



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12995 N Marshall Ranch Dr, Glendale, AZ 85304

Peoria Unified School 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)

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

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

School Overview

Principal/Administrator : Mrs. Karla Lundberg
Schedule : 8:00 AM to 4:15 PM
Grades : K-8
2004 Enrollment : 878
Web Address :
Phone Number : (623) 486-6450
Fax Number : (623) 486-6461
E-mail : klundberg@peoriaud.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 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 / Academic Goals

- Students will achieve at least one year's growth in academic areas of reading, language, and math as evidenced by 2004 Stanford 9 MAP scores and AIMS scores.
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.

Enrollment

October 1, 2003 School Year Student Enrollment : 864
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 98

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
- Ü Tech. Integration Proj. (TIP) Classrooms
- Ü K-6 Computer Lab
- Ü 7th - 8th Technology Lab
- Ü ELL Instructional Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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.

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.

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	2004
Ü District Boys Basketball Champions	2004

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	82	2724	75509	99	100	100	530	529	521	9	8	13	22	21	23	36	35	33	33	35	31
All Students (Prior Year)	101	2731	75372	100	100	100	537	529	523	1	5	9	22	23	25	42	41	36	35	31	30
Female	35	1318	37013	97	100	100	525	529	522	12	8	12	15	22	24	48	36	33	24	34	31
Male	47	1406	38430	100	100	99	534	530	521	7	9	14	27	21	22	27	35	33	40	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	NC	582	30486	NC	100	99	NC	514	505	NC	12	18	NC	30	29	NC	33	32	NC	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	61	1886	35192	98	100	99	531	534	534	8	7	8	18	19	19	38	37	35	35	38	39
Students with Disabilities	15	438	9708	100	100	100	483	506	489	21	20	32	43	27	27	36	32	24	0	22	17
Students without Disabilities	67	2286	65801	97	98	98	540	533	525	6	7	11	17	21	23	36	36	34	41	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	19	693	36411				501	509	503	11	14	19	39	31	29	39	34	32	11	21	20
Non-Economically Disadvantaged	63	2031	39040				539	535	534	8	6	8	17	19	19	35	36	34	40	39	39

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	82	2724	75492	99	100	100	523	525	519	10	7	12	15	15	16	50	51	47	25	27	24
All Students (Prior Year)	101	2716	75221	100	99	100	523	526	523	5	5	8	16	15	16	64	60	56	14	20	21
Female	35	1319	37014	97	100	100	526	528	523	10	6	10	13	13	15	48	50	48	29	30	27
Male	47	1405	38400	100	100	99	520	522	516	10	8	14	17	17	17	51	52	47	22	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	NC	582	30438	NC	100	99	NC	516	508	NC	10	17	NC	21	21	NC	52	47	NC	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	61	1887	35177	98	100	99	525	528	528	9	6	8	15	13	13	47	50	49	29	30	31
Students with Disabilities	15	439	9707	100	100	100	481	508	495	38	17	33	38	23	21	25	43	33	0	17	13
Students without Disabilities	67	2285	65785	97	98	98	528	527	522	6	6	10	13	14	16	53	52	49	28	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	19	692	36302				507	514	507	7	12	18	33	22	21	40	51	46	20	15	14
Non-Economically Disadvantaged	63	2032	39164				527	528	528	11	6	8	11	13	13	53	51	48	26	30	31

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	80	2706	75053	96	100	99	595	603	597	5	5	7	16	10	12	71	78	72	8	7	9
All Students (Prior Year)	101	2701	73654	100	99	99	531	533	530	2	5	9	18	11	13	74	78	70	7	6	7
Female	35	1310	36872	97	99	99	612	624	621	6	3	5	9	7	9	76	81	74	9	10	12
Male	45	1396	38109	96	100	99	582	583	573	5	6	10	21	13	14	67	76	69	7	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	NC	578	30235	NC	99	98	NC	594	575	NC	5	9	NC	13	14	NC	74	70	NC	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	60	1876	35028	97	100	99	608	609	613	5	4	6	10	9	10	76	80	73	8	8	11
Students with Disabilities	13	433	9625	93	100	100	522	554	530	17	10	21	25	16	21	58	71	55	0	3	4
Students without Disabilities	67	2273	65428	97	97	98	609	610	604	3	4	6	14	9	11	73	79	73	9	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	18	687	36077				588	572	566	6	8	10	18	12	16	76	77	69	0	3	5
Non-Economically Disadvantaged	62	2019	38950				597	612	618	5	4	5	15	9	9	69	79	73	10	9	12

