

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

365 West Cannon Avenue, Centennial Park, AZ 86021

Masada Charter School, Inc.

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	Performing Plus
2003-04	Performing
2002-03	New School

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

### 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 Overview

Principal/Administrator : Ms. Leanne Timpson  
 Schedule : 08:30 AM to 05:00 PM  
 Grades : K-9  
 2005 Enrollment : 335  
 Web Address : www.masadaschool.com  
 Phone Number : (928) 875-2525  
 Fax Number : (928) 875-2526  
 E-mail : leannet@masadaschool.com

### Mission

The mission of Masada Charter School is to provide the opportunity for students to develop their learning skills through close involvement of parents and the use of the most current learning technologies, and be motivated to use these skills continually in their lives. These strategies will lead to comprehensively literate, and self-fulfilled individuals who will benefit the community.

### School / Academic Goals

- Ü Masada teachers will participate in individual action research projects to develop strategies and skills that promote better instruction. Teachers will receive support for these projects through collaborative planning sessions and peer coaching.
- Ü Masada's goal is to improve student reading comprehension by teaching students to use reading strategies that focus on comprehension of informational text.
- Ü Masada's goal is to improve critical reading through teaching critical thinking and reading strategies to students in every subject area.
- Ü Masada's goal is to improve student math scores on the AIMS by insuring instruction in standards that deal with discrete mathematics and structure & logic.

### Enrollment

October 1, 2004 School Year Student Enrollment : 312  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Brain-compatible Instruction
- Ü Integration of Technology in Curriculum
- Ü Constructivism: Discovery Learning
- Ü Metacognition: Self Knowledge
- Ü Collaborative Learning
- Ü Integration of Language Arts
- Ü LifeLong Guidelines for Character Ed

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/26/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Masada is responsible to provide a safe, positive, and stimulating environment where children are motivated to meet their learning potential; and to provide opportunities for parents to learn about and be involved in their child's education.

Parents

Masada's parents are responsible to ensure that students are properly fed and clothed in the specified Masada uniform with hair neatly combed. Masada's parents are asked to volunteer fifteen hours minimum service per year to the school. We also expect parents to read the student/parent handbook with their children, sign it, and support the school with implementation of the policies within it.

Transportation Policy

It is the policy of Masada Charter School that parents provide transportation for their children. Masada will provide transportation for nonresident pupils with disabilities; all students with special needs whose IEP specifies a transportation need.

