



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1945 S. Ashland Ranch Road, Gilbert, AZ 85296

Gilbert Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Debbie Ybarra
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 922
Web Address : ashland-es.gilbert.k12.az.us/
Phone Number : (480) 917-9900
Fax Number : (480) 917-3400
E-mail : debbie_ybarra@gilbert.k12.az.us

Mission

AR's will ensure an educational environment where a learner's experience, culture and values enhance academic excellence individually and empower all learners to make well-informed choices regarding decisions that will positively impact their future. AR is a character counts school and believes that with the implementation of the six pillars that all children can be successful and life long learners.

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

- Provide an environment to enhance academic excellence.
Empowerment to students to become self-learners.
Support teachers through staff development on trends and necessary changes.
Teach across the curriculum and incorporate all areas of learning for each child to be successful.

Enrollment

October 1, 2003 School Year Student Enrollment : 862
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- ü Preschool
- ü Resource
- ü ALP
- ü SAIL'S
- ü Self contained classrooms
- ü ELL

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Ashland Ranch Staff has the responsibility to provide a safe learning environment that promotes one's own culture, values and experiences to enhance learning.

Parents

It is the responsibility of the Ashland Ranch parents to provide a nurturing environment for their child or children where they have a place to study each night along with educational support.

Transportation Policy

It is the responsibility of the Gilbert School District Transportation Department to provide safe transportation to and from school.

School Honors

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

Award/Honor	Year
ü Checkmate Chess Challenge 4th Place	2003
ü Wells Fargo Resource Grant (Received Four)	2003
ü Southern Maricopa County Regional Chess Cham. 12th	2003
ü 2002 Math Challenge All Star Team	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	122	2770	75509	100	100	100	573	541	521	4	6	13	8	17	23	18	35	33	69	42	31
All Students (Prior Year)	136	2623	75372	99	99	100	534	539	523	7	3	9	14	16	25	40	40	36	39	40	30
Female	72	1380	37013	100	100	100	579	543	522	4	5	12	7	17	24	14	34	33	75	44	31
Male	50	1390	38430	100	99	99	563	538	521	4	7	14	10	17	22	24	36	33	62	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	12	412	30486	100	100	99	564	523	505	17	10	18	0	23	29	0	34	32	83	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	101	2113	35192	100	99	99	575	544	534	3	5	8	8	15	19	21	36	35	68	45	39
Students with Disabilities	NC	351	9708	NC	100	100	NC	512	489	NC	19	32	NC	27	27	NC	27	24	NC	26	17
Students without Disabilities	119	2419	65801	99	98	98	575	543	525	3	4	11	8	16	23	19	36	34	70	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	343	36411				NC	515	503	NC	11	19	NC	26	29	NC	38	32	NC	26	20
Non-Economically Disadvantaged	114	2427	39040				575	544	534	4	5	8	7	16	19	19	35	34	70	44	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	121	2774	75492	99	100	100	543	533	519	4	4	12	9	11	16	39	50	47	48	35	24
All Students (Prior Year)	136	2633	75221	99	99	100	537	535	523	3	2	8	6	8	16	58	61	56	33	28	21
Female	71	1382	37014	99	100	100	545	538	523	4	3	10	7	9	15	34	48	48	54	40	27
Male	50	1392	38400	100	99	99	540	528	516	4	6	14	12	12	17	46	53	47	38	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	11	413	30438	92	100	99	549	524	508	0	7	17	9	15	21	36	51	47	55	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	101	2113	35177	100	99	99	544	535	528	4	4	8	8	9	13	41	50	49	48	37	31
Students with Disabilities	NC	352	9707	NC	100	100	NC	512	495	NC	18	33	NC	17	21	NC	46	33	NC	19	13
Students without Disabilities	118	2422	65785	98	98	98	544	535	522	3	3	10	9	10	16	40	51	49	48	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	344	36302				NC	518	507	NC	9	18	NC	20	21	NC	48	46	NC	23	14
Non-Economically Disadvantaged	113	2430	39164				545	535	528	4	4	8	8	9	13	40	51	48	48	36	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	122	2766	75053	100	99	99	676	615	597	2	5	7	7	8	12	67	76	72	24	10	9
All Students (Prior Year)	134	2563	73654	98	97	99	545	542	530	5	3	9	9	7	13	66	78	70	20	11	7
Female	72	1377	36872	100	100	99	693	640	621	3	3	5	4	6	9	66	76	74	27	14	12
Male	50	1389	38109	100	99	99	651	589	573	2	7	10	10	11	14	68	76	69	20	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	12	413	30235	100	100	98	705	603	575	0	7	9	0	8	14	75	76	70	25	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	101	2109	35028	100	99	99	675	618	613	2	4	6	7	9	10	66	76	73	25	11	11
Students with Disabilities	NC	351	9625	NC	100	100	NC	569	530	NC	14	21	NC	16	21	NC	64	55	NC	6	4
Students without Disabilities	119	2415	65428	99	98	98	679	620	604	2	4	6	6	8	11	68	78	73	25	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	343	36077				NC	580	566	NC	9	10	NC	11	16	NC	75	69	NC	5	5
Non-Economically Disadvantaged	114	2423	38950				681	619	618	2	4	5	6	8	9	66	76	73	26	11	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	119	2691	76019	100	100	100	510	512	499	9	7	14	34	35	39	13	17	14	44	41	33
All Students (Prior Year)	148	2679	76230	100	99	100	518	513	498	2	4	12	27	34	38	14	15	12	57	47	37
Female	53	1281	37207	100	99	100	504	511	499	6	6	12	44	38	41	13	17	14	37	39	33
Male	66	1401	38677	100	100	100	514	512	498	11	8	15	27	32	38	13	17	13	50	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	23	406	29458	100	98	100	487	492	480	22	12	20	43	48	48	4	15	12	30	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	494	466	--	9	28	--	43	49	--	22	10	--	26	13
White	86	2035	35880	100	99	100	517	516	515	6	5	7	31	32	32	14	17	16	49	45	45
Students with Disabilities	NC	340	9786	NC	100	100	NC	475	457	NC	28	39	NC	40	40	NC	9	7	NC	23	13
Students without Disabilities	110	2351	66233	99	98	99	515	515	503	5	5	11	36	35	39	13	18	14	47	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	14	352	35714				469	494	480	23	13	20	62	45	47	0	15	12	15	28	20
Non-Economically Disadvantaged	105	2339	40266				515	514	513	7	6	9	31	34	33	15	17	15	48	43	43

