



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Karla Lundberg
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 804
Web Address : peoriaud.k12.az.us
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)

2004-05 Met
2003-04 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 / Academic Goals

- Students will achieve at least one year's growth in academic areas of reading, language, and math as evidenced by 2004 Terra Nova and AIMS DPA 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, Parents and employees.

Enrollment

October 1, 2004 School Year Student Enrollment : 895
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 137

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 :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all PUSD employees to provide all students with the best 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 one mile of Marshall Ranch School. Services are provided for eligible Special Education 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	84	2834	79306	98	100	99	453	448	445	8	7	10	14	15	18	54	57	51	24	20	20
All Students (Prior Year)	82	2724	75059	99	100	100	530	529	521	9	8	13	22	21	23	36	35	33	33	35	31
Female	42	1346	38691	98	100	99	442	453	446	8	6	10	15	14	18	67	60	52	10	20	20
Male	42	1488	40583	98	100	99	465	443	445	8	8	11	14	17	18	41	55	50	38	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	11	655	32869	100	99	99	437	428	429	11	12	15	11	22	25	78	57	51	0	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	59	1898	36197	100	100	99	459	455	463	7	6	5	11	12	11	54	58	53	29	24	31
Students with Disabilities	11	435	10321	100	100	100	421	391	389	18	23	30	36	27	27	36	40	34	9	10	9
Students without Disabilities	74	2404	69060	97	98	98	459	458	454	6	4	7	11	13	17	57	61	54	26	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	18	569	39415	86	85	96	447	439	431	11	13	15	17	17	25	50	58	50	22	12	10
Non-Economically Disadvantaged	67	2270	39966	100	100	100	455	450	459	7	6	6	14	15	12	55	57	52	24	22	30

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	84	2834	79395	98	0	99	464	458	446	3	4	9	14	18	25	75	64	55	8	13	11
All Students (Prior Year)	82	2724	75492	99	100	100	523	525	519	10	7	12	15	15	16	50	51	47	25	27	24
Female	42	1346	38743	98	0	100	461	469	451	3	3	7	15	14	24	79	68	57	3	16	12
Male	42	1488	40618	98	0	99	467	448	440	3	6	11	14	22	27	70	61	53	14	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	11	655	32915	100	0	99	459	439	426	11	8	15	0	25	35	89	61	47	0	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	59	1898	36221	100	0	99	467	465	465	2	3	4	13	15	15	75	66	63	11	16	17
Students with Disabilities	11	435	10331	100	0	100	435	400	388	0	15	25	45	34	37	55	43	34	0	8	4
Students without Disabilities	74	2404	69139	97	0	99	469	469	454	3	2	7	9	15	24	78	68	58	9	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	18	569	39484	86	0	96	452	449	429	0	8	14	28	24	35	72	61	47	0	7	4
Non-Economically Disadvantaged	67	2270	39986	100	0	100	467	460	461	3	3	4	10	16	16	76	65	63	10	15	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	84	2826	78869	98	100	99	476	453	442	5	3	6	4	17	21	74	70	63	17	10	10
All Students (Prior Year)	80	2706	75053	96	100	99	595	603	597	5	5	7	16	10	12	71	78	72	8	7	9
Female	42	1343	38536	98	100	99	487	474	458	3	1	4	3	9	15	77	75	67	18	14	14
Male	42	1483	40302	98	100	99	465	435	428	8	5	8	5	23	26	70	66	60	16	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	11	651	32606	100	99	98	477	439	426	11	4	8	0	22	27	56	68	60	33	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	59	1895	36078	100	100	99	477	458	459	5	3	4	4	15	16	73	71	66	18	11	14
Students with Disabilities	11	435	10246	100	100	100	409	386	367	18	8	18	18	37	39	55	48	40	9	7	4
Students without Disabilities	74	2396	68697	97	98	98	488	466	454	3	2	4	2	13	18	77	74	67	18	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	18	567	39106	86	85	95	443	444	427	11	4	8	11	22	28	67	68	59	11	5	5
Non-Economically Disadvantaged	67	2264	39837	100	100	100	487	456	457	3	3	4	2	15	14	76	71	67	19	11	15