School Honors

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

Award/Honor	Year
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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	26	26	79306	100	100	99	470	470	445	4	4	10	0	0	18	69	69	51	27	27	20
All Students (Prior Year)	32	32	75509	100	100	100	488	488	521	30	30	13	33	33	23	23	23	33	13	13	31
Female	10	10	38691	100	100	99	462	462	446	0	0	10	0	0	18	90	90	52	10	10	20
Male	16	16	40583	100	100	99	474	474	445	6	6	11	0	0	18	56	56	50	38	38	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	26	26	36197	100	100	99	470	470	463	4	4	5	0	0	11	69	69	53	27	27	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	22	22	69060	92	92	98	474	474	454	0	0	7	0	0	17	73	73	54	27	27	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	20	39415	100	100	96	461	461	431	5	5	15	0	0	25	75	75	50	20	20	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	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	26	26	79395	100	0	99	471	471	446	0	0	9	15	15	25	69	69	55	15	15	11
All Students (Prior Year)	32	32	75492	100	100	100	489	489	519	30	30	12	23	23	16	47	47	47	0	0	24
Female	10	10	38743	100	0	100	475	475	451	0	0	7	10	10	24	80	80	57	10	10	12
Male	16	16	40618	100	0	99	467	467	440	0	0	11	19	19	27	63	63	53	19	19	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	26	26	36221	100	0	99	471	471	465	0	0	4	15	15	15	69	69	63	15	15	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	22	22	69139	92	0	99	475	475	454	0	0	7	14	14	24	68	68	58	18	18	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	20	39484	100	0	96	463	463	429	0	0	14	20	20	35	70	70	47	10	10	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	26	26	78869	100	100	99	459	459	442	0	0	6	15	15	21	85	85	63	0	0	10
All Students (Prior Year)	32	32	75053	100	100	99	567	567	597	6	6	7	16	16	12	74	74	72	3	3	9
Female	10	10	38536	100	100	99	486	486	458	0	0	4	0	0	15	100	100	67	0	0	14
Male	16	16	40302	100	100	99	442	442	428	0	0	8	25	25	26	75	75	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	26	26	36078	100	100	99	459	459	459	0	0	4	15	15	16	85	85	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	22	22	68697	92	92	98	459	459	454	0	0	4	14	14	18	86	86	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	20	39106	100	100	95	458	458	427	0	0	8	15	15	28	85	85	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	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	34	34	78906	100	100	99	536	536	498	6	6	13	3	3	19	50	50	48	41	41	20
All Students (Prior Year)	25	25	76019	100	100	100	503	503	499	4	4	14	52	52	39	8	8	14	36	36	33
Female	20	20	38644	100	100	99	540	540	500	5	5	12	5	5	19	45	45	49	45	45	19
Male	14	14	40236	100	100	99	529	529	497	8	8	15	0	0	19	58	58	46	33	33	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	33	33	36483	100	100	99	539	539	517	3	3	7	3	3	13	52	52	51	42	42	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	32	32	68310	100	100	98	541	541	509	3	3	9	3	3	18	50	50	51	43	43	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	29	38679	100	100	96	535	535	483	7	7	20	4	4	25	48	48	45	41	41	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	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	34	34	78908	100	0	99	504	504	484	0	0	10	19	19	23	69	69	58	13	13	9
All Students (Prior Year)	25	25	76020	100	100	100	496	496	503	40	40	25	16	16	23	40	40	40	4	4	12
Female	20	20	38648	100	0	99	515	515	489	0	0	8	10	10	22	75	75	61	15	15	10
Male	14	14	40233	100	0	99	486	486	479	0	0	12	33	33	25	58	58	55	8	8	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	33	33	36502	100	0	99	506	506	502	0	0	4	16	16	14	71	71	67	13	13	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	32	32	68312	100	0	98	508	508	493	0	0	7	13	13	21	73	73	62	13	13	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	29	29	38662	100	0	96	504	504	468	0	0	16	19	19	32	67	67	49	15	15	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	34	34	78750	100	100	99	520	520	500	3	3	6	22	22	29	75	75	63	0	0	2
All Students (Prior Year)	25	25	75673	100	100	100	470	470	530	48	48	12	16	16	25	36	36	58	0	0	4
Female	20	20	38586	100	100	99	528	528	515	0	0	4	20	20	22	80	80	71	0	0	3
Male	14	14	40135	100	100	99	509	509	486	8	8	8	25	25	35	67	67	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	33	33	36440	100	100	99	523	523	516	3	3	3	19	19	22	77	77	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	32	32	68196	100	100	98	522	522	513	3	3	3	20	20	25	77	77	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	29	38558	100	100	96	516	516	485	4	4	8	22	22	37	74	74	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	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	26	26	78250	100	100	99	561	561	548	12	12	21	12	12	18	77	77	48	0	0	13
All Students (Prior Year)	--	--	75001	--	--	99	--	--	468	--	--	37	--	--	36	--	--	16	--	--	10
Female	15	15	38071	100	100	99	556	556	549	13	13	20	13	13	19	73	73	49	0	0	12
Male	11	11	40126	100	100	99	568	568	547	9	9	23	9	9	17	82	82	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	26	26	38320	100	100	99	561	561	568	12	12	12	12	12	14	77	77	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	25	25	68996	100	100	99	563	563	561	12	12	16	8	8	18	80	80	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	21	21	33388	100	100	94	561	561	530	14	14	32	14	14	22	71	71	40	0	0	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