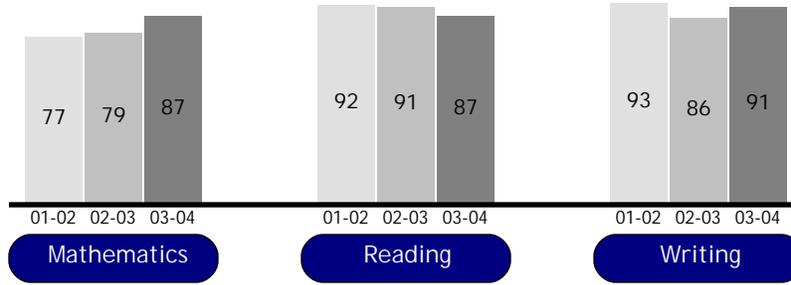
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2700	76020	100	100	100	506	511	503	18	13	25	20	20	23	47	50	40	15	17	12
All Students (Prior Year)	149	2678	76202	100	99	100	513	514	505	4	6	19	19	19	24	60	58	46	17	17	11
Female	53	1283	37213	100	100	100	508	512	504	15	11	22	25	20	23	42	50	42	17	19	13
Male	66	1402	38666	100	100	100	504	510	501	21	15	29	16	20	22	51	49	38	13	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	23	406	29442	100	98	99	502	501	494	35	22	37	26	25	26	30	46	31	9	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	501	489	--	13	48	--	35	25	--	43	24	--	9	3
White	86	2036	35890	100	100	100	507	513	511	15	11	15	15	19	20	52	51	48	17	19	18
Students with Disabilities	NC	343	9784	NC	100	100	NC	496	485	NC	38	58	NC	25	19	NC	27	19	NC	9	4
Students without Disabilities	110	2357	66236	99	98	99	508	512	504	16	11	23	20	20	23	49	51	42	16	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	14	352	35703				494	501	494	33	20	37	25	23	26	42	50	31	0	6	6
Non-Economically Disadvantaged	105	2348	40274				507	512	509	17	12	17	19	20	20	48	50	47	17	19	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	119	2697	75673	100	100	100	550	555	530	10	7	12	17	20	25	69	66	58	4	6	4
All Students (Prior Year)	145	2627	74692	98	97	99	521	520	502	5	7	18	24	23	27	60	59	47	10	11	8
Female	53	1282	37099	100	100	100	579	575	548	2	4	8	10	14	22	83	74	64	6	8	6
Male	66	1402	38441	100	100	99	527	537	513	17	10	16	22	26	29	57	59	52	3	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	23	404	29305	100	97	99	531	535	507	17	9	16	13	22	31	65	64	51	4	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	552	492	--	9	19	--	22	33	--	70	46	--	0	1
White	86	2035	35760	100	99	99	557	560	550	8	6	9	17	20	21	70	67	64	5	7	6
Students with Disabilities	NC	344	9706	NC	100	100	NC	493	462	NC	27	36	NC	31	32	NC	38	31	NC	3	1
Students without Disabilities	110	2353	65967	99	98	99	555	560	536	10	5	10	14	20	25	72	69	60	5	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	14	351	35541				574	534	504	17	10	17	8	24	31	67	63	50	8	2	2
Non-Economically Disadvantaged	105	2346	40091				548	558	550	10	6	9	17	20	21	69	67	64	4	7	6