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	113	2918	78906	100	100	99	517	507	498	4	10	13	12	16	19	58	48	48	26	26	20
All Students (Prior Year)	109	2855	76019	98	100	100	500	503	499	8	9	14	45	39	39	13	16	14	33	35	33
Female	56	1425	38644	100	99	99	517	508	500	6	9	12	7	16	19	61	49	49	26	25	19
Male	57	1492	40236	100	100	99	518	507	497	2	11	15	17	16	19	56	46	46	26	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	18	653	31938	100	100	99	509	488	481	6	17	19	28	21	25	44	45	46	22	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	80	1993	36483	100	100	99	520	515	517	3	8	7	9	14	13	60	49	51	28	29	30
Students with Disabilities	19	413	10664	100	100	100	480	435	430	12	32	42	35	29	27	35	29	26	18	10	5
Students without Disabilities	94	2507	68310	99	98	98	524	519	509	2	7	9	8	14	18	63	51	51	27	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	20	573	38679	100	87	96	522	493	483	0	17	20	5	23	25	68	45	45	26	15	10
Non-Economically Disadvantaged	93	2347	40295	100	100	100	516	511	513	4	9	7	13	14	13	56	49	50	26	29	30

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	2919	78908	100	0	99	503	492	484	6	6	10	11	18	23	70	65	58	12	11	9
All Students (Prior Year)	110	2851	76020	99	100	100	505	506	503	11	18	25	31	22	23	47	45	40	12	14	12
Female	56	1426	38648	100	0	99	511	497	489	6	4	8	6	14	22	72	69	61	17	12	10
Male	57	1492	40233	100	0	99	495	487	479	7	8	12	17	21	25	69	61	55	7	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	18	653	31940	100	0	99	498	473	465	6	11	16	17	27	32	61	57	49	17	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	80	1994	36502	100	0	99	508	499	502	5	4	4	9	15	14	72	67	67	13	14	15
Students with Disabilities	19	415	10665	100	0	100	467	428	423	24	20	30	29	34	36	41	41	31	6	4	2
Students without Disabilities	94	2506	68312	99	0	98	510	503	493	3	4	7	8	15	21	76	69	62	13	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	20	574	38662	100	0	96	512	481	468	5	9	16	0	29	32	84	57	49	11	5	3
Non-Economically Disadvantaged	93	2347	40315	100	0	100	501	495	498	7	5	5	13	15	15	67	67	66	12	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	113	2920	78750	100	100	99	528	512	500	4	3	6	8	22	29	84	72	63	4	3	2
All Students (Prior Year)	110	2854	75673	99	100	100	550	544	530	3	8	12	22	22	25	71	66	58	4	4	4
Female	56	1427	38586	100	99	99	535	524	515	6	2	4	6	15	22	83	79	71	6	3	3
Male	57	1492	40135	100	100	99	520	499	486	2	4	8	11	29	35	85	65	56	2	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	18	654	31841	100	100	99	529	500	483	0	4	8	6	29	36	94	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	80	1994	36440	100	100	99	533	517	516	3	3	3	9	20	22	83	75	71	5	3	4
Students with Disabilities	19	414	10622	100	100	100	506	436	415	6	10	21	12	47	50	82	42	28	0	1	1
Students without Disabilities	94	2508	68196	99	98	98	532	524	513	3	2	3	8	18	25	85	77	69	4	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	574	38558	100	88	96	535	498	485	0	6	8	5	29	37	89	65	54	5	1	1
Non-Economically Disadvantaged	93	2348	40260	100	100	100	526	515	514	4	3	3	9	20	21	83	74	72	3	3	4