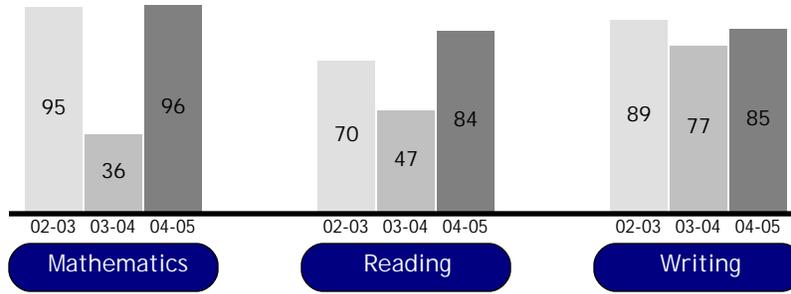
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78302	100	0	99	535	535	512	0	0	11	12	12	25	88	88	57	0	0	7
All Students (Prior Year)	--	--	74918	--	--	99	--	--	497	--	--	32	--	--	19	--	--	35	--	--	15
Female	15	15	38082	100	0	99	533	533	518	0	0	8	13	13	24	87	87	61	0	0	7
Male	11	11	40166	100	0	99	536	536	507	0	0	14	9	9	26	91	91	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	26	26	38347	100	0	99	535	535	531	0	0	5	12	12	17	88	88	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	25	25	69024	100	0	99	536	536	524	0	0	7	12	12	23	88	88	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	21	21	33398	100	0	94	534	534	495	0	0	18	14	14	35	86	86	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	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	26	26	78094	100	100	99	576	576	545	0	0	3	8	8	18	88	88	77	4	4	2
All Students (Prior Year)	--	--	74503	--	--	99	--	--	491	--	--	9	--	--	32	--	--	51	--	--	8
Female	15	15	38025	100	100	99	584	584	558	0	0	2	7	7	13	87	87	82	7	7	2
Male	11	11	40013	100	100	99	565	565	534	0	0	5	9	9	23	91	91	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	26	26	38265	100	100	99	576	576	564	0	0	2	8	8	11	88	88	84	4	4	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	25	25	68892	100	100	98	579	579	559	0	0	2	4	4	14	92	92	82	4	4	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	21	21	33296	100	100	94	571	571	527	0	0	5	10	10	27	90	90	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

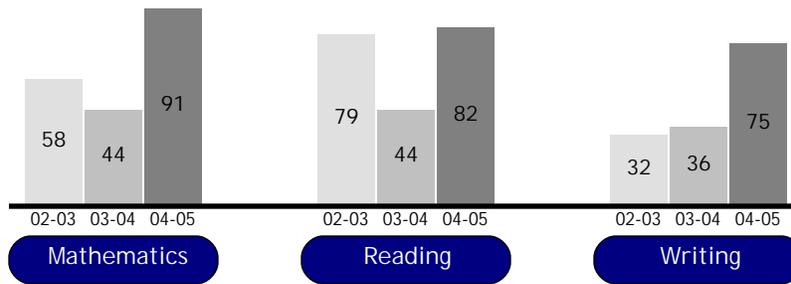
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

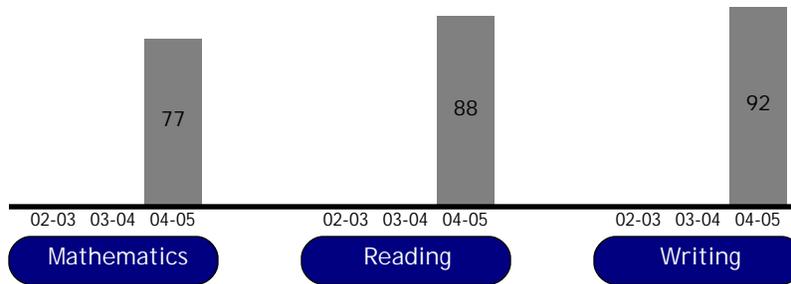
3rd Grade Proficiency



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.

