

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

### School Overview

Principal/Administrator : Mrs. Debbie Ybarra  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 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

Ashland Ranch 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. Ashland Ranch 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)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü Implement state standard curriculum based instruction promoting higher level learning.
- ü Empowerment to students to become self-learners.
- ü Provide Professional Learning Days that challenge excellence amongst the ranks of teachers at Ashland Ranch Elementary.
- ü Continue with the implementation of Thinking Maps across the curriculum to promote out of the box opportunities.

### Enrollment

October 1, 2005 School Year Student Enrollment : 941  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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 each child's own belonging. Ashland Ranch Staff has the responsibility to keep students informed at all times of their own academic needs and achievements along with helping lead children into experiencing academic needs beyond the basics. It is our responsibility to keep parents informed of their childrens academics and behavior at all times.

Parents

It is the responsibility of the Ashland Ranch Elementary parents to provide a nurturing environment for their child or children to have outside experiences beyond the classroom. It is also the responsibility of the teachers, administrators and parents to have a strong partnership for the children's academic success.

Transportation Policy

It is the responsibility of the Gilbert School District Transportation Department to provide safe transportation to and from school. It is also the responsibility of the Transportation Department to provide appropriate information to the administrator on any child who might chose not to follow the rules of the bus. Safety first!

School Honors

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

Award/Honor	Year
ü Named Benchmark School	2005
ü Excelling School	2005
ü Wells Fargo Grant Recipient	2005
ü 2005 Math Challenge All Star Team	2005

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	143	2749	80010	100	98	99	482	475	447	2	4	10	3	9	18	50	50	53	45	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1307	38935	100	99	99	485	474	447	1	4	9	4	8	19	39	51	55	55	37	17
Male	76	1442	40974	100	98	98	479	476	448	3	3	11	1	9	18	59	50	52	37	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	19	460	34545	100	98	99	455	456	432	5	4	14	NA	13	24	84	65	53	11	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	110	2029	35142	100	99	99	485	481	465	2	3	5	4	7	11	45	47	56	49	43	28
Students with Disabilities	19	414	10161	100	93	93	460	440	419	11	16	28	11	27	28	47	39	36	32	18	8
Students without Disabilities	124	2335	69849	100	100	100	485	481	451	1	1	7	2	5	17	50	52	56	48	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	583	39029	100	97	98	472	454	432	NA	6	14	NA	15	25	64	60	52	36	19	9
Non-Economically Disadvantaged	129	2166	40981	100	99	100	483	481	462	2	3	6	3	7	13	48	47	54	47	43	27

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	143	2707	79438	100	97	98	488	480	451	1	3	9	8	12	24	65	62	56	26	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1290	38775	100	98	99	500	487	457	NA	2	7	3	9	22	63	61	58	34	27	13
Male	76	1417	40560	100	96	97	477	474	446	3	3	12	12	14	25	67	62	54	18	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	19	455	34297	100	97	98	474	464	434	5	5	14	5	16	31	79	69	50	11	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	110	1996	34887	100	97	98	491	485	471	1	2	4	8	10	15	61	61	63	30	27	18
Students with Disabilities	19	373	9588	100	84	88	463	445	416	5	13	30	21	31	32	63	46	34	11	9	5
Students without Disabilities	124	2334	69850	100	99	100	492	485	456	1	1	7	6	9	23	65	64	59	28	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	573	38685	100	96	97	480	461	435	NA	5	14	NA	20	32	93	65	50	7	11	5
Non-Economically Disadvantaged	129	2134	40753	100	97	99	489	485	467	2	2	5	9	10	16	62	61	62	28	27	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	141	2749	79971	99	98	99	466	448	423	NA	3	8	17	28	41	71	64	49	12	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1307	38974	100	99	99	479	461	437	NA	3	5	7	20	33	75	70	57	18	7	4
Male	74	1442	40895	97	98	98	456	436	410	NA	4	10	26	35	47	68	58	41	7	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	19	461	34481	100	98	99	462	436	410	NA	4	10	21	33	46	74	61	43	5	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	108	2030	35150	98	99	99	468	451	437	NA	3	5	17	26	35	70	66	56	13	5	5
Students with Disabilities	18	412	10258	95	93	94	436	407	377	NA	13	23	50	50	51	44	35	25	6	2	1
Students without Disabilities	123	2337	69713	99	100	100	471	455	429	NA	2	5	12	24	39	75	69	52	13	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	585	38994	100	98	98	460	430	409	NA	5	10	14	39	47	71	53	41	14	2	1
Non-Economically Disadvantaged	127	2164	40977	98	99	100	467	453	437	NA	3	5	17	25	34	71	67	56	12	6	5

