

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

840 12th street, Douglas, AZ 85607

Douglas Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mrs. Sylvia Trotter  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 6-8  
 2004 Enrollment : 436  
 Web Address : www.dusd.k12.az.us/rayborane  
 Phone Number : (520) 364-2461  
 Fax Number : (520) 364-5537  
 E-mail : strotter@dusd.k12.az.us

### Mission

Our mission is to provide a quality education to all students. We strive to meet individual students' needs. We reach out to parents through our parent organization. We promote good will in the community through student service groups.

### School / Academic Goals

- ü Improve percentage of students meeting or exceeding State Standards in reading, math, and writing in grade 8 each year as measured by the AIMS test.
- ü Emphasize individual student needs, particularly with regard to ELL and Special Education students.
- ü Increase student achievement through increased utilization of effective instructional strategies/practices in the classroom.
- ü Increase parental involvement by involving parents in academic/school activities.

### Enrollment

October 1, 2003 School Year Student Enrollment : 434  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 2

Instructional Programs

- Grades 6, 7, 8
- Middle School Concept
- Mainstreamed ESL/Special Education
- Career Education Program/All Grades
- Quality Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

RBMS communicates to parents regularly. Teachers and administration contact parents concerning academic, discipline problems and successes, curricular matters, special events and activities. This is done through personal contact, letters, media, and website.

Parents

Parents are to ensure that their children attend school regularly. Parents monitor their child's progress by contacting the school or through the school's new website.

Transportation Policy

Most of the students attending RBMS live within walking distance of the school. About 30 students are bused to school each day. Students attending the gifted program and high school algebra classes are transported to and from the program.

School Honors

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

Award/Honor	Year
• Academic Computer Decathlon	2003
• 4th Place Knowledge Bowl	2003
• 4th place Math Counts	2004
• Awards in 6th Grade Math Challenge	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	316	75001	100	99	99	473	469	468	25	30	37	52	46	36	19	17	16	4	6	10
All Students (Prior Year)	133	323	71167	99	100	99	465	466	463	26	30	38	60	52	41	8	11	14	6	6	7
Female	55	149	36846	96	98	99	477	470	468	20	27	36	55	50	38	20	17	16	5	6	10
Male	62	166	37974	100	99	99	469	468	467	30	33	39	49	43	34	19	18	16	3	7	11
African American	--	NC	3720	--	NC	98	--	NC	446	--	NC	53	--	NC	33	--	NC	9	--	NC	4
Hispanic	114	300	26675	100	98	98	474	468	448	23	30	52	53	48	34	20	16	10	4	6	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	12	37785	NC	86	99	NC	491	482	NC	30	25	NC	10	39	NC	40	21	NC	20	15
Students with Disabilities	17	47	8802	100	98	100	NA	422	418	NA	88	79	NA	13	16	NA	0	3	NA	0	1
Students without Disabilities	100	269	66199	97	99	99	473	470	472	25	28	34	52	47	38	19	18	17	4	7	11
Limited English Proficient Students	79	166	11710	100	95	100	459	451	429	27	40	70	68	53	25	5	6	4	0	1	1
Migrant Students	15	25	709				481	472	442	18	33	57	55	39	34	27	22	7	0	6	2
Economically Disadvantaged	72	173	29814				469	460	448	29	37	53	51	45	33	16	15	10	4	3	4
Non-Economically Disadvantaged	45	143	45170				480	478	479	15	23	28	54	47	38	27	20	20	4	10	14