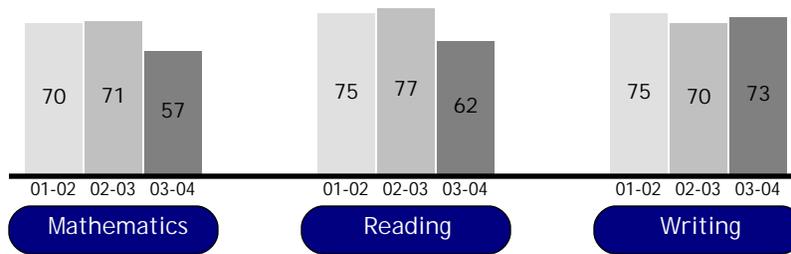
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	98	60	64	44	98	68	68	50	100	60	NA	58
	Language	97	57	60	39	99	56	62	43	99	59	63	50
	Mathematics	98	66	70	52	99	72	72	57	100	67	76	64
3	Reading	99	63	64	43	99	72	67	47	95	77	NA	55
	Language	98	72	72	50	99	76	72	54	98	83	76	61
	Mathematics	99	72	68	50	100	77	70	54	96	84	72	61
4	Reading	97	75	68	47	99	72	73	52	97	74	NA	56
	Language	97	68	62	45	99	60	66	48	100	62	66	52
	Mathematics	100	73	71	52	99	72	74	57	100	71	73	61
5	Reading	99	66	64	46	100	73	69	50	100	69	NA	55
	Language	98	61	59	43	100	65	63	46	100	58	63	49
	Mathematics	99	75	73	54	100	81	76	57	100	73	77	63
6	Reading	98	70	67	49	99	72	69	53	99	76	NA	56
	Language	96	61	60	42	100	64	63	45	99	69	64	48
	Mathematics	100	82	78	58	100	78	80	62	99	85	81	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Understanding
- Ü Discipline Understanding
- Ü Financial Support
- Ü Parental Involvement
- Ü Goal/Objective Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	7	9	0	0
7 to 9 years	3	13	0	0
10 or more years	0	3	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.	35
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Oceanography
- Ü Science Camp

Social Services

- Ü ELL Liason

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teachers have been trained in Standard Based Report Cards and will implement them this year

- ü Teachers have increased the students use of AR by incorporating it into their daily curriculum. Students are challenging themselves by setting higher goals and obtaining them only to set an even higher goal each time.

- ü Teachers will be trained on developing Rubrics correlated to their Standard Based Report Card

- ü Teachers will be trained on Mountain Math and Thinking Tank

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	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	86	85
Grades 3-4	82	72
Grades 4-5	65	84
Grades 5-6	82	78

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

Students are trained to be peer mediators.

The dialogue of Character Counts is used in discipline and student council continues to strive to be remarkable young women and men of leadership for all within the school/learning environment. Students will also be given training on who and what does a Bully look like and how to deal with them when confronted.

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	Debbie Ybarra	(480) 917-9900
Transportation Policy	Jay Moris	(480) 497-3314
Community Resources	Laura Kassymova	(480) 917-9900
School Nutrition Programs	Margaret Jo Church	(480) 917-9900
Parent Organization	Tracy Kahle	(480) 917-9900
Student Health/Nurse	Julie Rogers	(480) 917-9900

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.