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

4th 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	2846	80147	98	98	99	517	511	482	NA	3	11	4	6	17	48	49	49	48	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1386	39281	98	98	99	515	511	483	NA	3	9	4	5	17	54	51	50	42	41	24
Male	65	1458	40780	97	98	98	519	511	482	NA	3	12	5	8	17	42	48	48	54	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	12	468	33494	86	96	99	501	493	466	NA	5	15	25	12	23	50	56	49	25	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	101	2074	36122	99	98	99	520	516	501	NA	2	5	2	5	10	46	48	50	52	45	35
Students with Disabilities	13	371	10295	81	88	92	492	467	443	NA	16	33	15	22	26	62	47	33	23	14	8
Students without Disabilities	109	2475	69852	100	100	100	520	518	488	NA	1	7	3	4	16	46	49	51	51	46	26
Limited English Proficient Students	--	84	12722	--	94	97	--	465	441	--	10	27	--	29	33	--	51	37	--	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	15	592	38371	94	96	97	516	490	465	NA	6	15	13	13	23	40	56	49	47	25	13
Non-Economically Disadvantaged	107	2254	41776	98	99	100	517	517	498	NA	2	6	3	5	11	49	47	49	49	46	33

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	2812	79686	97	97	98	503	499	470	NA	2	11	9	11	24	72	70	57	19	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1376	39163	98	97	99	507	504	475	NA	2	9	9	8	22	72	70	60	19	20	10
Male	64	1434	40438	96	96	97	499	494	465	NA	2	13	9	13	25	72	70	54	19	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	11	463	33299	79	95	98	497	481	452	NA	5	17	9	18	32	82	68	47	9	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	101	2048	35914	99	97	98	505	503	489	NA	1	5	7	8	15	71	71	67	22	20	14
Students with Disabilities	12	338	9808	75	80	87	494	467	432	NA	9	35	33	30	32	42	53	30	25	7	3
Students without Disabilities	109	2474	69878	100	100	100	504	503	475	NA	1	8	6	8	23	75	73	61	18	18	9
Limited English Proficient Students	--	83	12594	--	93	96	--	448	422	--	16	34	--	39	45	--	42	21	--	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	14	581	38095	88	94	97	497	481	452	NA	5	17	14	20	32	71	66	48	14	9	3
Non-Economically Disadvantaged	107	2231	41591	98	98	99	504	503	486	NA	1	6	8	8	16	72	71	65	20	19	13

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	124	2875	80372	99	99	99	502	497	475	NA	2	4	16	16	30	77	77	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1406	39452	100	99	99	511	508	488	NA	1	3	12	12	22	76	81	72	12	7	3
Male	66	1467	40836	99	98	98	494	487	464	NA	3	6	20	21	37	77	74	56	3	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	13	477	33608	93	98	99	475	486	462	NA	3	6	38	18	36	54	77	57	8	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	102	2091	36213	100	99	99	506	499	489	NA	1	2	14	16	22	78	78	72	8	5	3
Students with Disabilities	15	401	10526	94	95	94	473	452	427	NA	7	15	47	45	53	47	47	31	7	1	1
Students without Disabilities	109	2474	69846	100	100	100	506	504	482	NA	1	3	12	12	26	81	82	69	7	5	2
Limited English Proficient Students	--	87	12747	--	98	97	--	446	432	--	10	12	--	34	52	--	55	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	15	604	38521	94	98	98	488	479	461	NA	3	6	27	25	38	73	70	55	NA	1	1
Non-Economically Disadvantaged	109	2271	41851	100	99	100	504	502	489	NA	1	3	15	14	22	77	79	72	8	5	4

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	122	2841	79306	99	99	99	545	529	504	1	5	13	5	11	20	55	52	49	39	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1394	38845	100	99	99	546	531	505	1	4	11	8	12	20	46	52	50	45	33	18
Male	48	1446	40383	98	99	98	544	528	504	NA	5	14	NA	11	19	69	53	47	31	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	15	450	32673	100	99	99	537	509	487	NA	7	18	7	17	25	67	59	46	27	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	95	2116	36234	99	99	99	549	534	523	1	4	6	3	10	13	54	51	52	42	35	28
Students with Disabilities	NC	358	10286	NC	94	91	NC	483	462	NC	24	41	NC	29	27	NC	35	27	NC	12	5
Students without Disabilities	115	2483	69020	99	100	100	548	536	510	NA	2	9	4	8	18	55	55	52	41	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	556	37437	93	97	97	519	505	486	NA	10	19	15	18	26	77	55	46	8	16	9
Non-Economically Disadvantaged	109	2285	41869	100	100	100	549	535	521	1	3	7	4	9	14	52	52	51	43	36	27