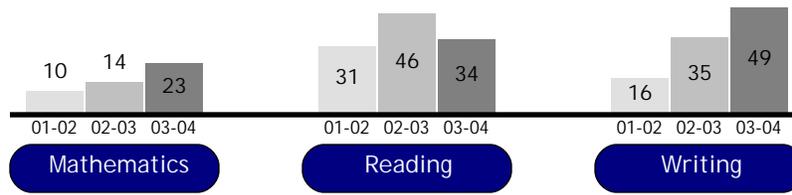
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	318	74918	100	99	99	483	486	497	38	39	32	29	26	19	29	28	35	5	7	15
All Students (Prior Year)	131	322	71100	97	100	99	492	497	502	25	24	25	29	26	21	43	46	40	3	4	15
Female	56	151	36805	98	99	99	485	486	501	32	38	28	39	30	19	24	26	37	5	7	16
Male	61	166	37936	100	99	99	481	485	493	44	40	35	17	22	18	33	30	33	6	8	14
African American	--	NC	3719	--	NC	98	--	NC	481	--	NC	43	--	NC	21	--	NC	29	--	NC	7
Hispanic	114	302	26645	100	99	98	484	485	478	38	40	46	27	25	20	30	28	27	5	7	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	12	37773	NC	86	99	NC	501	511	NC	18	20	NC	27	18	NC	45	41	NC	9	21
Students with Disabilities	17	47	8801	100	98	100	NA	437	448	NA	91	75	NA	9	13	NA	0	10	NA	0	2
Students without Disabilities	100	271	66117	97	100	99	483	488	501	38	36	28	29	26	19	29	30	37	5	8	16
Limited English Proficient Students	79	166	11706	100	95	100	467	466	454	56	58	71	32	29	16	10	10	12	2	3	1
Migrant Students	15	25	706				482	480	467	36	33	55	45	56	22	18	11	20	0	0	4
Economically Disadvantaged	72	173	29785				478	474	477	45	53	47	24	19	20	29	25	26	2	3	6
Non-Economically Disadvantaged	45	145	45115				493	499	508	23	22	23	38	33	18	27	33	39	12	12	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	314	74503	98	98	99	483	483	491	7	9	9	45	35	32	46	51	51	3	5	8
All Students (Prior Year)	130	320	69001	96	99	96	484	489	490	14	11	17	51	47	37	35	42	45	0	0	1
Female	56	150	36686	98	99	99	482	484	506	0	7	5	49	35	29	51	57	57	0	2	9
Male	59	163	37644	98	97	98	484	480	476	14	12	13	40	36	36	40	44	45	6	8	6
African American	--	NC	3677	--	NC	97	--	NC	475	--	NC	12	--	NC	36	--	NC	46	--	NC	5
Hispanic	112	298	26500	98	98	97	483	484	467	7	9	13	44	35	39	47	51	44	3	5	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	12	37606	NC	86	99	NC	455	508	NC	20	6	NC	30	28	NC	50	56	NC	0	10
Students with Disabilities	16	45	8662	100	94	100	NA	426	409	NA	30	37	NA	40	42	NA	30	20	NA	0	1
Students without Disabilities	99	269	65841	96	99	98	483	485	499	7	8	7	45	35	32	46	52	53	3	5	8
Limited English Proficient Students	77	164	11608	99	94	100	459	448	430	10	14	23	55	51	47	35	34	28	0	1	1
Migrant Students	15	25	701				483	482	449	9	6	17	45	44	43	45	50	38	0	0	1
Economically Disadvantaged	71	172	29587				476	466	465	8	12	14	45	42	40	47	45	43	0	2	4
Non-Economically Disadvantaged	44	142	44898				496	502	507	4	6	7	44	28	28	44	57	55	8	8	10

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	32	37	49	96	29	35	53	100	38	NA	56
	Language	100	29	34	42	98	32	36	45	100	32	37	48
	Mathematics	99	57	61	58	97	55	57	62	100	49	53	66
7	Reading	100	36	37	48	98	37	45	51	96	34	NA	54
	Language	100	39	43	51	100	47	55	54	96	50	51	58
	Mathematics	100	55	50	54	100	62	64	58	95	60	60	62
8	Reading	100	28	37	49	99	39	48	53	97	43	NA	55
	Language	100	21	33	46	98	40	49	49	97	46	52	52
	Mathematics	100	44	48	54	98	64	64	58	97	58	61	61

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	0	0	0
10 or more years	3	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 30  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 116  
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Career Exploration Lab
- Ü Chapter I Computer Lab

Extracurricular Activities

- Ü After School Tutoring
- Ü Folklorico
- Ü Student Council
- Ü Intramural Athletics
- Ü Drama Club

Social Services

- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Our Folklorico group is becoming known throughout the state. They represent our school very well.

ü Several staff members recognized on state committees.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	68	74
Grades 6-7	67	70
Grades 7-8	73	51

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

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

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

School Safety

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

The security officer and additional personnel are continually patrolling the school and school grounds. Teachers are providing more intervention by making more parent contact when there is a problem with a student.

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

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Sylvia Trotter	(520) 364-2461
Transportation Policy	Joan Clem	(520) 364-2447
Community Resources	Sylvia trotter	(520) 364-2461
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Fernando Morales	(520) 364-2461
Student Health/Nurse	Sylvia Valenzuela	(520) 364-2461

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.