

Marshall Ranch Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

12995 N Marshall Ranch Drive, Glendale, AZ 85304

Peoria Unified School District

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Mr. Bob Johnson
Schedule : 8:00 AM to 4:15 PM
Grades : K-8
2003 Enrollment : 852
Web Address : marshallranch.peoriaud.k12.az.us/
Phone Number : (623) 486-6450
Fax Number : (623) 486-6461
E-mail :

Mission

Marshall Ranch is a community partner that promotes kindness, respect, and dignity while encouraging the development of each individual's personal and academic best.

School / Academic Goals

ü Students will achieve at least one year's growth in academic areas of reading, language, and math as evidenced by 2003 Stanford 9 MAP scores.

ü We will improve student academic and social performance through ongoing curriculum reform. We will develop and implement strategies for quality communication among all clients: Community, Governing Board, students and employees.

Instructional Programs

ü Regular Full-Day Classes (Grades 1-8)
ü 1/2 Day Kindergarten/Kdg. Enrichment
ü Gifted Programs
ü On-site Special Education Services

Enrollment

October 1, 2002 School Year Student Enrollment : 884
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 94

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Marshall Ranch Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Climate
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Budget
- Ü Develop Site Council Goals

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	5.50

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	4	4	0	0
10 or more years	13	10	0	0

Shared Responsibilities

School

It is the responsibility of all PUSD employees to provide students with the best learning environment and opportunities to learn. In addition to providing a safe, attractive school campus, we invite and maintain high parent involvement.

Parents

Parents have the responsibility to act in partnership with the school & work together with staff members to educate their children. This includes supporting student attendance, completion of assignments & modeling positive attitudes toward learning.

Resources Available at School Site

Special Facilities

- Ü Electronic Classroom (K-6)
- Ü Technology Lab (7-8)

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Jazz Band
- Ü School Athletics

Social Services

- Ü Intervention Specialist
- Ü Crisis Intervention
- Ü Free/Reduced Lunch Program
- Ü YMCA After School Program

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond 1 mile of Marshall Ranch School. Services are provided for eligible Spec. Ed students to Marshall Ranch or other facilities as noted in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Marshall Ranch Elementary was one of only 6 elementary schools state-wide to be awarded the 2002 A+ School of Excellence Award by the Arizona Educational Foundation.
- ü Stanford 9 test results were above national, state, and district averages.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence	2002
ü Raymond S. Kellis Leadership in Administration	2003
ü Jazz Band Received Superior Award @ NAU Jazz Festival	2003
ü Arizona State Boys Basketball Champions	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	39	52
Grades 3-4	76	71
Grades 4-5	60	71
Grades 5-6	92	91
Grades 6-7	74	80
Grades 7-8	68	83

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 2002-03. 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 2003. 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. 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).

3rd 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	101	2731	75372	100	100	101	537	529	523	1	5	9	22	23	25	42	41	36	35	31	30
All Students (Prior Year)	102	2609	70809	NA	NA	NA	529	528	518	1	5	11	28	23	27	36	41	35	35	31	27
Female	51	1343	36901	100	98	101	549	530	524	0	4	8	17	23	25	35	41	36	48	31	31
Male	50	1387	38385	100	101	101	526	528	523	2	6	9	26	23	24	50	41	36	22	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	13	552	29103	87	100	99	525	512	510	9	10	12	18	34	31	64	39	36	9	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	74	1913	34597	103	99	98	541	534	535	0	3	4	20	20	20	41	43	38	39	34	38
Students with Disabilities	10	247	8057	71	73	99	577	507	496	0	16	23	33	30	31	33	34	28	33	19	17
Students without Disabilities	91	2484	67315	105	104	101	536	529	525	1	4	8	21	23	24	43	41	37	35	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	101	2526	49047				537	531	530	1	4	6	22	21	21	42	42	37	35	33	35