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	2799	79000	98	98	98	526	514	489	1	2	10	6	12	24	71	69	58	22	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1385	38774	100	98	99	528	520	494	1	2	7	3	9	22	73	69	61	23	20	10
Male	47	1413	40150	96	97	98	523	509	485	NA	3	12	11	14	25	68	69	55	21	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	15	435	32508	100	96	98	512	498	472	NA	4	15	13	19	33	73	69	49	13	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	94	2096	36135	98	98	98	530	519	508	1	2	4	4	10	14	70	69	67	24	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	115	2484	69009	99	100	100	529	519	495	NA	1	6	4	9	22	72	72	62	23	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	534	37234	93	93	97	510	494	472	NA	4	15	8	21	33	85	68	50	8	7	3
Non-Economically Disadvantaged	108	2265	41766	99	99	99	528	519	505	1	2	5	6	10	16	69	69	65	24	19	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	122	2841	79611	99	99	99	536	515	496	1	3	7	14	27	37	84	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1396	39016	100	99	99	540	531	511	1	1	4	9	17	29	88	80	66	1	1	1
Male	48	1444	40519	98	99	98	530	500	482	NA	4	10	21	37	44	79	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	15	448	32855	100	99	99	527	501	481	NA	5	10	27	32	43	73	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	95	2119	36380	99	99	99	538	519	511	1	2	4	13	27	30	85	71	65	1	1	1
Students with Disabilities	NC	357	10664	NC	94	94	NC	460	440	NC	13	23	NC	57	54	NC	29	22	NC	0	1
Students without Disabilities	115	2484	68947	99	100	100	540	523	504	NA	1	4	12	23	34	87	75	61	1	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	555	37626	93	97	98	528	494	479	NA	6	10	31	38	45	69	55	45	NA	1	0
Non-Economically Disadvantaged	109	2286	41985	100	100	100	537	520	511	1	2	4	12	25	30	86	73	65	1	1	1

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

6th 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	114	2911	79327	98	98	98	552	548	518	8	7	19	5	10	20	54	56	46	33	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1431	38961	98	98	98	551	548	520	9	6	16	4	9	20	54	57	48	34	28	16
Male	58	1480	40295	98	98	97	552	547	516	7	7	21	7	10	19	53	54	44	33	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	17	493	32327	94	96	98	513	529	499	18	10	27	18	16	25	59	57	41	6	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	83	2129	36373	99	99	98	559	552	538	7	6	10	2	8	14	51	56	52	40	31	25
Students with Disabilities	10	360	9321	91	89	87	NA	493	467	NA	36	54	NA	23	22	NA	33	21	NA	8	3
Students without Disabilities	104	2551	70006	99	100	100	558	555	524	3	2	14	6	8	19	56	59	49	36	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	19	588	37097	100	95	97	518	527	498	21	12	27	11	18	25	53	54	41	16	17	7
Non-Economically Disadvantaged	95	2323	42230	98	99	99	559	553	535	5	5	11	4	7	15	54	56	50	37	31	24

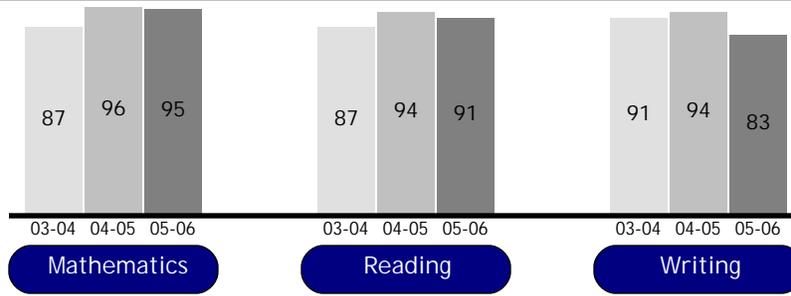
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2886	79501	99	97	98	525	523	497	4	3	10	11	11	25	76	78	60	9	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1426	39062	100	98	99	529	527	502	4	2	8	14	8	23	72	80	64	11	10	5
Male	58	1460	40368	98	97	98	521	518	491	5	3	13	9	13	27	79	77	57	7	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	18	489	32389	100	96	98	497	509	478	6	5	16	28	18	34	67	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	83	2109	36446	99	98	99	532	526	516	5	2	4	7	9	15	76	80	73	12	9	7
Students with Disabilities	11	335	9411	100	83	88	463	480	453	36	16	36	27	35	36	36	48	26	NA	1	1
Students without Disabilities	104	2551	70090	99	100	100	532	528	502	1	1	7	10	8	24	80	82	65	10	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	19	581	37183	100	94	97	493	507	479	16	4	16	26	18	34	58	75	49	NA	2	1
Non-Economically Disadvantaged	96	2305	42318	99	98	99	531	527	513	2	2	5	8	9	17	79	79	70	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2928	80000	99	99	99	583	588	564	2	1	3	3	5	11	80	75	75	15	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1439	39288	100	99	99	594	601	579	NA	1	2	4	2	6	72	73	77	25	25	16
Male	58	1489	40644	98	99	98	572	575	549	3	2	4	3	8	15	88	77	74	5	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	18	499	32672	100	97	99	564	579	548	NA	2	4	NA	5	14	100	79	76	NA	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	83	2135	36602	99	99	99	586	590	579	2	1	2	5	5	7	73	74	75	19	20	16
Students with Disabilities	11	378	9919	100	93	93	510	532	505	9	6	9	18	25	35	73	66	54	NA	3	2
Students without Disabilities	104	2550	70081	99	100	100	591	596	571	1	1	2	2	2	7	81	76	79	16	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	19	599	37534	100	97	98	555	572	547	5	2	4	5	8	15	84	81	76	5	9	5
Non-Economically Disadvantaged	96	2329	42466	99	99	100	589	592	578	1	1	2	3	4	7	79	74	75	17	21	16