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	109	2855	76019	98	100	100	500	503	499	8	9	14	45	39	39	13	16	14	33	35	33
All Students (Prior Year)	100	2885	76230	98	100	100	503	508	498	6	6	12	41	37	38	15	13	12	39	45	37
Female	53	1384	37207	96	100	100	508	504	499	4	8	12	46	40	41	12	18	14	38	34	33
Male	56	1469	38677	100	100	100	493	502	498	13	11	15	44	39	38	15	15	13	28	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	NC	590	29458	NC	100	100	NC	487	480	NC	15	20	NC	47	48	NC	14	12	NC	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	84	2018	35880	100	100	100	501	507	515	7	8	7	42	37	32	17	17	16	34	38	45
Students with Disabilities	16	385	9786	89	100	100	457	465	457	31	30	39	56	47	40	13	7	7	0	16	13
Students without Disabilities	93	2470	66233	100	99	99	508	507	503	4	7	11	43	39	39	13	17	14	39	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	16	700	35714				486	482	480	19	18	20	63	47	47	6	14	12	13	21	20
Non-Economically Disadvantaged	93	2155	40266				503	509	513	7	7	9	42	37	33	14	17	15	37	39	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	110	2851	76020	99	100	100	505	506	503	11	18	25	31	22	23	47	45	40	12	14	12
All Students (Prior Year)	98	2864	76202	96	99	100	506	508	505	12	13	19	23	23	24	56	52	46	10	13	11
Female	54	1384	37213	98	100	100	511	509	504	2	16	22	27	21	23	56	48	42	15	15	13
Male	56	1465	38666	100	100	100	500	503	501	20	21	29	35	23	22	37	42	38	8	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	NC	589	29442	NC	100	99	NC	501	494	NC	27	37	NC	25	26	NC	40	31	NC	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	84	2014	35890	100	100	100	507	508	511	10	16	15	31	22	20	45	46	48	14	16	18
Students with Disabilities	16	383	9784	89	100	100	489	489	485	42	47	58	50	24	19	8	21	19	0	7	4
Students without Disabilities	94	2468	66236	100	98	99	507	508	504	7	15	23	29	22	23	52	47	42	13	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	17	700	35703				507	498	494	24	31	37	35	27	26	35	35	31	6	7	6
Non-Economically Disadvantaged	93	2151	40274				505	508	509	8	15	17	30	21	20	49	47	47	13	16	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	110	2854	75673	99	100	100	550	544	530	3	8	12	22	22	25	71	66	58	4	4	4
All Students (Prior Year)	96	2862	74692	94	99	99	509	513	502	15	10	18	20	26	27	57	56	47	8	9	8
Female	54	1384	37099	98	100	100	570	563	548	0	4	8	19	19	22	75	71	64	6	5	6
Male	56	1468	38441	100	100	99	531	527	513	6	12	16	26	24	29	67	60	52	2	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	NC	590	29305	NC	100	99	NC	528	507	NC	10	16	NC	27	31	NC	59	51	NC	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	84	2016	35760	100	100	99	554	549	550	2	8	9	20	20	21	73	67	64	4	5	6
Students with Disabilities	16	383	9706	89	100	100	511	485	462	19	26	36	19	32	32	63	40	31	0	2	1
Students without Disabilities	94	2471	65967	100	99	99	558	551	536	0	7	10	23	21	25	73	68	60	4	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	17	701	35541				537	523	504	0	14	17	24	23	31	76	61	50	0	2	2
Non-Economically Disadvantaged	93	2153	40091				553	551	550	3	7	9	22	21	21	70	67	64	4	5	6