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	117	3236	78250	99	100	99	562	558	548	12	13	21	15	17	18	63	57	48	11	13	13
All Students (Prior Year)	126	3176	75001	100	100	99	497	476	468	15	27	37	38	43	36	24	21	16	23	10	10
Female	53	1575	38071	98	100	99	551	558	549	16	11	20	14	17	19	69	59	49	2	13	12
Male	64	1658	40126	100	100	99	571	558	547	8	15	23	15	16	17	58	56	46	19	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	12	686	29129	92	100	99	561	543	527	25	19	32	8	23	23	42	50	40	25	9	6
Asian/Pacific Islander	11	101	1747	92	100	100	594	586	589	0	5	9	0	7	9	82	64	50	18	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	86	2233	38320	100	100	99	559	563	568	11	11	12	16	15	14	65	59	55	9	15	19
Students with Disabilities	11	371	9329	100	100	100	485	459	454	70	58	64	30	20	18	0	20	16	0	2	2
Students without Disabilities	106	2867	68996	99	99	99	570	570	561	6	7	16	13	16	18	69	62	52	12	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	12	556	33388	86	90	94	540	546	530	25	20	32	25	22	22	42	50	40	8	8	5
Non-Economically Disadvantaged	105	2682	44937	100	100	100	565	561	561	10	11	13	13	16	15	65	59	54	11	14	18

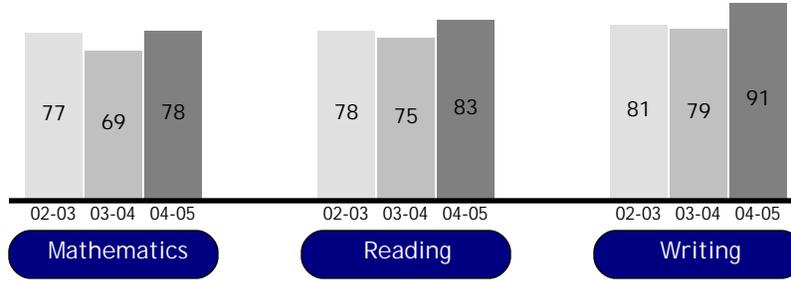
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3238	78302	99	0	99	537	524	512	5	7	11	14	19	25	75	68	57	6	7	7
All Students (Prior Year)	125	3170	74918	99	100	99	521	507	497	9	22	32	13	18	19	57	42	35	21	18	15
Female	53	1575	38082	98	0	99	532	528	518	6	4	8	18	17	24	69	72	61	8	7	7
Male	64	1660	40166	100	0	99	541	520	507	3	9	14	10	21	26	81	64	54	5	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	12	686	29152	92	0	99	516	510	492	8	12	17	25	25	34	58	58	46	8	5	2
Asian/Pacific Islander	11	101	1746	92	0	100	543	545	542	0	1	5	9	13	13	73	77	66	18	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	86	2234	38347	100	0	99	539	528	531	5	5	5	13	17	17	77	70	68	5	7	10
Students with Disabilities	11	371	9353	100	0	100	470	438	429	50	33	40	20	35	38	30	31	22	0	1	1
Students without Disabilities	106	2869	69024	99	0	99	543	535	524	0	3	7	13	17	23	80	72	62	7	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	12	556	33398	86	0	94	520	511	495	0	12	18	25	28	35	75	58	46	0	3	2
Non-Economically Disadvantaged	105	2684	44979	100	0	100	539	527	525	5	5	6	12	17	18	76	70	66	7	8	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	117	3229	78094	99	100	99	575	561	545	2	2	3	3	11	18	95	86	77	1	2	2
All Students (Prior Year)	126	3170	74503	100	100	99	534	522	491	5	4	9	13	22	32	68	61	51	14	12	8
Female	53	1573	38025	98	100	99	580	569	558	0	1	2	4	6	13	94	91	82	2	2	2
Male	64	1653	40013	100	99	99	571	552	534	3	3	5	2	15	23	95	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	12	685	29068	92	100	99	539	547	523	8	3	5	8	17	27	83	80	67	0	1	1
Asian/Pacific Islander	11	101	1743	92	100	100	608	588	577	0	0	2	0	4	9	100	91	82	0	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	86	2228	38265	100	100	99	577	564	564	1	1	2	2	9	11	95	88	84	1	2	3
Students with Disabilities	11	369	9275	100	100	100	512	459	444	20	9	14	10	39	46	70	51	39	0	1	1
Students without Disabilities	106	2862	68892	99	99	98	581	573	559	0	1	2	2	7	14	97	90	82	1	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	12	556	33296	86	90	94	564	547	527	0	2	5	0	19	27	100	78	67	0	1	0
Non-Economically Disadvantaged	105	2675	44871	100	100	100	576	564	559	2	2	2	3	9	12	94	88	84	1	2	3

