wide intervention system has been implemented for the purpose of tracking student progress and providing early intervention. High levels of collaboration among teachers exist in both the English and math departments and among the entire staff with regards to student achievement and social/emotional development. Students receive an endless supply of support from the adults on staff for the purpose of academic success and personal growth.

ACES proudly enrolls an exceptional and diverse population of students who are intelligent, creative, artistic, multi-talented, and motivated to achieve their high school diploma. Our goal is to reach every student every day in the ongoing effort to support their goals of high school success.

OUR SCHOOL MISSION

We exist to support the academic, cultural, and social needs of our students, allowing them to learn the necessary skills for college and career success.

ACES HIGH SCHOOL

9700 Holly Drive
Everett, WA 98204

PRINCIPAL:

Amy Montanye-Johnson

MAIN OFFICE PHONE:

425-366-3900

FAX:

425-366-3902

24-HOUR INFORMATION LINE:

425-366-3901

EMERGENCY LINE:

425-356-1299

INTERNET:

www.mukilteo.wednet.edu



Mukilteo
School District

**Committed to Success
for Every Student**

Mukilteo School District complies with federal and state rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following individuals have been designated to handle questions or complaints of alleged discrimination: Title IX Officer: Bruce Hobert (425-356-1319), Section 504 Coordinator: Lisa Pitsch (425-356-1277), and the ADA/Access Coordinator: Karen Mooseker (425-356-1330). All located at 9401 Sharon Drive in Everett, WA 98204. Inquiries regarding ADA/Access issues at Sno-Isle TECH Skills Center should be directed to Maggie Bagwell, Director (425-348-2220) at 9001 Airport Road in Everett, WA 98204.

STANDARDIZED TEST RESULTS

WASHINGTON STATE STANDARDIZED ASSESSMENTS:

10TH GRADE

High school students in the state of Washington are given a number of different tests to determine their achievement level. Smarter Balanced Assessments (SBA), which measure student achievement toward the Common Core State Standards in English/language arts and mathematics, were first given in 2015. Students in grade 10 took the English/language arts test. The scores below indicate the percentage of students who met the state standard in that assessments in the 10th grade. The Smarter Balanced Assessment (SBA) in math is given to 10th grade students.

	ENGLISH/LANGUAGE ARTS			MATH		
	15-16	16-17	17-18	15-16	16-17	17-18
ACES	14.8	53.0	23.9	---	---	0.0
School District Avg.	83.0	77.0	73.2	---	---	49.7
State Avg.	73.0	73.0	69.5	---	---	40.6

11TH GRADE

Beginning in the spring of 2018, 11th grade students also were given by computer a science test known as the Washington Comprehensive Assessment of Science (WCAS). Students previously took End-of-Course exams when they completed their biology classes. The scores of the new science test are provided below.

	SCIENCE		
	15-16	16-17	17-18
ACES	---	---	15.5
School District Avg.	---	---	46.9
State Avg.	---	---	30.3

ENROLLMENT DATA (OCT. 2017)

HEADCOUNT:

9th Grade	0
10th Grade	29
11th Grade	48
12th Grade	104
TOTAL	181

TEACHERS:

Teacher information is available at reportcard.ospi.k12.wa.us.

BY GENDER:

Male	60.2%
Female	39.8%

BY ETHNICITY:

African-American	5.5%
American Indian	1.1%
Asian/Pacific Islander	7.2%
Caucasian	38.7%
Hispanic	38.1%
Multiple Ethnicities	9.4%

SPECIAL CATEGORIES:

Free/Reduced Lunch	60.8%
Special Education	0.5%
English Learners	6.5%

Ontime Graduation Rate (Class of 2017)	41.0%
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Five-year Cohort Graduation Rate (Class of 2016)	42.6%
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PARENT SURVEY

An education reform bill passed by the Washington State Legislature requires that schools seek feedback from parents and summarize the response in their annual Performance Reports. The Mukilteo School District has conducted a survey of parents in each of the past 20 years.

The survey conducted in the spring of 2018 had a total of 2,715 respondents, which represents a return rate of about 20 percent. The survey found that about 77 percent of parents feel welcome at their child's school and 72 percent feel staff members are responsive to their requests for information or assistance. District-wide, about 74 percent of parents have a positive impression about the quality of education at their child's school.

The survey also found that parents generally feel well informed about what is going on in their child's school and that parents feel school buildings and grounds appear clean and well maintained. The vast majority of parents report that their child feels safe at school and that staff members respect and appreciate diversity.

At ACES, about 78 percent of parents said they feel welcome at school and 67 percent said they have a positive impression about the quality of education at the school. Another 22 percent were either neutral on the subject or had no opinion.

A more detailed report of the survey findings can be found on the school district's Internet site at www.mukilteo.wednet.edu or by calling 425-356-1215.

FINANCIAL DATA

Total District
General Fund
Expenditure
Budget (2017-18):

\$215,107,885

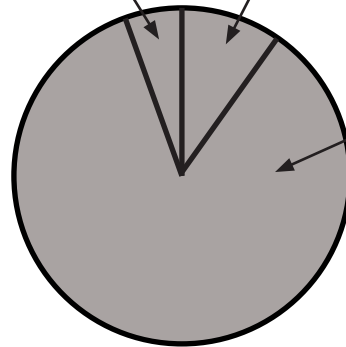
Budgeted
expenditures
per students
(2017-18):

\$13,896

Materials
and Supplies:
4.82%

Purchased
Services/Other:
9.66%

Salaries
and Benefits:
85.52%



IMPORTANT NOTES:

This publication contains much of the information that both state and federal law requires to be reported to parents. To learn more information about how your child's school did on state assessments, go to reportcard.ospi.k12.wa.us The Report Card contains information about test results and other statistics about the school. To find results for Mukilteo School District, use the drop-down menu in the box at the top under "Select Organization Type" and choose "school." To find results for your child's school, under "Select Organization" scroll down until you see "Mukilteo School District" with the name of your child's school.

If you do not have access to the Internet, you can get a printed version of your school's report card by contacting your school. A printed version of the school district's Report Card can be requested by calling 425-356-1215.

STUDENT ACHIEVEMENT FUNDS: Washington voters approved an Initiative in 2000 to dedicate funding that would help assure that students meet the learning requirements set forth in the state's education reform program. The Initiative encouraged school districts to work in partnership with their communities to determine how those resources could be used most effectively.

The amount of Student Achievement Funds made available to schools was greatly reduced beginning in 2009 and finally suspended entirely for the 2010-11 school year. The state legislature also suspended all Student Achievement Funds in all budgets that have followed.

PLEASE NOTE: Certificated staff members are present at their respective schools before and after the school day, consistent with their contractual hours and workday requirements.