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	126	3176	75001	100	100	99	497	476	468	15	27	37	38	43	36	24	21	16	23	10	10
All Students (Prior Year)	115	2987	71167	98	99	99	478	468	463	27	32	38	46	47	41	12	15	14	15	6	7
Female	61	1568	36846	98	100	99	494	476	468	14	25	36	41	46	38	26	20	16	19	9	10
Male	65	1600	37974	100	100	99	500	476	467	17	29	39	35	39	34	22	21	16	27	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	16	634	26675	100	100	98	476	462	448	23	37	52	54	42	34	15	15	10	8	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	94	2237	37785	100	100	99	498	480	482	15	24	25	37	43	39	23	22	21	24	11	15
Students with Disabilities	14	359	8802	100	100	100	457	425	418	56	74	79	33	22	16	0	4	3	11	1	1
Students without Disabilities	112	2817	66199	99	99	99	500	480	472	12	23	34	39	44	38	26	22	17	24	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	19	628	29814				485	458	448	35	41	53	24	39	33	24	14	10	18	5	4
Non-Economically Disadvantaged	107	2548	45170				499	480	479	12	24	28	41	43	38	24	22	20	24	11	14

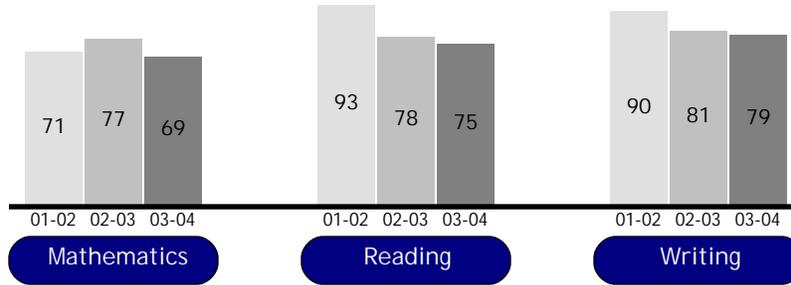
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	3170	74918	99	100	99	521	507	497	9	22	32	13	18	19	57	42	35	21	18	15
All Students (Prior Year)	113	2981	71100	97	99	99	518	510	502	16	17	25	13	19	21	51	46	40	19	18	15
Female	60	1566	36805	97	100	99	518	510	501	9	19	28	12	19	19	62	45	37	17	18	16
Male	65	1599	37936	100	100	99	524	504	493	10	26	35	14	18	18	53	38	33	24	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	16	634	26645	100	100	98	495	495	478	15	32	46	23	20	20	62	34	27	0	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	93	2236	37773	99	100	99	524	511	511	10	18	20	12	18	18	54	44	41	23	19	21
Students with Disabilities	13	358	8801	100	100	100	509	455	448	25	72	75	38	14	13	25	11	10	13	3	2
Students without Disabilities	112	2812	66117	99	99	99	522	512	501	8	18	28	11	19	19	60	44	37	21	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	19	628	29785				516	490	477	12	36	47	12	23	20	71	32	26	6	9	6
Non-Economically Disadvantaged	106	2542	45115				522	511	508	9	19	23	13	17	18	55	44	39	23	20	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	126	3170	74503	100	100	99	534	522	491	5	4	9	13	22	32	68	61	51	14	12	8
All Students (Prior Year)	115	2940	69001	98	97	96	498	499	490	12	11	17	28	35	37	59	53	45	1	1	1
Female	61	1566	36686	98	100	99	535	535	506	3	3	5	13	17	29	72	66	57	12	14	9
Male	65	1598	37644	100	100	98	534	509	476	6	6	13	13	28	36	65	56	45	16	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	16	634	26500	100	100	97	520	510	467	13	6	13	20	27	39	53	56	44	13	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	94	2235	37606	100	100	99	535	526	508	4	4	6	12	21	28	70	63	56	14	12	10
Students with Disabilities	14	359	8662	100	100	100	440	437	409	36	24	37	14	42	42	50	32	20	0	2	1
Students without Disabilities	112	2811	65841	99	99	98	546	530	499	1	3	7	13	21	32	71	64	53	16	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	19	629	29587				505	504	465	6	6	14	22	27	40	61	59	43	11	7	4
Non-Economically Disadvantaged	107	2541	44898				539	526	507	5	4	7	11	21	28	70	62	55	14	13	10

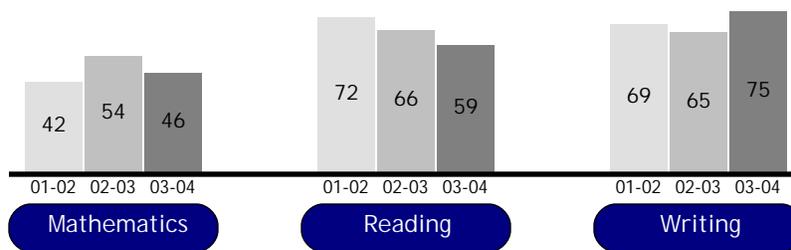
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

