

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Diane Cash Drury
 Schedule : 08:00 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 432
 Web Address : www.dusd.k12.az.us/rayborane
 Phone Number : (520) 364-2461
 Fax Number : (520) 805-5537
 E-mail : ddrury@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 following the Professional Learning Communities model.
- ü Increase parental involvement by involving parents in academic/school activities through the use of PTSO and Site Council and a variety of student clubs.

Enrollment

October 1, 2004 School Year Student Enrollment : 417
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

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 and the 4.5 week and quarterly reports created through the district's grading program.

Transportation Policy

Most of the students attending RBMS live within walking distance of the school. About 30 students are bused to school each day. Extra curricular activities provide transportation to games played at "home".

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	115	285	78250	97	100	99	539	543	548	23	25	21	21	17	18	51	51	48	5	6	13
All Students (Prior Year)	117	316	75001	100	99	99	473	469	468	25	30	37	52	46	36	19	17	16	4	6	10
Female	60	142	38071	98	100	99	541	543	549	17	24	20	26	17	19	55	56	49	2	4	12
Male	54	142	40126	95	99	99	537	543	547	28	26	23	16	18	17	48	47	46	8	9	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	114	271	29129	97	100	99	539	542	527	23	25	32	21	17	23	51	52	40	5	6	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	13	38320	--	100	99	--	566	568	--	18	12	--	27	14	--	36	55	--	18	19
Students with Disabilities	14	30	9329	100	100	100	457	472	454	85	82	64	8	11	18	8	4	16	0	4	2
Students without Disabilities	101	255	68996	96	99	99	550	551	561	15	19	16	23	18	18	57	57	52	5	7	14
Limited English Proficient Students	33	76	10133	100	99	100	521	523	488	40	37	45	20	19	25	34	39	28	6	4	2
Migrant Students	12	19	83	NA	NA	NA	545	535	520	17	32	39	25	16	28	50	47	30	8	5	4
Economically Disadvantaged	99	206	33388	97	99	94	537	537	530	25	28	32	19	16	22	52	51	40	4	5	5
Non-Economically Disadvantaged	16	79	44937	100	100	100	549	559	561	7	16	13	36	20	15	50	53	54	7	11	18

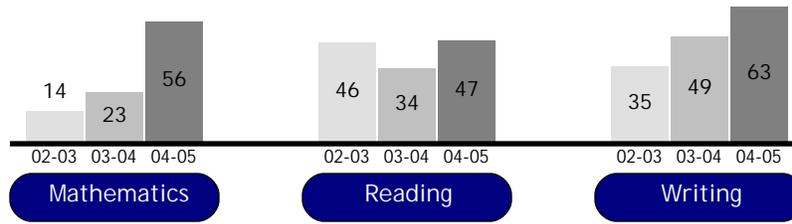
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	285	78302	97	0	99	490	500	512	19	11	11	34	37	25	47	51	57	0	1	7
All Students (Prior Year)	117	318	74918	100	99	99	483	486	497	38	39	32	29	26	19	29	28	35	5	7	15
Female	60	142	38082	98	0	99	496	503	518	16	9	8	33	35	24	52	55	61	0	1	7
Male	54	142	40166	95	0	99	484	496	507	22	13	14	36	39	26	42	46	54	0	2	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	114	271	29152	97	0	99	490	498	492	19	12	17	34	37	34	47	50	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	13	38347	--	0	99	--	534	531	--	0	5	--	36	17	--	55	68	--	9	10
Students with Disabilities	14	30	9353	100	0	100	441	449	429	69	54	40	15	36	38	15	11	22	0	0	1
Students without Disabilities	101	255	69024	96	0	99	497	505	524	13	6	7	36	37	23	51	55	62	0	2	7
Limited English Proficient Students	33	76	10140	100	0	100	469	476	451	38	23	28	38	52	43	24	24	29	0	0	1
Migrant Students	12	19	83	NA	NA	NA	481	480	480	25	26	29	42	37	36	33	37	35	0	0	0
Economically Disadvantaged	99	206	33398	97	0	94	488	494	495	21	13	18	34	40	35	45	45	46	0	2	2
Non-Economically Disadvantaged	16	79	44979	100	0	100	502	515	525	7	5	6	36	28	18	57	65	66	0	1	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	286	78094	97	100	99	518	523	545	8	6	3	28	30	18	63	65	77	0	0	2
All Students (Prior Year)	115	314	74503	98	98	99	483	483	491	7	9	9	45	35	32	46	51	51	3	5	8
Female	60	142	38025	98	100	99	528	536	558	5	3	2	22	21	13	72	76	82	0	0	2
Male	54	143	40013	95	99	99	511	512	534	10	7	5	36	40	23	54	53	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	114	272	29068	97	100	99	518	522	523	8	6	5	28	31	27	63	64	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	13	38265	--	100	99	--	561	564	--	0	2	--	18	11	--	82	84	--	0	3
Students with Disabilities	14	31	9275	100	100	100	405	424	444	46	36	14	54	54	46	0	11	39	0	0	1
Students without Disabilities	101	255	68892	96	99	98	534	535	559	3	2	2	25	27	14	72	71	82	0	0	2
Limited English Proficient Students	33	77	10084	100	100	100	479	489	474	16	11	10	40	44	39	44	44	50	0	0	1
Migrant Students	12	19	81	NA	NA	NA	515	501	504	8	11	12	25	32	27	67	58	60	0	0	0
Economically Disadvantaged	99	207	33296	97	99	94	513	517	527	9	7	5	32	33	27	59	60	67	0	0	0
Non-Economically Disadvantaged	16	79	44871	100	100	100	557	541	559	0	3	2	7	22	12	93	76	84	0	0	3

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	29	35	53	100	38	NA	56	99	40	43	51
	Language	98	32	36	45	100	32	37	48	99	38	40	47
	Mathematics	97	55	57	62	100	49	53	66	99	45	46	52
7	Reading	98	37	45	51	96	34	NA	54	97	37	43	50
	Language	100	47	55	54	96	50	51	58	97	39	46	52
	Mathematics	100	62	64	58	95	60	60	62	98	42	45	50
8	Reading	99	39	48	53	97	43	NA	55	97	36	42	51
	Language	98	40	49	49	97	46	52	52	97	42	45	50
	Mathematics	98	64	64	58	97	58	61	61	97	51	50	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Recognition for Academic Excellence
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Career Exploration Lab
- Ü Chapter I Computer Lab
- Ü Title I wireless lab

Extracurricular Activities

- Ü After School Tutoring
- Ü Folklorico
- Ü Student Council
- Ü Intramural Athletics
- Ü Marching Band
- Ü Compupter club
- Ü National Junior Honor Society

Social Services

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

School Achievements/Accomplishments 2004-05

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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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. Principal is an active and visible member of the disciplinary team making phone calls home and providing consequences that mirror the district's new discipline policy.

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

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	diane C> Drury	(520) 364-2461
Transportation Policy	Joan Clem	(520) 364-2447
Community Resources	Richard C. Acosta	(520) 364-2461
School Nutrition Programs	Beverly Jackson	(520) 364-2447
Parent Organization	Heather Shake	(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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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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.