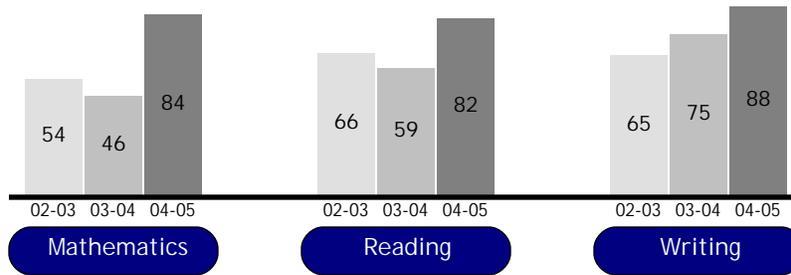
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

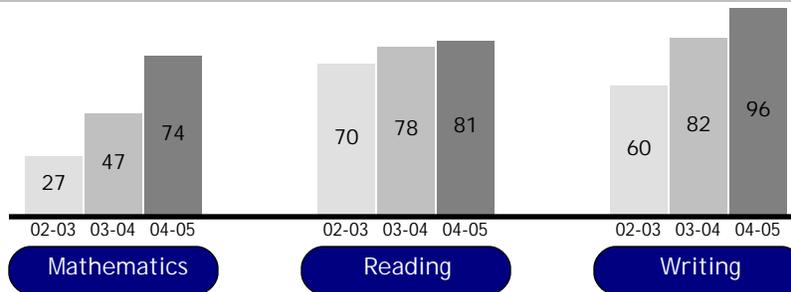
3rd Grade Proficiency



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 2004-05

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

# 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 School Goals
- Ü School Climate
- Ü School Safety Issues
- Ü Parent/Educator Relationships
- Ü Develop Site Council Goals
- Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	2.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	7	1	0	0
10 or more years	9	11	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	74
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	14%

## 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 Future Business Leaders
- Ü Future Cities CLub
- Ü Scholastic Bowl

### Social Services

- Ü Intervention Specialist
- Ü Crisis Intervention
- Ü Free/Reduced Breakfast/Lunch Program
- Ü YMCA After School Program
- Ü DARE / G.R.E.A.T Programs
- Ü Character Education Program
- Ü Behavior Specialist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Terra Nova and AIMS DPA test results were above national, state, and district averages. AIMS results continue to increase in the area of 'meets/exceeds standards'.
- ü During the 04-05 school year, over 43% of 5th - 8th graders achieved honor roll recognition (3.5+ GPA) and the school averaged 28% 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 Marshall Ranch Jazz Band was one of two Junior High level bands invited to participate in a National Music Educators Conference in Long Beach, California and earned a High Distinction Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	6	12	12	17
Transfers In Rate <sup>6</sup>	15	28	28	37
Stability Rate <sup>7</sup>	93	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 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 pledge was incorporated into the LifeSkills program for 2004-05.

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) :

2
---

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	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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 16 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.