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	101	2716	75221	100	99	101	523	526	523	5	5	8	16	15	16	64	60	56	14	20	21
All Students (Prior Year)	103	2610	70860	NA	NA	NA	533	531	524	0	4	9	7	12	17	61	53	45	32	32	30
Female	51	1338	36833	100	98	100	531	529	526	0	3	6	13	15	15	65	60	56	22	23	23
Male	50	1378	38319	100	100	101	515	522	520	11	7	9	20	16	17	62	60	56	7	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	13	553	29019	87	100	99	529	516	513	9	8	12	27	23	21	45	54	55	18	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	74	1900	34543	103	98	97	525	529	531	4	4	4	15	13	12	65	61	58	16	22	26
Students with Disabilities	11	248	8006	79	73	99	508	509	505	0	14	22	0	27	23	100	49	42	0	10	13
Students without Disabilities	90	2468	67215	103	103	101	524	526	524	6	5	7	17	15	16	63	60	56	15	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	101	2512	48965				523	528	528	5	4	5	16	14	13	64	61	58	14	21	24

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	101	2701	73654	100	99	99	531	533	530	2	5	9	18	11	13	74	78	70	7	6	7
All Students (Prior Year)	101	2434	68592	NA	NA	NA	551	550	542	2	4	9	8	8	12	74	72	63	16	16	16
Female	51	1338	36239	100	98	99	543	539	537	0	3	7	11	8	11	78	81	72	11	8	10
Male	50	1363	37301	100	99	98	518	526	523	4	7	12	24	13	15	69	75	68	2	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	13	541	28348	87	98	96	526	524	520	0	8	13	27	16	17	64	73	65	9	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	74	1893	33924	103	98	96	532	535	537	3	4	5	16	10	10	75	79	75	6	7	9
Students with Disabilities	11	244	7306	79	72	90	517	521	506	0	19	24	33	8	20	67	69	52	0	4	4
Students without Disabilities	90	2457	66348	103	102	100	531	533	531	2	5	8	17	11	13	74	78	71	7	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	101	2497	47943				531	535	535	2	4	7	18	10	11	74	79	74	7	6	9

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

5th 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	100	2885	76230	98	100	101	503	508	498	6	6	12	41	37	38	15	13	12	39	45	37
All Students (Prior Year)	116	2848	72888	NA	NA	NA	491	497	494	8	10	14	50	42	40	17	14	12	25	34	34
Female	47	1398	37247	96	99	100	516	510	500	4	4	11	35	37	40	11	13	13	50	46	37
Male	53	1484	38725	100	100	101	490	507	497	8	7	14	46	37	37	18	13	12	28	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	14	630	28100	108	98	98	492	499	482	7	7	18	50	46	47	21	13	11	21	35	24
Asian/Pacific Islander	11	81	1447	100	99	95	517	525	527	0	3	5	33	25	26	0	12	11	67	60	58
American Indian/Alaskan Native	--	39	5292	--	100	113	--	499	463	--	9	31	--	47	47	--	9	8	--	35	14
White	72	1964	35389	96	99	96	503	512	514	6	5	6	41	34	32	14	13	14	39	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	93	2641	67208	100	101	100	503	510	500	5	5	12	42	37	38	15	13	12	37	45	38
Limited English Proficient Students	NC	159	14826	NC	105	113	NC	482	460	NC	6	31	NC	56	51	NC	19	8	NC	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	100	2785	51193				503	510	507	6	5	9	41	36	35	15	13	13	39	46	43

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	98	2864	76202	96	99	101	506	508	505	12	13	19	23	23	24	56	52	46	10	13	11
All Students (Prior Year)	114	2848	72779	NA	NA	NA	508	507	505	8	15	21	21	20	20	59	50	43	13	15	15
Female	48	1396	37231	98	99	100	512	511	507	0	9	16	22	22	24	61	54	48	17	16	13
Male	50	1465	38718	94	99	101	500	505	503	23	16	22	23	24	24	51	49	44	2	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	14	630	28090	108	98	98	503	504	497	21	16	28	29	28	30	36	47	37	14	9	5
Asian/Pacific Islander	11	80	1443	100	98	95	509	517	515	22	9	9	0	12	19	56	63	53	22	15	19
American Indian/Alaskan Native	--	38	5311	--	97	113	--	505	491	--	15	38	--	35	31	--	47	28	--	3	3
White	70	1952	35371	93	99	96	506	509	512	9	11	10	24	21	20	61	53	54	6	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	90	2630	67105	97	100	100	506	508	506	11	12	18	22	23	24	57	52	47	10	13	12
Limited English Proficient Students	NC	158	14780	NC	105	113	NC	499	486	NC	19	50	NC	25	32	NC	56	18	NC	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	98	2765	51241				506	509	509	12	11	14	23	23	22	56	53	51	10	13	14