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	90	32	32	50	92	46	NA	58	97	66	66	47
	Language	97	21	21	43	92	33	33	50	97	63	63	47
	Mathematics	100	49	49	57	100	69	69	64	100	80	80	50
3	Reading	100	49	49	47	100	35	NA	55	100	54	54	44
	Language	100	50	50	54	100	33	33	61	100	58	58	44
	Mathematics	100	61	61	54	100	44	44	61	100	65	65	51
4	Reading	100	54	54	52	97	47	NA	56	100	50	50	48
	Language	100	54	54	48	100	43	43	52	100	47	47	49
	Mathematics	100	63	63	57	100	62	62	61	100	64	64	53
5	Reading	100	59	59	50	96	53	NA	55	100	63	63	50
	Language	100	50	50	46	100	35	35	49	100	62	62	50
	Mathematics	100	70	70	57	100	68	68	63	100	71	71	49
6	Reading	100	57	57	53	100	57	NA	56	100	66	66	51
	Language	100	46	46	45	100	47	47	48	100	63	63	47
	Mathematics	100	79	79	62	100	75	75	66	100	80	80	52
7	Reading	--	--	--	51	--	--	--	54	100	72	72	50
	Language	--	--	--	54	--	--	--	58	100	69	69	52
	Mathematics	--	--	--	58	--	--	--	62	100	66	66	50
8	Reading	--	--	--	53	--	--	--	55	100	71	71	51
	Language	--	--	--	49	--	--	--	52	100	62	62	50
	Mathematics	--	--	--	58	--	--	--	61	100	60	60	53
9	Reading	--	--	--	41	--	--	--	42	100	67	67	51
	Language	--	--	--	42	--	--	--	42	100	72	72	50
	Mathematics	--	--	--	60	--	--	--	63	100	69	69	50

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

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

Council Duties

- Ü Assist with Extracurricular Events
- Ü Organize and Manage Fundraisers
- Ü Coordinate parent participation
- Ü Provide Parental Feedback to the School
- Ü Provide support for school activities
- Ü Track parent hours

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	21.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Internet Access
- Ü Multipurpose Room
- Ü School/Community Library & E-Library
- Ü Parent Resource Room

Extracurricular Activities

- Ü Community Service Days
- Ü Little League
- Ü Student Book Club
- Ü Student Council
- Ü Basketball, Volleyball, Aerobics

Social Services

- Ü Parent Education Classes
- Ü Parent Resource Center
- Ü Library/Lab
- Ü Community Fundraising Events
- Ü Community Service Days
- Ü Behavior Coaching

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Masada's student reading scores on the AIMS improved because of the training teachers received around the components of reading instruction, effective strategies to teach reading, and assessment strategies to assess reading.
- ü MCS received a staff development grant from the Arizona K-12 center that provided assistance with the expense of the staff development program for teachers during the 2004/2005 school year.
- ü Masada received a technology grant from the AZ Dept. of Education to provide laptops in the 3rd through 6th classrooms. Students were provided with technology literacy training and opportunities to use technology as a tool within their classroom.
- ü Instruction improved and student achievement increased because of teacher collaboration and peer coaching.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	3	12	12	17
Transfers In Rate <sup>6</sup>	1	28	28	37
Stability Rate <sup>7</sup>	96	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	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

Masada enforces a uniformed dress code that promotes equity among students. Masada uses a motivational program called 'Carriers of the Light' which provides recognition and rewards for students who develop self-awareness and self-control. The 'Carrier' program promotes positive behaviors between students and teachers and encourages school pride. This motivational program is assisting Masada with the creation of a positive learning environment and a culture of mutual respect.

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) :

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	Melanie Hammon	(928) 875-2525
Transportation Policy	LeAnne Timpson	(928) 875-2525
Community Resources	Alyne Dockstader	(928) 875-2525
School Nutrition Programs	Susanne Hammon	(928) 875-2525
Parent Organization	Susan Williams	(928) 875-2525
Student Health/Nurse	Susanne Hammon	(928) 875-2525

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).

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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.