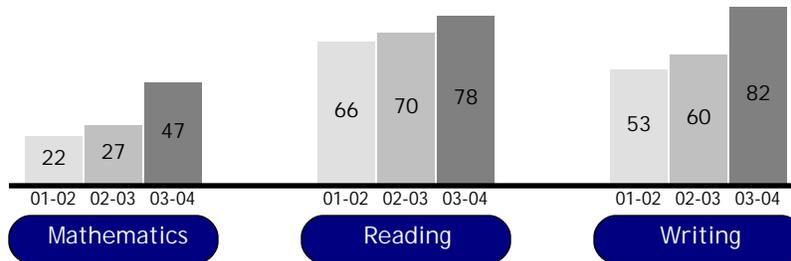
3rd Grade Proficiency



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 2003-04

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?	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 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 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
2	Reading	94	70	58	44	97	76	62	50	95	70	NA	58
	Language	94	69	56	39	97	80	57	43	99	73	60	50
	Mathematics	94	78	68	52	99	88	71	57	97	77	72	64
3	Reading	95	58	55	43	100	57	58	47	99	64	NA	55
	Language	95	63	64	50	100	63	66	54	98	71	70	61
	Mathematics	94	62	65	50	100	67	67	54	99	73	71	61
4	Reading	96	70	59	47	96	63	63	52	96	63	NA	56
	Language	96	66	57	45	99	56	59	48	98	54	60	52
	Mathematics	96	70	66	52	98	65	67	57	98	62	69	61
5	Reading	98	62	55	46	98	68	61	50	96	62	NA	55
	Language	99	57	51	43	100	60	56	46	94	56	56	49
	Mathematics	98	65	63	54	100	73	67	57	97	64	67	63
6	Reading	97	66	60	49	99	73	63	53	98	71	NA	56
	Language	98	59	54	42	100	71	58	45	97	69	60	48
	Mathematics	98	72	70	58	100	81	73	62	97	75	75	66
7	Reading	98	69	60	48	98	70	63	51	100	73	NA	54
	Language	97	71	64	51	97	78	69	54	99	76	67	58
	Mathematics	97	73	68	54	97	77	70	58	99	76	68	62
8	Reading	98	64	61	49	99	69	62	53	97	74	NA	55
	Language	98	65	60	46	98	67	62	49	97	74	64	52
	Mathematics	97	66	67	54	100	76	66	58	98	83	69	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

- 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 Develop Site Council Goals

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	15	2	0	0
7 to 9 years	6	5	0	0
10 or more years	20	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	42
Core academic classes taught by Highly Qualified (NCLB) teachers.	231
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab (K-6)
- Ü Technology Lab (7-8)
- Ü Media Center
- Ü Tech. Integration Classrooms (TIP)

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Jazz Band
- Ü School Athletics
- Ü Yearbook Club
- Ü MRTV
- Ü Future Cities
- Ü Scholastic Bowl

Social Services

- Ü Intervention Specialist
- Ü Crisis Intervention
- Ü Free/Reduced Breakfast/Lunch Program
- Ü YMCA After School Program
- Ü DARE Program
- Ü Character Education Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Stanford 9 test results were above national, state, and district averages. AIMS results continue to increase in the area of "meets/exceeds standards".
- ü During the 03-04 school year, over 43% of 5th - 8th graders achieved honor roll recognition (3.5+ GPA) and the school averaged over 30% perfect attendance for grades K-8 each quarter.
- 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 5 student teams involved in the Honeywell Bridge Building competition received first place honors. Jazz Band participated in the NAU & Fullerton Jazz Festivals. Two staff members were recognized as 2004 Peoria District Pride of Peoria recipients.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 2-3	39	43
Grades 3-4	76	56
Grades 4-5	60	69
Grades 5-6	82	77
Grades 6-7	62	58
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 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 Marshall Ranch Safety Committee and Crisis Teams continue to review district procedures, hold school-wide fire and lockdown drills, and review and improve fire and lockdown procedures. Marshall Ranch is part of the City of Glendale Rapid Responder emergency response program. The Lifeskills program promotes student responsibility, citizenship, and character development. In addition, an anti-bullying program was incorporated into the LifeSkills program for 2003-04.

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	Karla Lundberg	(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	Annette Raley	(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 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.

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

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.

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** 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.