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	96	2862	74692	94	99	99	509	513	502	15	10	18	20	26	27	57	56	47	8	9	8
All Students (Prior Year)	108	2780	70710	NA	NA	NA	518	523	512	7	10	17	24	23	26	55	51	42	14	16	16
Female	46	1388	36710	94	98	99	526	522	509	7	6	14	14	22	26	66	61	50	14	11	10
Male	50	1472	37742	94	100	98	493	504	495	23	14	22	26	29	28	49	51	44	2	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	13	631	27492	100	98	96	497	506	486	23	12	27	15	29	32	62	53	38	0	7	4
Asian/Pacific Islander	11	80	1428	100	98	94	542	529	528	11	8	8	11	14	20	56	60	54	22	18	18
American Indian/Alaskan Native	--	39	5166	--	100	110	--	495	470	--	21	39	--	24	32	--	53	27	--	3	2
White	69	1943	34785	92	98	94	508	515	517	15	9	10	20	25	23	58	57	56	8	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	88	2631	66264	95	100	99	512	514	503	14	9	17	20	26	27	58	56	48	8	9	8
Limited English Proficient Students	NC	159	14363	NC	105	109	NC	492	459	NC	19	47	NC	31	34	NC	44	19	NC	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	96	2765	50185				509	514	511	15	9	13	20	25	24	57	57	53	8	9	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2987	71167	98	99	99	478	468	463	27	32	38	46	47	41	12	15	14	15	6	7
All Students (Prior Year)	129	2820	66213	NA	NA	NA	463	470	459	40	29	39	37	46	40	17	18	14	5	7	7
Female	52	1483	34825	98	98	99	470	466	462	31	32	38	51	49	42	7	15	14	11	4	6
Male	63	1500	36047	98	99	99	483	469	464	25	33	38	42	44	39	16	15	15	18	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	11	566	23643	110	96	97	466	456	445	40	44	53	60	40	37	0	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	87	2131	35245	97	99	95	481	471	476	26	29	26	43	49	45	14	16	19	17	7	10
Students with Disabilities	15	250	8095	79	88	104	471	429	426	40	69	69	20	28	25	20	1	5	20	1	1
Students without Disabilities	100	2737	63072	102	100	99	478	469	464	27	31	37	47	47	41	11	15	15	14	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	115	2963	54110				478	468	468	27	32	33	46	47	43	12	15	16	15	6	8

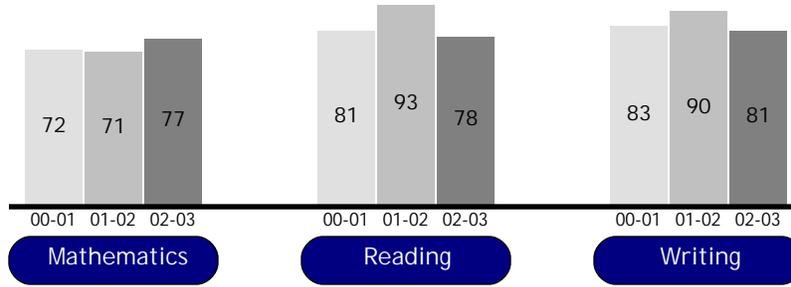
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2981	71100	97	99	99	518	510	502	16	17	25	13	19	21	51	46	40	19	18	15
All Students (Prior Year)	122	2813	66144	NA	NA	NA	515	514	504	15	15	24	19	19	20	49	47	40	17	20	16
Female	51	1480	34801	96	98	99	515	513	505	18	13	21	16	20	22	50	49	42	16	18	15
Male	62	1498	36010	97	99	99	521	507	499	15	22	28	11	18	20	52	43	38	22	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	11	569	23630	110	97	96	502	502	485	33	23	37	22	22	25	22	41	32	22	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	85	2119	35198	94	98	95	522	513	515	15	15	15	11	18	18	54	48	47	20	19	21
Students with Disabilities	15	266	8121	79	94	105	522	470	470	33	58	55	0	21	20	0	13	21	67	8	4
Students without Disabilities	98	2715	62979	100	99	99	518	511	503	16	17	23	14	19	21	53	47	41	18	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	113	2955	54060				518	511	507	16	17	20	13	19	20	51	46	43	19	18	17