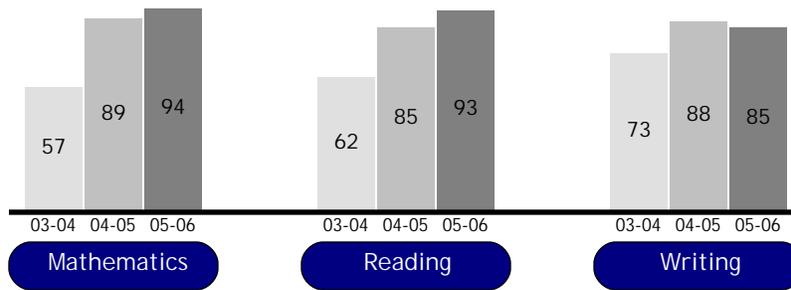
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	60	NA	58	100	62	61	47	99	67	65	46
	Language	99	59	63	50	100	68	60	47	99	70	65	48
	Mathematics	100	67	76	64	100	68	63	50	99	68	65	52
3	Reading	95	77	NA	55	100	68	60	44	100	72	67	46
	Language	98	83	76	61	100	64	57	44	99	68	61	46
	Mathematics	96	84	72	61	100	75	65	51	100	73	68	52
4	Reading	97	74	NA	56	100	64	61	48	97	72	70	52
	Language	100	62	66	52	100	61	60	49	99	70	68	52
	Mathematics	100	71	73	61	100	70	68	53	98	76	73	58
5	Reading	100	69	NA	55	100	66	63	50	98	78	73	56
	Language	100	58	63	49	100	66	62	50	99	76	70	54
	Mathematics	100	73	77	63	100	71	62	49	99	78	67	52
6	Reading	99	76	NA	56	100	63	64	51	99	75	75	56
	Language	99	69	64	48	100	59	62	47	99	70	68	50
	Mathematics	99	85	81	66	100	65	69	52	98	79	75	58

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."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Understanding
- Ü Discipline Understanding
- Ü Parental Involvement
- Ü Goal/Mission Understanding

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	1.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	7	8	0	0
7 to 9 years	4	8	0	0
10 or more years	3	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Room
- Ü Project Room

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Oceanography
- Ü Science Camp
- Ü Young Writers Club
- Ü Battle of the Books
- Ü Mad Science
- Ü Project Greenlight

Social Services

- Ü Speech Liason
- Ü Crisis intervention team
- Ü VIK (Before & Afterschool care)
- Ü Flu clinic
- Ü p/t School Psychologist
- Ü p/t Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ashland Ranch was named one of the twenty-two schools in the state of Arizona to be a Benchmark School honored by ASU and Department of Education.
  
- ü Labeled an Excelling School for 2005-2006 school year.
  
- ü All Teachers were trained in Thinking Maps and incorporated them into the curriculum for 2005-2006 school year.
  
- ü Sixth Grade Teachers present workshop for sixth grade female students 'You Go Girl.' Key Note Speaker: New Mexico County Commissioner Deanna Archuleta from Bernalillo County.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

Students are trained to be peer mediators.

The dialogue of Character Counts is used in discipline and student council continues to strive to promote 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 for school year 2005-06 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.

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

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	Amy Johns	(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](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 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.

6 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).

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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.