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	2940	69001	98	97	96	498	499	490	12	11	17	28	35	37	59	53	45	1	1	1
All Students (Prior Year)	127	2741	63579	NA	NA	NA	503	503	493	6	8	15	41	38	42	50	52	41	3	2	2
Female	52	1461	34086	98	97	97	500	506	496	11	6	13	27	33	36	62	59	51	0	2	1
Male	63	1476	34644	98	97	95	497	492	484	13	16	22	29	37	39	56	47	38	2	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	11	563	22656	110	96	92	491	491	476	11	14	27	33	40	43	56	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	87	2095	34501	97	97	93	501	502	500	11	9	10	25	33	34	63	57	55	1	1	1
Students with Disabilities	15	258	7386	79	91	95	514	460	459	0	46	46	0	29	37	100	24	17	0	0	0
Students without Disabilities	100	2682	61615	102	98	97	498	500	491	12	10	16	29	35	37	58	54	45	1	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	115	2914	52618				498	499	494	12	10	14	28	35	36	59	54	49	1	1	1

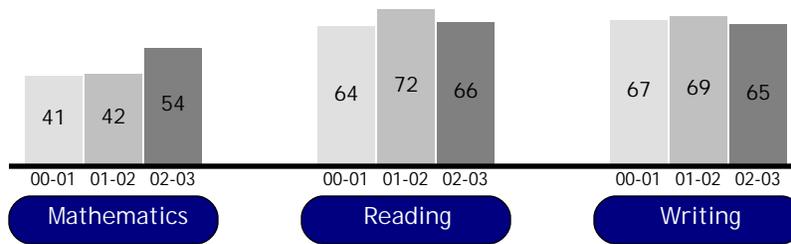
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

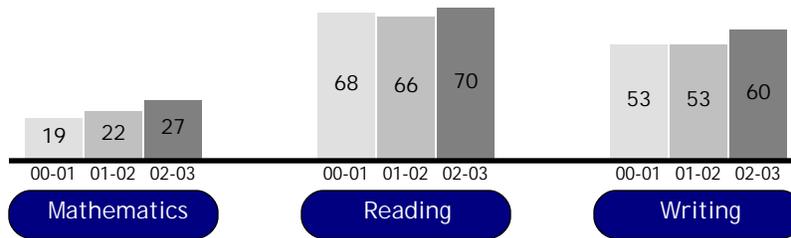
3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	69	63	53	94	70	58	44	97	76	62	50
	Language	89	72	57	45	94	69	56	39	97	80	57	43
	Mathematics	90	79	71	56	94	78	68	52	99	88	71	57
3	Reading	89	60	58	50	95	58	55	43	100	57	58	47
	Language	91	74	68	55	95	63	64	50	100	63	66	54
	Mathematics	91	71	67	53	94	62	65	50	100	67	67	54
4	Reading	92	75	62	55	96	70	59	47	96	63	63	52
	Language	90	66	58	50	96	66	57	45	99	56	59	48
	Mathematics	91	72	66	56	96	70	66	52	98	65	67	57
5	Reading	94	66	59	51	98	62	55	46	98	68	61	50
	Language	94	60	53	46	99	57	51	43	100	60	56	46
	Mathematics	94	69	66	56	98	65	63	54	100	73	67	57
6	Reading	99	73	63	54	97	66	60	49	99	73	63	53
	Language	99	64	56	46	98	59	54	42	100	71	58	45
	Mathematics	99	78	74	61	98	72	70	58	100	81	73	62
7	Reading	98	68	64	53	98	69	60	48	98	70	63	51
	Language	98	70	68	55	97	71	64	51	97	78	69	54
	Mathematics	98	65	71	57	97	73	68	54	97	77	70	58
8	Reading	98	71	63	55	98	64	61	49	99	69	62	53
	Language	98	69	61	50	98	65	60	46	98	67	62	49
	Mathematics	99	70	64	57	97	66	67	54	100	76	66	58

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 Safety

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

The Marshall Ranch Safety Committee and Crisis Teams continue to review district procedures, hold school-wide fire drills, and lock-down procedures. The Lifeskills program promotes responsibility, citizenship, and character development.

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) :

0

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

Contacts

	Name	Phone Number
School Site Council	Robert Johnson	(623) 486-6450
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Therese Reeve	(623) 486-6450
School Nutrition Programs	Willie Gentry	(623) 486-5184
Parent Organization	Catherine Adams	(623) 486-6450
Student Health/Nurse	Susan LeMmon	(623) 486-6453

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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